BTEC Professional

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BTEC Professional Qualifications in

MANAGEMENT AND LEADERSHIP

Specification

From August 2010

Accredited on the QCF

- Edexcel BTEC Level 5 Award in Management and Leadership (QCF)
- Edexcel BTEC Level 5 Certificate in Management and Leadership (QCF)
- Edexcel BTEC Level 5 Diploma in Management and Leadership (QCF)

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BTEC Professional qualification titles covered by this specification

Edexcel BTEC Level 5 Award in Management and Leadership (QCF)

Edexcel BTEC Level 5 Certificate in Management and Leadership (QCF)

Edexcel BTEC Level 5 Diploma in Management and Leadership (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 Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Accreditation Number (QAN) 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 code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel BTEC Level 5 Award in Management and Leadership (QCF)	501/0892/X
Edexcel BTEC Level 5 Certificate in Management and Leadership (QCF)	501/0893/1
Edexcel BTEC Level 5 Diploma in Management and Leadership (QCF)	501/0894/3

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

Welcome to BTEC Level 5 qualifications in Management and Leadership

We are delighted to introduce our new qualifications, which were available for teaching from August 2010. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 5 Professional qualifications in Management and Leadership

The Edexcel BTEC Level 5 Professional qualifications in Management and Leadership are designed to provide:

- education and training for those in business management or other sectors with a responsibility for management and supervision
- opportunities for personnel in business management or other sectors to achieve a nationally recognised, Level 5 vocationally-related qualification
- opportunities for full-time learners to gain a nationally recognised vocationally-specific qualification to enter employment
- the knowledge, understanding and skills learners need to become supervisors or managers
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Achievement of these qualifications can enable learners to progress to:

- an NVQ Level 7 qualification in Management or a related sector
- a specialist qualification (such as the Edexcel BTEC Level 7 Professional qualifications in Strategic Management and Leadership)
- the workplace in a suitable role.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — **in this case the Council for Administration (CfA)**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you get off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 5 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.

Edexcel BTEC Level 5 Award

The Edexcel BTEC Level 5 Award provides an introduction to the management and leadership skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 5 Certificate

The Edexcel BTEC Level 5 Certificate extends the work-related focus from the Edexcel BTEC Level 5 Award and covers some of the management and leadership knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 5 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

The Edexcel BTEC Level 5 Certificate extends management and leadership knowledge and understanding of work across vocational sectors. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Edexcel BTEC Level 5 Diploma

The Edexcel BTEC Level 5 Diploma extends the work-related focus from the Edexcel BTEC Level 5 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Edexcel BTEC Level 5 qualifications in Management and Leadership

The Edexcel BTEC Level 5 Professional qualifications in Management and Leadership have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 5 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 5 Professional qualifications are designed to provide some of the 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). Edexcel BTEC Level 5 Professional qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 5 Award, Certificate and Diploma in Management and Leadership relate to the NOS in Management and Leadership. Mapping to the NOS for each unit can be found in *Annexe C*.

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 the Edexcel BTEC Level 5 qualifications in Management and Leadership

When combining units for an Edexcel BTEC Level 5 Professional qualification in Management and Leadership, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 5 Award in Management and Leadership (QCF)

1 Qualification credit value: 10 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.

3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 5 Certificate in Management and Leadership (QCF)

1 Qualification credit value: a minimum of 20 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 15 credits.

3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 5 Diploma in Management and Leadership (QCF)

1 Qualification credit value: a minimum of 40 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 35 credits.

3 All credits must be achieved from the units listed in this specification.

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Edexcel BTEC Level 5 Award in Management and Leadership

The Edexcel BTEC Level 5 Award in Management and Leadership (QCF) is a 10-credit and 60-guided-learning-hour (GLH) qualification that consists of one mandatory unit.

Edexcel BTEC Level 5 Award in Management and Leadership (QCF)			
Unit	**Mandatory unit**	**Credit**	**Level**
1	Principles of Management and Leadership	10	5

Edexcel BTEC Level 5 Certificate in Management and Leadership

The Edexcel BTEC Level 5 Certificate in Management and Leadership (QCF) is a 20-credit and 120-guided-learning-hour (GLH) qualification that consists of one mandatory unit **plus** optional units.

Edexcel BTEC Level 5 Certificate in Management and Leadership (QCF)			
Unit	**Mandatory unit**	**Credit**	**Level**
1	Principles of Management and Leadership	10	5
Unit	**Optional units — choose up to two units to total 10 credits**		
2	Managing Communications at Work	5	4
3	Personal Development	5	5
4	Leadership in Your Organisation	5	5
5	Financial Awareness for Managers	5	5
6	Management of Change	5	5
7	Management Activities	10	5
8	Managing Projects	10	5
9	Developing Successful Business Teams	5	5
10	Management Decision Making	10	5
11	Recruitment and Selection	5	5
12	Managing Staff Performance	5	5
13	Quality Management in an Organisation	5	6
14	Managing Budgets	5	5
15	Managing Innovation in an Organisation	5	6
16	Marketing Principles for Managers	5	5
17	Customer Relationship Management	5	5
18	Principles of Strategic Management	5	6

Edexcel BTEC Level 5 Diploma in Management and Leadership

The Edexcel BTEC Level 5 Diploma in Management and Leadership (QCF) is a 40-credit and 240-guided-learning-hour (GLH) qualification that consists of one mandatory unit **plus** optional units.

Edexcel BTEC Level 5 Diploma in Management and Leadership (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Principles of Management and Leadership	10	5
Unit	**Optional units — choose up to six units to total 30 credits**		
2	Managing Communications at Work	5	4
3	Personal Development	5	5
4	Leadership in Your Organisation	5	5
5	Financial Awareness for Managers	5	5
6	Management of Change	5	5
7	Management Activities	10	5
8	Managing Projects	10	5
9	Developing Successful Business Teams	5	5
10	Management Decision Making	10	5
11	Recruitment and Selection	5	5
12	Managing Staff Performance	5	5
13	Quality Management in an Organisation	5	6
14	Managing Budgets	5	5
15	Managing Innovation in an Organisation	5	6
16	Marketing Principles for Managers	5	5
17	Customer Relationship Management	5	5
18	Principles of Strategic Management	5	6

Assessment

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

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

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

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

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

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Qualification grade

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

In the Edexcel BTEC Level 5 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

Edexcel BTEC Levels 4-8 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 the Edexcel BTEC Levels 4-8 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 Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Levels 4-8 qualifications and units.

For state-funded Further Education Institutions (FEI) in the UK and the Republic of Ireland:

- where an FEI offers Edexcel BTEC Levels 4-8 provision in more than one sector, the college appoints its own external examiners and Edexcel reviews the college's quality assurance procedures in an annual Licence Centre Review
- where only one sector is offered, Edexcel allocates an External Examiner who will conduct an annual visit to quality assure the programmes.

For private colleges, training providers and international centres:

- Edexcel allocates an External Examiner 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 BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Levels 4-8 qualifications are available on our website (www.edexcel.com) under *Signposts to Quality* (www.edexcel.com/quals/BTEC/quality/Pages/default.aspx).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel 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

Edexcel BTEC Level 5 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 Edexcel.

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 Edexcel BTEC Level 5 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

Edexcel'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 Edexcel's 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.

Restrictions on learner entry

The Edexcel BTEC Level 5 Professional qualifications in Management and Leadership are accredited on the QCF for learners aged 19 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance

Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

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.

Edexcel 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.

Unit format

All units in the Edexcel BTEC Level 5 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 accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

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 time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

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 is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

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 how 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.
- 'eg' 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 Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1:	Principles of Management and Leadership	17
Unit 2:	Managing Communications at Work	27
Unit 3:	Personal Development	37
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Unit 12:	Managing Staff Performance	127
Unit 13:	Quality Management in an Organisation	135
Unit 14:	Managing Budgets	145
Unit 15:	Managing Innovation in an Organisation	155
Unit 16:	Marketing Principles for Managers	165
Unit 17:	Customer Relationship Management	175
Unit 18:	Principles of Strategic Management	183

Unit 1: Principles of Management and Leadership

Unit code: R/602/1366

QCF Level 5: BTEC Professional

Credit value: 10

Guided learning hours: 60

Unit aim

This unit provides the learner with the understanding and skills required of a manager/leader in an organisational context, through applying current theories.

Unit introduction

This unit introduces learners to the development of practical leadership skills at a non-strategic level within a changing work environment. The unit focuses on understanding how current theories of management and leadership can be applied to specific workplace situations. Learners will examine the relationship between management and leadership, why these two concepts are often used interchangeably and the different perspectives, particularly in relation to the behaviour of managers/leaders.

This unit will help learners to understand the personal and professional skills needed for effective management and leadership. Learners will examine the skills and attributes of successful leaders and investigate situations where different leadership styles are appropriate.

Applying leadership theories and models to specific situations will enable learners to assess the skills and competencies needed by a leader. The unit will draw on a selection of established principles, including situational and universal theories, as well as more recent work such as charismatic and visionary leadership. This will enable learners to compare and evaluate the usefulness of these theories and gain insights into specific leadership requirements in an organisation. In addition, learners will develop their own management and leadership skills through assessing requirements for their current or future job roles, considering these against occupational standards and competencies.

Finally, the unit will enable learners to research a range of management and leadership development methods and evaluate the suitability of these when facing the challenges of leadership today.

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 link between management and leadership	1.1 explain the relationship between management and leadership 1.2 analyse how management and leadership style impacts on the achievement of organisational objectives
2 Understand the skills and styles of management and leadership	2.1 explain the personal and professional skills required for effective management 2.2 compare the skills and styles of successful leaders 2.3 assess the expected impact of own leadership styles on work groups
3 Be able to apply theory in an organisational context	3.1 select appropriate theories of management and leadership to identify management and leadership requirements in given situations 3.2 report on the usefulness of using theories for gaining insights into leadership requirements in given situations
4 Be able to plan for the development of leadership and management skills	4.1 use appropriate methods to assess the skills needed by a leader in a given situation 4.2 plan the development of management and leadership skills for a given job role 4.3 make justified evaluations of the management and leadership development methods selected

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Unit content

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1 **Understand the link between management and leadership**

Management and leadership: definitions of management eg planning, organising, coordinating, controlling; perspectives on leadership eg influencing others, having followers; role of creativity and innovation in management; differences between management and leadership in terms of behaviours eg Adair, Bennis, Covey, Drucker

Management and leadership style: eg autocratic, charismatic, persuasive, participative; influences on style eg culture of organisation, beliefs and values of manager/leader; emotional leadership styles eg Goleman's six styles, Hay and McBer's Emotional Competence Inventory, Dulewicz and Higgs Leadership Dimensions; differentiation between management and leadership styles in given situations; Blake and Mouton's Managerial Grid

2 **Understand the skills and styles of management and leadership**

Personal skills: importance of interpersonal communications; effective communication through body language, active listening, questioning, assertiveness, successful negotiation; stress management; handling conflict; effective decision making; delegation

Professional skills: the importance of coaching and mentoring staff; using occupational standards to identify competencies

Leadership attributes and skills: deliver 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 eg Adair, Peters, Kanter, Mintsberg

3 **Be able to apply theory in an organisational context**

Current theories: types of power and authority eg coercive, reward, legitimate, referent, expert (French and Raven)

Universal theories: Transformational Leadership, Transactional Leadership (eg Burns, Bass); charismatic leadership (eg Weber, Conger and Kanungo); leaders who fulfil these definitions

Situational theories: Adair's Action Centred Leadership model; Tannenbaum and Schmidt's Leadership Continuum; Handy's best fit approach; Hersey-Blanchard Situational Leadership model; difference between situational and contingency theory eg Fielder's contingency model

Given organisational context: levels of leadership, varying importance of factors in sectors, organisations and sub-units eg efficiency, reliability, innovation, adaptation and human resources

4 **Be able to plan for the development of leadership and management skills**

Development of leadership skills: different methods of developing leaders eg training courses, seminars, coaching, mentoring, companies' own universities, action learning, self-directed learning, reading articles, partnership with key academics; changing methodology in leadership development programmes

Specific situations: team requirements, roles in a team eg Belbin; group development eg Tucker's stages; effective and ineffective team behaviours

Current issues impacting on the role of leaders: e-leadership, mergers and takeovers, restructuring, integrity leadership, diverse teams, partnerships and alliances, remote teams, virtual teams, globalisation, economic climate, regulatory compliance, changes in reporting and control, new technology

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Essential guidance for tutors

Delivery

This unit introduces learners to the understanding and skills required of a manager/leader in an organisational context through applying current theories. Tutors have the opportunity to use as wide a range of teaching and learning strategies as possible, including lectures, discussions, seminar presentations, case studies, role play, video clips, internet research, and library resources. Learners can also draw on their personal and employment experience.

To introduce the unit and learning outcome 1 it could be useful to have a group discussion on the term 'leadership' and the differences between management and leadership. There are many views that leadership is different from managing and learners can work in small groups and research articles on this topic. For example, some people believe that leadership only exists at the top of the organisation, whereas others believe leading is different from managing. This can then be presented to the whole class and debated. Tutor input on management and leadership styles can lead into learner discussions comparing the similarities and differences. Learners can draw on their own experiences or knowledge to identify situations where these styles have been demonstrated. They can also identify their own management/leadership style. Tutors can provide and explain a diagram of the managerial grid, getting learners to identify and justify to a partner the grid position of people they have worked for. Learners can then work in small groups using a case study of two or three different scenarios and position these accordingly. This can be followed by whole-class discussion.

For learning outcome 2, learners could identify a range of interpersonal skills which are important for managers/leaders in order to develop good working relationships. Tutors can show video/DVD clips of ineffective communications, followed by learners using role-play scenarios to practise skills such as body language, active listening, negotiation and assertiveness in a non-threatening environment. They can select a successful leader they are familiar with, either through history, the media or their own experience, and identify the skills and attributes that made them successful. Learners can share these results with others and compare the qualities of different types of leader.

There are many theories of management and leadership which can be covered in learning outcome 3, and tutors need to be selective when introducing relevant models as ideas evolve. Although the focus of this unit is on current theories, it is important to provide a background overview to put these into perspective. Tutors should explain that over the last 80 years there have been four main types of theories of leadership – trait theories, behavioural theories, contingency theories and transformational theories.

When covering learning outcome 4, learners could, as much as possible, apply theory to practical situations through activities, group discussions, case studies and comparisons with their own experiences. Learners can note two leadership skills development needs they feel they have, then identify leadership development methods used in their own organisations and which they have used themselves. They can also identify which they would most like to use to meet their identified development needs. Tutors can lead group discussions on the challenges facing leaders today, using case studies to illustrate this, such as the global economic situation. To consolidate learning, it would be useful if tutors provided a case study

activity of a recruitment and selection exercise for a leadership position in an organisation. Learners will need to have to draft a person specification for the role and draw up a full justification for the skills, attributes and priorities they have identified. They can discuss any links to relevant theory.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of learning
Tutor-led discussion – differences between management and leadership Group work and exercises
Tutor input – management and leadership styles Exercises
Learner research – management and leadership styles contributing to **Assignment 1: Management and Leadership**
Tutor input – interpersonal skills, using video/DVD clips to illustrate poor communication
Role-play activities to practise personal and interpersonal skills and behaviours, followed by feedback and evaluation
Learner activity to identify qualities of different leaders
Learners assess own management and leadership skills contributing to **Assignment 1: Management and Leadership**
Tutor input – theoretical models and concepts of leadership Activities
Learner research on suitable development activities to improve own leadership skills
Learner activity on case study to recruit for a leadership position in an organisation, contributing to **Assignment 2: Appointing a Leader**
Tutor-led discussion – challenges faced by leaders today Activities
Learners evaluate usefulness of theories, contributing to: **Assignment 2: Appointing a Leader**
Review of unit and programme of assignments

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Assessment

For much of the evidence learners will need to research information and make decisions based on this information. The methods selected to plan and evaluate the development of leadership skills will depend on the job role selected.

For AC1.1, 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 for management and leadership. Learners can relate this to a given job role, and provide information which is sufficiently detailed and more than just a list.

For AC1.2, learners will need to identify different management and leadership styles and, using examples from their own experiences, analyse how these styles impact on the achievement of organisational objectives. Learners will need to outline the objectives and they should provide at least three examples to support the analysis.

For AC 2.1 and 2.2, learners need to explain the different personal and professional skills needed for effective management. They should use examples of at least three successful leaders they know from their own experiences, or from history or the media, to provide a comparison of skills and attributes for the different types of leader.

For AC2.3, learners will identify their own leadership style and assess how it impacts on work groups.

For AC3.1, learners will need to select theoretical models and concepts to identify management and leadership requirements in given situations. Learners do not need to use lots of different theories to demonstrate a wide-ranging knowledge, but should draw on one or two relevant theories to illustrate understanding in the selected organisational context. The organisational context could be one currently in the learner's own organisation or a case study such as the recruitment of a new leader for a specific project. This can be developed into AC3.2 to report on how useful the theories were in helping to gain insights into leadership requirements.

For AC 4.1, 4.2 and 4.3, learners can use the research carried out for the assessment criteria in learning outcome 3 to assess the skills needed for the new leader, plan the development of management and leadership skills and evaluate the methods used.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 2.1, 2.2, 2.3	Management and Leadership	Learners assess their own leadership and management skills and those of different leaders.	Self-assessment and research into leaders.
AC 3.1, 3.2, 4.1, 4.2, 4.3	Appointing a Leader	Learners plan the recruitment and development for a specific leadership role.	Material for planning the recruitment and development.

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Adair J – *The Inspirational Leader* (Kogan Page, 2005) ISBN 978-0749444563

Gold G, Thorpe R and Mumford A – *Leadership and Management Development* (Chartered Institute of Personnel and Development, 2010) ISBN 978-1843982449

Honey P – *Teams and Teamwork* (Peter Honey Publications, 2001) ISBN 978-1902899152

Kouzes J and Posner B – *The Leadership Challenge, 4th Edition* (Jossey-Bass, 2008) ISBN 978-0787984922

Leigh A and Maynard M – *Leading Your Team: How to Involve and Inspire Teams* (Nicholas Brealey Publishing, 2002) ISBN 978-1857883046

Journals

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.cipd.co.uk	Chartered Institute of Personnel and Development
www.leadershipnow.com	Online resource for articles and blogs on leadership challenges
www.managementhelp.org	Online management library for 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
www.peterhoney.com	Offers a range of questionnaires and trainer packs

Unit 2: Managing Communications at Work

Unit code: F/602/1878

QCF Level 4: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the understanding and skills to manage communications to improve the flow of knowledge and information in the workplace.

Unit introduction

Effective communications are important for the success of any organisation, as they ensure understanding of, and involvement with, organisational policies, procedures and practices. Managerial decision making requires information to be communicated to interested parties so that they understand what is required of them and can act on it. Decision making involves different functional areas and their activities need to be synchronised to ensure they work effectively in contributing to organisational goals.

Communication is the means that enables this to happen. Communication also ensures that personnel are kept informed about what is required of them and how they contribute to the work the organisation. Communication provides a means of engaging and motivating staff. Managers need to possess and develop suitable communication skills to enable them to carry out their roles.

Organisations need to have effective communication systems to ensure correct information gets to those who need it, whether employees or customers, to enable them to take action and make reasoned decisions. Workplace communications systems need to be maintained and improved.

By considering the management of communications at work, learners will understand how it can enhance organisational activities.

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 communications in an organisation	1.1 explain the communication processes used within a selected organisation 1.2 analyse the purpose of communication processes used within a selected organisation 1.3 analyse communication barriers in a selected organisation
2 Be able to manage interpersonal communication skills	2.1 audit own communication skills 2.2 demonstrate use of own communication skills in an organisational setting 2.3 evaluate effectiveness of own communication skills in an organisational setting 2.4 produce a development plan to improve own communication skills, using feedback from others
3 Be able to manage workplace communications	3.1 plan improvements to workplace communications 3.2 implement a plan to improve workplace communications 3.3 develop measures to evaluate the success of a plan to improve workplace communications

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Unit content

1 **Understand the role of communications in an organisation**

Communication process: communication systems; communication channels; information flows; formal and informal systems; open and closed communications; integrated and coordinated systems; horizontal systems; vertical systems; diagonal systems; internal communications; external communications; feedback (positive, negative); grapevine; networking; computer-based systems (databases, word processing, email, messaging, user groups, intranets, worldwide web); meetings; one-to-one communications; control loops

Purpose of communication: inform; exchange information; share information; motivation; involvement; participation; developing a learning organisation; personal development; team development; building intellectual capital; knowledge management; supporting decision making; supporting work operations; good information (clear, accurate, up to date, relevant, fit for purpose, timely, cost effective to produce)

Barriers to communication: noise; language; environment; confidentiality; privacy; megaphone management; unfreezing and selling change; organisational structure; organisational culture; overcoming barriers to communication; technical capacity

2 **Be able to manage interpersonal communication skills**

Own skills: reading (speed reading, reading for meaning); writing (report writing, email, letter and memo writing); speaking (clarity, focus, audibility, audience adaptation, questioning, interviewing, leading discussions, chairing meetings, presentations, giving feedback); active listening; non-verbal communications; body language; assertiveness; barriers to interpersonal communications; speaker/listener interaction models; management styles; formal communication; informal communication; jargon; humour; accessibility; empathy; hidden agendas; information and communications technology; business use of social networks

Developing skills: identifying own skills; areas for improvement; development of communication skills; resources required; timescales; criteria for success; using new skills; self-perceptions; others' perceptions (Johari Window); receiving feedback

3 **Be able to manage workplace communications**

Plan improvements: identify problems; gather data; record results; identify required improvements; set targets (SMART – specific, measurable, achievable, realistic, time-based); identify responsibilities; identify resources (time, finance, personnel, information); dissemination; proposing changes to communication systems (changed communications requirements, new communications technologies, updating communications formats, improving intelligibility, widening access through improved communications, improving quality of information communicated, emphasising important information, eliminating redundant information)

Implement plan: set objectives; gain staff commitment; training; allocation of responsibilities; control; coordination; monitoring; plan administration; planning implementation; implementation problems (slack, lead time, slippage); uncertainty

Monitor plan: develop monitoring techniques; information collection and reporting systems; feedback; performance indicators; achievement against targets; compare outturn with plan; compare quality of plan outcomes against agreed quality standards, explain variations between outcomes and plans

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Essential guidance for tutors

Delivery

All the learning outcomes in this unit can be delivered flexibly. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups researching and gathering information about communication and the management of communications in organisations. Research of issues and problems, practical work, case studies, business simulations, in-tray exercises and discussions can all be used. Up-to-date materials are available on the internet and other material is available on communication and the management of communications.

All learners will have some communication skills and they need to be contextualised for working in organisations. Experience and examples from work can be used.

Learners could be introduced to the nature of communication processes and the purpose of communication in supporting business activity, for example ensuring operations run smoothly or decision making. Communications are not always effective because of noise in communication systems, so noise needs to be reduced and eliminated.

Learners could audit their own communication skills using examples from the workplace. The opportunity to develop suitable workplace communication skills needs to be provided to ensure that effective workplace communications are produced. This can be best achieved through practical work. Learners could have opportunities to develop an understanding of the need to communicate effectively using suitable communications systems and to suggest improvements to these systems. The opportunity to practise and receive feedback on personal communications skills could be given. Unit content delivery needs to cover communication techniques such as meetings, presentations, interviews, discussions and writing activities, as well as listening and reading. Role play and simulations are motivational teaching and learning techniques for these areas. The use of new communications technologies will be similarly engaging as well as providing additional practical expertise in using them.

Examining problems with communication systems will enable learners to look at ways of devising better systems that take account of changes in communications technology. They could look at how to devise, implement and review improvements to communications systems.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and programme of assignments
Tutor presentation – the role of communications
Discussion, practical work and case studies – the purposes of communications
Discussion and case studies – barriers to communication
Assignment 1: Communications
Tutor support and feedback
Practical work on communication skills
Assignment 2: Communications Development
Tutor support and feedback
Tutor presentation – the techniques used to plan, implement and monitor changes to communications systems and processes Discussion
Assignment 3: Planning Communications Improvements
Tutor support and feedback
Review of unit and programme of assignments

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Assessment

For AC1.1, learners need to explain the communications processes used in a selected organisation. The choice of organisation must allow a range of communications systems to be considered.

For AC1.2, learners need to analyse the purpose of different communications systems used by the organisation selected in AC1.1. Learners need to show why different processes are used in different situations and the effectiveness of the different communication processes.

For AC1.3, learners need to analyse communication barriers in their selected organisation. They need to consider why communication is ineffective, the problems this causes and the communication barriers that exist. Examples should be drawn from the chosen organisation. For AC 1.1, 1.2 and 1.3, a case study or research in to the communication processes can be used and a presentation made on the role of communications in organisations. There needs to be explanatory detail to illustrate the purposes of communications in different contexts.

For AC2.1, learners need to audit their own communication skills. This has to be an accurate account of their current skills with suitable illustrative and supporting evidence.

For AC2.2, learners need to demonstrate their own communication skills in an organisational setting. Evidence will come from a variety of sources but it must be authentic and show the learner's communicative abilities.

For AC2.3, learners need to evaluate the effectiveness of the communication skills demonstrated in AC2.2. The evidence needs to include judgements on how good or bad personal communications are.

For AC2.4, learners need to produce a personal development plan for improving their own communication skills. The plan needs to include SMART targets and details of progress towards meeting the targets, supported by appropriate evidence.

For AC 3.1 and 3.2, learners need to prepare and implement a plan for improving communications in the workplace. The plan must use SMART targets.

For AC3.3, learners need to develop measures to evaluate the success of the plan created for AC3.1 and implemented for AC3.2.

It is possible to assess work orally with learners explaining and describing things to the assessor in discussions, group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner. The assessor must provide a signed statement that includes details of the evidence presented aligned to the assessment criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from oral work, or from observations, to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Communications	The learner works as a manager who has responsibility for a number of teams that are not performing effectively because of poor communications.	Presentation
AC 2.1, 2.2, 2.3, 2.4	Communications Development	The learner has just been promoted at work and will be responsible for using a wide range of communication skills in managing staff.	Demonstration of communication skills and a plan for improving those skills.
AC 3.1, 3.2, 3.3	Planning Communications Improvements	The learner is a manager who has identified poor communications in the workplace as a reason for some inefficiencies at work.	A plan to improve workplace communications.

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Bovée C L and Thill J V – *Business Communication Today, 10th Edition* (Pearson Education, 2009) ISBN 978-0132464581

Clutterbuck D and Hirst S – *Talking Business: Making Communication Work* (Butterworth-Heinemann, 2003) ISBN 978-0750654999

Guffey M E and Loewy D – *Business Communication: Process and Product, 7th Edition* (Thomson Learning, 2010) ISBN 978-0538466257

Holtz S – *Corporate Conversations: A Guide to Crafting Effective and Appropriate Internal Communications* (AMACOM, 2003) ISBN 978-0814407707

Kumar R – *Basic Business Communication: Concepts, Applications and Skills* (Excel Books, 2010) ISBN 978-8174468666

Journals

British Journal of Management (John Wiley and Sons)

Management Today (Haymarket Business Media)

Professional Manager (Chartered Management Institute)

Websites

www.bized.co.uk	Learning materials and case studies on communications
www.managementhelp.org	Free management library – links to articles on communication

Unit 3: Personal Development

Unit code: J/602/1431

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the skills to take ownership of improving their own management/leadership performance to meet organisational and personal objectives.

Unit introduction

This unit introduces learners to the importance of continuous personal and professional development through self-learning and analysis. It focuses on learners understanding how to enhance the skills needed for effective management to meet work and personal objectives, as well as improving their performance for future career development. Learners will have the opportunity to identify their own development needs through carrying out a skills audit to inform the personal development planning process.

All managers need effective time-management skills to meet organisational and personal objectives. This unit will enable learners to use tools to evaluate how they currently spend their time, and where improvements could be made.

Using different sources of feedback and conducting their own skills analysis will help learners identify any skill gaps. They will be able to make suggestions for filling identified skills gaps and the resources needed to achieve them. This will then inform the structure of a personal development plan. Learners will be able to demonstrate they have a regularly updated and realistic personal development plan which fits with their own preferred learning style. The unit will enable learners to evaluate the effectiveness and impact of their learning on their personal and work objectives.

Evidence to achieve this unit will be generated continuously throughout the learning programme, enabling learners to take ownership of their future development needs.

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 Be able to review time-management skills	1.1 explain the benefits of effective time management 1.2 review time-management skills to achieve organisational and personal objectives 1.3 use appropriate tools to conduct a time management analysis to recognise areas for improvement
2 Be able to complete a skills audit	2.1 explain the importance of continual self-development 2.2 use appropriate methods to assess skills and competencies against organisational and personal objectives 2.3 make suggestions for filling identified skills gaps
3 Be able to produce a personal development plan	3.1 produce a personal development plan against SMART objectives 3.2 plan resources needed to implement the personal development plan
4 Be able to implement a personal development plan	4.1 describe the importance of monitoring a personal development plan 4.2 use appropriate techniques to review the aims and objectives of a personal development plan 4.3 update the aims and objectives of a personal development plan

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Unit content

1 **Be able to review time management skills**

Benefits of effective time management: taking control through planning to improve productivity, meeting goals within set timelines and deadlines; increased confidence; achieving more goals; becoming less stressed; gaining more personal and job satisfaction; having more time to think; more leisure time; producing better results – quality rather than quantity

Time-management skills: prioritising work tasks, setting SMART (specific, measurable, achievable, realistic and time-based) objectives, effective delegation of tasks and monitoring; dealing with procrastination, identifying comfort zones, handling interruptions to planned work; using planning aids eg planners, calendars, software programs with electronic reminders, keeping a 'to do' list

Time-management analysis: improving performance through assessing where time has been spent or wasted; meeting work and personal objectives; analysing time spent over a period eg day, week, monthly logs, completing timesheets, making lists or notes of what has been done, when it was done and for how long; identifying areas for improvement

2 **Be able to complete a skills audit**

Continual self-development: importance eg to learn new skills and knowledge, to develop in current and future job role; organisational personal development and commitment eg to create a learning culture, to ensure that staff can perform their job effectively, to provide opportunities to meet individuals' learning needs; to improve flexibility and adaptability when responding to change, to ensure business success

Skills audit: to assess skills and competencies against organisational and personal objectives; personal profile using appropriate self-assessment tools, psychometric testing, personal SWOT (strengths, weaknesses, opportunities, threats) analysis – listing strengths and weakness, identifying opportunities for improvement or career progression, identifying threats to progress; assessment against relevant National Occupational Standards (NOS) and NVQ competence standards, importance of feedback from others eg peers, line manager, customers; methods of feedback eg appraisal, supervision, performance review, mentoring; defining the gap, identifying learning and development needs to meet organisational objectives, identify own learning style eg Kolb's learning styles, Fleming's VARK/VAK model

3 Be able to produce a personal development plan

Personal development plan: importance of having a plan — to provide a systematic or structured approach to decisions about what is needed to learn and how to plan for this; setting objectives for life and career planning, identifying resources and support needed and available to meet objectives, reviewing and monitoring plans; importance of self-review, as a reflective record of management experience

Setting personal work objectives: objectives set from comparing requirements with existing skills, motivating/compelling; objectives should be SMART; realistic number of objectives in plan (up to six, reasons for not including more – overwhelming, too many to focus on, lead to feelings of failure and loss of confidence); setting objectives (where you are going and how are you going to get there)

Resources to meet objectives: on-the job training eg job shadowing, in-house courses, mentoring; off-the-job training eg courses delivered by training providers, NVQs, distance learning courses, computer-based training; reading journals from professional body or trade association; collecting feedback on performance from colleagues, customers or mentor, research using the internet

4 Be able to implement a personal development plan

Monitoring: importance of keeping a working document; to help manage learning; to evaluate progress of achievement towards goals; to become a critical self-directed learner; to develop a clear understanding of strengths and areas for development

Review aims and objectives: to maintain focus through recording, reflecting and planning; to motivate, to revise in the light of changes, review on regular basis; agreed objectives with others to be completed by review date; compare achievements with objectives, reflect on learning, record results, agree whether objectives have been achieved or not, set date for next review; set new objectives when others have been achieved

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Essential guidance for tutors

Delivery

This unit gives learners the skills needed to take ownership of improving their own management/leadership performance to meet organisational and personal objectives. The integration of learning with learners' own practice and reflection on their strengths and weaknesses as managers forms an essential part of this unit.

Where learners do not have relevant employment experience, they can use diverse opportunities to explore their personal development. Activities such as work experience, job shadowing or voluntary work may also support those in employment explore personal development.

To be of value, this should be systematic with more than ad hoc and unstructured thoughts. Learners could plan their learning and development and involve others in the process, for example seeking feedback from line managers and colleagues regarding performance and development needs. This could enable learners to review and revise their performance and development needs to meet organisational and personal objectives. It can be achieved through a series of skills-based workshops or a residential training session for learners to analyse their personal development needs.

As an introduction to the unit, learners can keep a personal diary or development record to build up their reflective record.

For learning outcome 1, learners could complete a questionnaire identifying how well they currently manage their time. The tutor could explain how to complete time logs, for example selecting a typical week with no holidays and recording activities at least every 30 minutes, then show how to calculate time spent on different activities in a week on a percentage basis, for example sleeping, eating, interests, work. Learners could complete a time log analysis for one week, then review it in a week's time to identify possible changes needed or areas where changes can be made. They can explore prioritising tasks and how to maximise the use of time in the working day. Learners can then discuss 'time stealers' they have experienced, such as meetings and procrastination, and how interruptions to planned work can be prevented. The tutor could explain the differences between 'urgent' and 'important' in relation to tasks – urgency infers a timescale, importance infers a pay-off.

For learning outcome 2, learners can carry out a personal SWOT analysis against the requirements of their own job role. When training and developing staff it is important to find out how they learn best. This can be achieved through understanding learning style preferences. Kolb's Learning Cycle is a useful tool to understand how people learn. Learners can complete a questionnaire to identify their own preferred learning style, there are many free examples of these which can be downloaded from the internet. The tutor could emphasise that learning styles are used to suit the particular learning being undertaken and to improve learning in 'weaker' styles. There are many theoretical models which learners could research and compare.

For learning outcomes 3 and 4, and in order for learners to prepare a development plan and review and reflect on their management experience and development, it is recommended that this unit is either delivered first or integrated with other units on an ongoing basis. The tutor could explain the importance of having a plan, for example setting SMART objectives to meet personal and professional goals, to monitor and assess progress against targets. The tutor could give learners a template for a personal development plan to complete and could reinforce the importance of keeping the plan and a reflective record up to date in order for it to be monitored and reviewed throughout the learning programme. Tutors could explain the importance of learners identifying resources needed to support the achievement of the objectives in the plan and how they will source these. Reviewing and monitoring targets is essential and learners will need to understand the importance of this for improving performance.

The use of visiting speakers from, or visits to, industry can help by providing real-life examples. Care needs to be taken to ensure that the importance of engaging the whole organisation in personal development activities is emphasised.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and programme of assignments
Tutor-led discussion – the importance of managing time effectively
Tutor-led discussion – time stealers and ways to manage them
Learner activities to review time-management skills
Learner activities to complete time management analysis, contributing to **Assignment 1: Time-management Review**
Tutor input – the importance of skills development
Tutor input – learning styles Learner activities to identify own preferred learning style
Learner activities to carry out a skills audit, contributing to: **Assignment 2: Skills Audit and Personal Development Planning**
Tutor input – resources needed to support development activities
Learner research on suitable development activities to improve performance
Tutor input – components of a personal development plan and setting SMART objectives
Learners prepare a personal development plan, contributing to: **Assignment 2: Skills Audit and Personal Development Planning**
Review of unit and programme of assignments

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Assessment

Assessment for this unit should be evidenced through a personal development plan which is monitored throughout the programme. It is important that learners evaluate their current skills using a skills audit and identify their preferred learning style. The personal development plan should demonstrate their ability to reflect on their learning and development needs, identify target dates for review and show how these needs have been met.

For AC1.1, learners need to define time management and why it is important before explaining the benefits of effective time management. They should use examples of their own experiences to illustrate their explanation.

For AC1.2, learners need to review the time management skills needed to achieve organisational and personal objectives, including at least setting objectives, delegation, procrastination and dealing with interruptions. The usefulness of different planning aids to support achievement of objectives should be examined.

For AC1.3, learners need to use appropriate tools to conduct an analysis of their own time management over a realistic period, such as a typical working week without any holidays. To get a full picture, learners should include all activities – work, leisure, sleeping, home chores etc. They should then analyse how effectively they used their time and what improvements could be made.

For AC2.1, learners need to explain the importance of continual self-development for both the individual and the organisation, giving examples of their own organisation's commitment or an organisation they have researched.

For AC2.2, learners need to use appropriate methods to assess skills and competencies against organisational and personal objectives. They need to show they understand how to obtain feedback to inform their own performance and should draw on examples from their own experience, as well as assessing the suitability of other methods. Assessment should be against current and, where appropriate, any future job skills and competencies, benchmarking against suitable criteria such as National Occupational Standards (NOS). Learners can then identify any skills gaps and suggest how to fill these to achieve AC2.3.

For AC3.1 and 3.2, learners need to produce a personal development plan using the information from their skills audit. They can use a standard template or design their own, but it must include SMART objectives and plan the resources needed to achieve the objectives, as well as having monitoring and review sections built in.

For AC4.1, learners need to describe the importance of monitoring a personal development plan. They are expected to provide evidence of monitoring and reviewing their plans on an ongoing and regular basis, over a period of at least six months, to meet AC 4.2 and 4.3, showing any amendments made.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Time-management Review	The learner completes a time management analysis to identify areas for improvement.	Time-management analysis
AC 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3	Skills Audit and Personal Development Planning	The learner prepares and implements a Personal Development Plan as a result of carrying out a skills audit.	Skills audit and Personal Development Plan showing monitoring and review for at least six months.

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Adair J and Allen M – *Time Management and Personal Development* (Thorogood, 2003) ISBN 978-1854182234

Evans C – *Time Management for Dummies* (John Wiley and Sons, 2008) ISBN 978-0470777657

Megginson D and Whitaker V – *Continuing Professional Development, 2nd Edition* (Chartered Institute of Personnel and Development, 2007) ISBN 978-1843981664

Pedler M, Burgoyne J and Boydell T – *A Manager's Guide to Self Development, 5th Edition* (McGraw-Hill Professional, 2006) ISBN 978-0077114701

Journals

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.businesslink.gov.uk	Interactive tools for creating a personal development plan through assessment of management and leadership skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.management-standards.org.uk	Chartered Management Institute
www.mindtools.com	Online resource for time-management tools and activity logs

Unit 4: Leadership in Your Organisation

Unit code: M/602/1438

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of how organisational context affects leadership style and the skills to provide leadership for part of an organisation.

Unit introduction

This unit looks at the development of practical leadership skills at a non-strategic level within the rapidly changing working environment.

Learners will have the opportunity to explore, in depth, the attributes and skills of successful leaders. Learners will consider how leadership theories and models can be applied to specific situations in an organisational context and learn how leadership skills can be developed.

The unit enables learners to consider the impact that organisational context has on leadership styles. It also allows them to propose and evaluate the skills needed to meet specific organisational needs.

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 Be able to provide leadership for a part of an organisation	1.1 communicate direction to a work group 1.2 explain how objective setting can be used to motivate others 1.3 set objectives that align with those of an organisation
2 Understand how organisational context affects leadership style	2.1 explain how the type of organisation impacts upon leadership style 2.2 explain how the type of work impacts upon leadership style 2.3 explain how the characteristics of employees impacts upon leadership style 2.4 evaluate how well the existing leadership meets the requirements of a selected work group in a given situation
3 Be able to develop leadership skills to meet organisational needs	3.1 define the leadership skills required for given organisational situations 3.2 propose methods to develop leadership skills for given organisational situations 3.3 critically evaluate the use of methods of leadership development within a given organisational situation

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Unit content

1 **Be able to provide leadership for a part of an organisation**

Different leadership attributes and skills: definitions of leadership, theories of leadership qualities eg Adair, Peters, Kanter, Mintsberg; models of effective behaviour such as Covey's habits of independence, interdependence and renewal

Studies on the overall competencies of leaders: theories eg Dulewicz and Higgs; Emotional Intelligence Quotient (EQ), Intelligence Quotient (IQ), Managerial Quotient (MQ); competencies, behaviours and skills underpinning effective performance in National Occupational Standards in Management and Leadership

Emotional intelligence: influence on leadership effectiveness – drivers, constrainers and enablers (Higgs and Dulewicz)

Impact of leadership attributes and skills: on performance of work groups, leadership styles and climate and productivity – Anderson (TCI Framework), Litwin and Stringer (Hay Group Inventory of Leadership Styles)

Objective setting: aims; motivation; alignment with organisational aims and objectives

2 **Understand how organisational context affects leadership style**

Current theories, models and principles of leadership: types of power and authority eg coercive, reward, legitimate, referent, expert (French and Raven)

Universal theories: Transformational Leadership, Transactional Leadership (eg Burns, Bass); charismatic leadership (eg Weber, Conger and Kanungo, Shamir, House and Arthur 1994)

Situational theories: Adair's Action Centred Leadership model; Tannenbaum and Schmidt's Leadership Continuum; Handy's best fit approach

Organisational context: levels of leadership, varying importance of factors in sectors, organisations and sub-units eg efficiency, reliability, innovation, adaptation and human resources (Zajac, Kraatz and Bresser); size and stage of development of organisation eg business start-up versus established business, turnaround leadership, public or private sector, national, professional and organisational cultures, pace and nature of change

3 **Be able to develop leadership skills to meet organisational needs**

Development of leadership skills: different methods of developing leaders eg training courses, coaching, mentoring, companies' own universities, action learning, partnerships with key academics, changing methodology in leadership development programmes

Organisational needs: team requirements, roles in a team (eg Belbin), group development (forming, storming norming, performing, adjourning), effective and ineffective team behaviours such as Kakabadse's team and self-oriented behaviours; e-leadership, mergers and takeovers, restructuring, 'Generation X', integrity leadership, diverse teams, partnerships and alliances, remote teams

Essential guidance for tutors

Delivery

All the learning outcomes in this unit can be delivered flexibly. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups researching and gathering information. Research of issues and problems, practical work, case studies, business simulations, in-tray exercises and discussions can all be used. Up-to-date materials are available on the internet and other material is available on leadership skills and styles.

The unit content illustrates thinking at the time of writing, ideas will evolve and the content will need to be updated as appropriate. It may also be appropriate to select theories and models to meet the needs of specific groups of learners.

As this is a management learning programme, the emphasis needs to be on applying theory to practical situations through activities, group discussions, case studies and comparisons with learners' own experiences.

The use of action learning methodology through coaching based on learners' own work roles, or on specially designed management exercises and simulations, could enhance learning. Techniques such as Appreciative Enquiry or Critical Incident Debriefing could be explored.

If a distance learning model of delivery is planned, consideration needs to be given to providing opportunities for discussion and reflection on experiences.

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Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of assignments
Tutor input – the role of leadership and theories
Discussion, practical work and case studies on leadership attributes and styles
Discussion and case studies on leadership styles and the impact of organisational context
Assignment 1: Leadership – the Different Styles and Your Organisation
Tutor support and feedback
Practical work on leadership skills
Tutor input – theories, models and principles of leadership
Tutor input – applying theories in an organisational context Group exercises
Tutor-led discussion – developing leadership skills to meet the needs of an organisation
Assignment 2: Leadership Skills – Their Development and Your Organisation
Tutor support and feedback
Review of unit and programme of assignments

Assessment

As part of a Level 5 vocational programme, it is envisaged that many learners may primarily be interested in developing their own leadership skills for a specific situation in their workplace. The assessment criteria can be applied to learners' own actual or envisaged work roles. Learners need to develop and justify a detailed plan for developing their own leadership skills.

A range of assessment instruments can be used, for example management reports, presentations, logs with reflections on key events, debriefings and evaluation of management exercises and simulations and feedback from others. These could all contribute to evidence of achievement.

It is important that theories and models are applied to practical situations.

For AC1.1, learners need to demonstrate how they have provided leadership for part of an organisation by communicating direction to a work group.

For AC1.2, learners need to explain how objective setting can motivate others with reference to relevant theories.

For AC1.3, learners have to show how, in leading a part of an organisation, care has to be taken to ensure that the objectives set align with those of the

organisation as a whole. A case study or research into a particular organisation can be used and a presentation on the organisation made.

For AC2.1, learners need to explain how the type of organisation can impact on leadership style. This needs to be supported with theory and suitable examples.

For AC2.2, learners need to explain how the type of work can impact on leadership style. Evidence will come from a variety of sources but it must be authentic and link theory to practice.

For AC2.3, learners need to explain how the characteristics of employees impact on leadership style. Evidence will come from a variety of sources but it must be authentic and, again, link theory to practice. Evidence gathered for AC 2.1, 2.2 and 2.3 will provide a basis for the evaluation for AC2.4 which must make judgements about leadership in a given situation.

For AC3.1, learners need to define the leadership skills required for given organisational situations and, again, link this to theory.

For AC3.2, learners need to propose methods to develop leadership skills for given organisational situations and, again, link this to theory.

For AC3.3, learners need to critically evaluate the use of methods of leadership development within a given organisational situation.

It is possible to assess work orally with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the individual learner. The assessor must provide a signed statement that includes detail of the evidence presented aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work, or from observations, to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	Leadership – the Different Styles and Your Organisation	The learner works as a manager who has responsibility for a number of teams that are not performing effectively.	Presentation
AC 3.1, 3.2, 3.3	Leadership Skills – Their Development and Your Organisation	The learner is a manager who has identified poor leadership in the workplace as a reason for some inefficiencies at work.	Demonstration of leadership skills and a plan for improving those skills to fit current organisational needs.

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Adair J – *The Inspirational Leader: How to Motivate, Encourage and Achieve Success* (Kogan Page, 2009) ISBN 978-0749454784

Brooks I and Robbins S – *Organisational Behaviour: Individuals*, *Groups and Organisation, 4th Edition* (Financial Times/Prentice Hall, 2008) ISBN 978-0273715368

Cherniss C and Goleman D (editors) – *The Emotionally Intelligent Workplace* (Jossey-Bass, 2001) ISBN 978-0787956905

Cooper R K and Sawaf A – *Executive EQ: Emotional Intelligence in Leadership and Organizations* (Perigee Books, 1998) ISBN 978-0399524042

Crainer S (editor) – *Leaders on Leadership* (Chartered Management Institute, 1996) ISBN 978-0859462679

Dutton J E – *Energize Your Workplace* (Jossey-Bass, 2003) ISBN 978-0787956226

Karlöf B – *Conflicts of Leadership* (John Wiley and Sons, 1996) ISBN 978-0471966418

Lefton R and Buzzotta V – *Leadership Through People Skills* (McGraw-Hill Professional, 2003) ISBN 978-0071420358

Magruder Watkins J and Mohr B J – *Appreciative Inquiry* (Jossey-Bass, 2001) ISBN 978-0787951795

Nahavandi A – *The Art and Science of Leadership, 6th Edition* (Prentice Hall, 2011) ISBN 978-0132544580

Rollinson D – *Organisational Behaviour and Analysis: An Interated Approach, 4th Edition* (Financial Times/Prentice Hall, 2008) ISBN 978-0273711148

Thompson L L – *Making the Team*: *A Guide for Managers, 4th Edition* (Pearson Education, 2010) ISBN 978-0132479042

Thomson R and Mabey C – *Developing Human Resources* (Butterworth-Heinemann, 1994) ISBN 978-0750618243

Journals/magazines

Academy of Management Executive (Academy of Management)

Harvard Business Review (Harvard Business Publishing)

International Journal of Project Management (Elsevier)

International Journal of Training and Development (John Wiley and Sons)

Management Today (Haymarket Business Media)

Organizational Dynamics (Elsevier)

Professional Manager (Chartered Management Institute)

Other publications

Cambridge Strategy Publications offer scoreable company self-audits on:

The Business Innovation Audit

The Organisational Leadership Audit

The Organisation Shadow-Side Audit

available from:

Cambridge Strategy Publications
Station Offices
Station Yard
Axminster
Devon EX13 5PF

Telephone: 01297 631456
Website: www.cambridgeaudits.com

TV Choice offers a range of reasonably priced films on various topics, including managerial styles and teamworking, available from:

TV Choice Ltd
PO Box 597
Bromley
Kent BR2 0YB

Telephone: 020 8464 7402
Fax: 020 8464 7845

Website: www.tvchoice.uk.com
Email: tvchoiceuk@aol.com

Websites

www.ase-solutions.co.uk	Consultancy offering free articles and an electronic newsletter on leadership and HR issues
www.ccl.org	Center for Creative Leadership - Non-profit educational institution offering research findings in areas of creative leadership
www.haygroup.co.uk	Hay Group – free downloads on items of interest
www.hbsp.harvard.edu	Extracts from *Harvard Business Review* articles
www.managers.org.uk	Chartered Management Institute – searchable database which members can use to access journal articles and other publications

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Unit 5: Financial Awareness for Managers

Unit code: K/602/1440

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with knowledge, understanding and skills relating to the financial information used in the management and decision making process in an organisation and to meet the demands of stakeholders.

Unit introduction

Organisations need to ensure that they comply with a wide range of regulations to survive, including those that regulate the financial information an organisation needs to produce. In the case of profit-making organisations, a manager needs to understand the importance of this information not only for survival but also because of the need to be competitive by controlling costs and maximising income. In the case of public sector organisations or charities, this financial information is important in order to maximise their efficiency and provide value for money for the service or charity they offer. Managers need to know the limitations of this information and how to interpret it to enhance decision making.

This unit is designed to introduce learners to the nature, role and importance of this financial information in organisations. Learners will have the opportunity to look at the communication and interpretation of the financial information needed to manage organisations, its regulation, structuring and use in decision making. Learners will also have the opportunity to look at the principles of accounting, expected standards, and the concepts and conventions that influence the presentation of financial information.

Learners will, through the examination of financial information, learn about the important issues relating to the measurement of efficiency, profitability and solvency, and the different demands different stakeholders make on organisations. Learners will also explore the extent to which external confidence is determined by financial performance.

Learners will examine how financial information can be interpreted through ratio analysis, analysed and evaluated, how costs in an organisation can be monitored and controlled, and how the concept of contribution aids decision making.

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 Know the key elements of accounting	1.1 identify principles of accounting 1.2 describe the standards of accounting 1.3 outline accounting conventions
2 Understand financial information	2.1 explain types of financial information 2.2 analyse methods of comparing financial information 2.3 discuss the purpose of the reporting of information
3 Be able to interpret financial information	3.1 apply accounting ratios correctly 3.2 report accurately on financial ratios 3.3 evaluate the impact of financial ratios on the organisation and stakeholders

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Unit content

1 **Know the key elements of accounting**

Principles of accounting: accounting equation; accounting systems and their role in management of information; main financial statements (profit and loss, balance sheet); structure and elements (assets, liabilities, ownership interest, gains and losses, contributions and distributions); purpose, and limitations

Standards: relevance of ownership and company size to reporting; purpose and range of accounting standards – Statement of Standard Accounting Practice (SSAPs), Financial Reporting Standards (FRS), Accounting Standards Board (ASB), International Accounting Standards (IAS), position and role in reporting process; regulating preparation of financial statements

Accounting concepts and conventions: concepts and conventions affecting preparation of financial statements eg the profit and loss account, the balance sheet; purpose of conventions and concepts eg standardisation and guidance for preparing accounting statements; specific concepts and conventions including FRS18's 'bedrock' concepts (accruals and going concern);prudence; consistency; materiality; business entity; historical cost, realisation; effect on the preparation of financial statements

International equivalents: changes to reporting requirements under the International Accounting Standards (IAS) eg statement of comprehensive income, statement of financial position

2 **Understand financial information**

Types of financial information: main internal and external users of financial information including identification of stakeholders; need for financial information to plan, control and make decisions; qualitative characteristics of financial information eg timely, relevant, reliable, material, understandable; collecting financial information through cost, profit and investment centres and other sources

Methods of comparison: comparison with past performance; establishing the time period (monthly, quarterly, annual, five year) for comparisons; comparing actual against budget or forecast; comparisons within an organisation; choice of comparison depends on needs of the individual and the organisation

Reporting information: purpose of reporting differences, planning, control and coordination, management by exception and reporting comparisons against budget or forecast, control cycle

3 **Be able to interpret financial information**

Accounting ratios: relevance of profitability, liquidity/solvency and efficiency to a business and stakeholders; how accounting ratios are used to make judgements; calculation and interpretation of return on capital employed, net and gross profit margins, asset turnover, stock turnover, selling and debt collection period, current ratio and acid test, comparison of past and present data, limitations of using ratios to make judgements, share price, dividends and price/earnings ratios as performance indicators, role of benchmarking

Reporting: format appropriate to users; weaknesses and limitations of analysis; importance of accuracy

Evaluation: identification of relevant stakeholders affected; differentiation between impacts on stakeholders and organisations; analysis of conflicts

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Essential guidance for tutors

Delivery

When delivering this unit, tutors need to consider the problems that some learners may have in relation to numbers (no matter what their level in their own organisation) and that practise may help to overcome these. Most learners will not be accountants so, wherever possible, delivery needs to be in the context of how useful financial information is in planning and decision making, so that the relevance to learners is emphasised.

This unit enables learners to develop an understanding of the nature and role of financial information from a managerial perspective and to understand the main financial issues that impinge on the decision-making process in organisations. It is essential that delivery of the unit encourages learners to analyse and evaluate the results of calculations and forecasts in the light of the strategies and objectives of both for-profit and not-for-profit organisations. Source documents, such as published financial statements and their accompanying reports, could be used to encourage learners to look beyond conceptual models. Real-life case studies can be used to encourage debate and discussion.

Learners need to understand the new requirements under International Accounting Standards (IAS) and be aware that although at the time of accreditation of this specification only public companies have to comply with IAS.

The unit could be delivered so that learners apply, analyse and evaluate their learning in respect of their own organisations and, wherever possible, investigate the financial information in their workplaces. It would be useful if learners could obtain source materials from their workplaces, such as published accounts and accompanying notes and reports, subject to issues of secrecy and confidentiality. Learners could compare and contrast their organisation with other organisations through discussion and debate with other learners, especially where there is a significant mix of learners from different organisations, for example for-profit and not-for-profit, private and public sector, education, healthcare and local authorities, as well as the service and manufacturing sectors.

Learners need to be encouraged, wherever possible, to investigate the financial processes and procedures in their own organisations, such as communication with stakeholders and the application of accounting conventions, and to critically evaluate these processes and procedures in the light of their own learning. However, detailed case study material can be used if learners are not able to use live information from their workplaces.

For learning outcome 1, tutors should be especially aware that learners are not accountants. However, practice in constructing financial statements is useful in helping learners to understand the final statement. This is the context in which they will be dealing with these statements in their managerial roles. Standards, concepts and conventions may not be looked at in detail but their purpose needs to be emphasised to enhance learners' understanding of financial statements.

Learning outcome 2 could be 'dry' if too lecture-centred, therefore learners need to carry out as much research into their own and other organisations as possible. Classroom activity could also encourage discussions and the sharing of information.

Learning outcome 3 needs to be challenging and interesting. Having the ability to interpret financial information is extremely important to a manager and to their organisation. Learners should not get so concerned over calculations that that they do not have time to evaluate the information effectively. They need to be given ample time to practise and should be supplied with 'formula' sheets. The tutor needs to be aware that some terminology in ratio analysis needs to be taught and not assume that learners understand it, for example liquidity, capital employed and share earnings. Equally, there needs to be ample practical activities analysing, evaluating and presenting the evaluation.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – accounting principles, concepts and conventions Group discussion
Practical group exercise for applications and use of case studies leading to **Assignment 1: Principles of Accounting**
Tutor input – financial information and researching the purpose and use of this information in an organisation
Learners present their findings on financial information in an organisation to the whole group
Practical activity – comparing information from data in case studies, leading to **Assignment 2: The Role of Financial Information in Organisations**
Tutor input – the role of ratio analysis Tutor-led calculations and initial analysis techniques
Activity – practising calculations and simple analysis
Tutor input – analysis and evaluation of ratios (using ratios already calculated in case studies). This should be interactive, with learners making suggestions
Activity – learners analyse, evaluate and report on ratios already calculated in a case study
Assignment 3: Ratio Analysis and Evaluation
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to identify the principles of accounting as they affect an organisation.

For AC1.2, learners need to describe the standards of accounting, demonstrating a basic knowledge of the key regulatory issues that affect the management of financial resources in organisations.

For AC1.3, learners need to outline accounting conventions using most of the correct language. Learners need to identify at least two situations where these standards, concepts and conventions are important to an organisation when interpreting and communicating financial information.

In the assignment for AC 1.1, 1.2 and 1.3, the learning outcome requires that learners interpret financial information. A case study is recommended so that learners have scope to demonstrate their knowledge as there may be limited scope within the learner's own organisation or one they have chosen to research.

For AC2.1, learners need to explain types of published financial information in terms of its quality, applicability to interested parties and value in relation to an organisation's planning and/or control function.

For AC2.2, learners need to analyse methods of comparing financial information.

For AC2.3, learners need to discuss the purpose of the reporting of financial information in context, recognising the purpose may be different depending on the situation. Their discussion should include the difference between planning, control and coordination.

For AC 3.1 and 3.2, learners need to demonstrate that they can apply accounting ratios correctly and report on them accurately. They should be able to use efficiency, profitability and liquidity ratios to analyse financial data and report the outcomes, comparing and contrasting at least two sets of data and identifying at least three significant variations.

For AC3.3, learners need to evaluate the impact of financial ratios on the organisation and its stakeholders. They need to explain which ratios would be useful for which stakeholder, and the relevance of such analysis in the benchmarking process. Learners should also provide a basic interpretation of organisational performance through consideration of share price, dividends and price/earnings ratios as performance indicators.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Principles of Accounting	Case study	Report
AC 2.1, 2.2, 2.3	The Role of Financial Information in Organisations	Case study	Report
AC 3.1, 3.2, 3.3	Ratio Analysis and Evaluation	Case study	Report

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Atrill P and McLaney E – *Financial Accounting for Non-Specialists, 3rd Edition* (Financial Times/Prentice Hall, 2002) ISBN 978-0273655879

Brammer J et al – *Active Accounting* (Osborne Books, 2002) ISBN 978-1872962375

Cox D and Fardon M – *Management of Finance* (Osborne Books, 1997) ISBN 978-1872962238

Dyson J R – *Accounting for Non-Accounting Students, 8th Edition* (Financial Times/Prentice Hall, 2010) ISBN 978-0273722977

Morley M – *Financial Statement Analysis Simplified: An Accounting Book for Non-accountants* (Nixon-Carre Ltd, 2009) ISBN 978-0973747058

Mott G – *Accounting for Non-Accountants: A Manual for Managers and Students, 7th edition* (Kogan Page, 2008) ISBN 978-0749452643

Reid W and Myddleton D R – *The Meaning of Company Accounts, 8th Edition* (Gower Publishing, 2005) ISBN 978-0566086601

Rice A – *Accounts Demystified, 5th Edition* (Prentice Hall, 2007) ISBN 978-0273714927

Waters D – *30 Minutes to Understand the Financial Pages* (Kogan Page, 2000) ISBN 978-0749432829

Wood F and Sangster A – *Business Accounting, 10th Edition* (Financial Times/Prentice Hall, 2005) ISBN 978-0273681496

Other publications

The financial and mainstream press can provide useful background reading and can also be a useful source of case studies and financial information. Copies of published financial reports are available directly from companies, or via *The Financial Times* (a free online ordering service is available).

Websites

www.aat.co.uk	The Association of Accounting Technicians
www.companies-house.gov.uk	Companies House
www.ft.com	The Financial Times
www.ifrs.org/Home.htm	International Financial Reporting Standard Foundation and the International Accounting Standards Board
www.thetimes100.co.uk	Company case studies

Unit 6: Management of Change

Unit code: A/602/1443

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the skills to engage in the process of managing change in the workplace.

Unit introduction

Research indicates that organisations undergo major change approximately once every three years, whilst smaller changes occur almost continually. There are no signs that this pace will slow down. Organisational change is increasing and all organisations are being challenged by change. There is no single model of change and no single solution to the effective management of the change process.

In this context managers need to be able to introduce and manage change to ensure the organisational objectives of change are met. They have to ensure that they gain the commitment of their staff, both during and after implementation. Often, at the same time, they need to ensure that business continues as usual. For these reasons, it is important that how change is managed is considered carefully by organisations. Whilst each change situation will be unique, there are still a number of common themes that will help ensure the change process has the greatest chance of success.

It is important that resistance to change is managed appropriately as failed change efforts are costly to an organisation. Involving people from the beginning, explaining the reasons for change clearly, having a clear plan, direction and vision and respecting the viewpoints of others are all part of effective change management.

People often do not like change if they have no sense of control over the process. If they are involved and have the opportunity to contribute to the process they are much more likely to embrace the change.

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 Be able to identify issues requiring change	1.1 research the need for change 1.2 use models of change management to illustrate why change is required
2 Be able to plan for change	2.1 develop a plan for change using feedback from relevant/appropriate sources 2.2 report on the potential impact of change on resources 2.3 communicate the plan for change to key stakeholders
3 Be able to implement the change process	3.1 propose ways of overcoming resistance to planned change 3.2 develop systems for monitoring implementation of a plan for change 3.3 implement a plan for change 3.4 evaluate progress of change implementation against SMART objectives

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Unit content

1 **Be able to identify issues requiring change**

Research the need for change: SWOT (strengths, weaknesses, opportunities, threats) and PEST (political, economic, social and technological) analysis; European Foundation for Quality Management (EFQM) model; gap analysis; customer responsiveness and feedback; issue identification intrepreneuring

Models of change management: Kurt Lewin's Change Management model - unfreeze, transition and refreeze; John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci's five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Burke-Litwin's causal change model

2 **Be able to plan for change**

Plan for change: involve stakeholders; agree support; the organisation's current position; where you want the organisation to be; plan goals and timescales; plan to use measureable aims; plan to communicate, enable and facilitate stakeholder involvement

Impact of change on resources: human resources eg redundancy, restructuring, job reorganisation, job transfer, training, coaching, counselling; physical resources eg machinery, equipment, IT resources, buildings, transport; financial resources eg capital expenditure, cash flow implications, profit and loss account and balance sheet, sources of finance, borrowing

Communicate plan for change to key stakeholders: involve all stakeholders; develop a communication plan eg open communications, listening to stakeholders, importance of feedback, addressing needs, focus on the positives, ownership of change, forums, workshops, meetings, presentations, education, use change champions, communicate the vision, get the support of all key power players

3 **Be able to implement the change process**

Ways of overcoming resistance to change: education and communication; participation and involvement; negotiation and agreement; manipulation and co-option; implicit and explicit coercion; push-pull principle; exchange principle

Systems for monitoring change: action planning; flow diagrams; task analysis; standards; performance tolerance; agreeing timescales; setting and measuring outcomes; measuring inputs; measuring output; feedback processes; feedback systems; control loops; target revision; regular and exception reporting; surveys and interviews; iterative processes; formal and informal knowledge channels; quantitative and qualitative measures; 80/20 rule; disseminating awareness; sustainability

Implement plan for change: set SMART (specific, measurable, achievable, realistic and time-based) objectives; set timescales; agree the communication strategy; involve all stakeholders; launch the plan; monitor progress

Evaluate progress: keep records; collect data; identify strengths and weaknesses; establish indicators of efficiency and effectiveness; analyse the information; qualitative and quantitative analysis; review and evaluate progress; make recommendations

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Essential guidance for tutors

Delivery

Learning outcome 1 is the logical starting point for delivery of this unit. The tutor should ensure that all learners have access to an organisation. This may be their place of work, a family business or an organisation where they have contacts and which can provide them with the information and access they will need to research the need for change. Once this is established the tutor can begin to introduce learners to methods of carrying out research in their organisations. The tutor can then build on this by introducing learners to theoretical models of change management. It is useful at this stage for the tutor to use current examples of organisations undergoing change to show how these models could apply.

Learning outcome 2 is a good starting point for a case study. There are a number of case studies available on the internet, for example the merger of Hewlett Packard and Compaq which created the need to integrate the operations of the two companies. A case study can provide good opportunities to show learners how they planned to involve stakeholders in the change process. It could also provide good opportunities for tutor-led or group discussions on the methods used to communicate with stakeholders. The case study could then be used to develop discussions on the impact of change on resources and learners could also draw from their experiences in their own workplace. This is a useful way of comparing the resources that will be affected most heavily by the changes they are proposing in their own organisations.

Learning outcome 3 focuses on learners implementing the change process in an organisation. This could require some tutor input, particularly on developing systems to monitor the implementation of the plan. Learners need to be aware of the variety of approaches and systems that are available for this purpose. Topical case studies are a good way of introducing learners to the area of resistance to change, identifying possible reasons for resistance to change. Group discussions could then be used to explore appropriate ways of overcoming resistance to change. Tutor-led discussions, using examples, are a good way of focusing on the planning process. The examples could allow the tutor to show that if this process is followed correctly, there is a better chance of the plan being implemented successfully. Finally, some tutor input could be required on methods of evaluating the progress of change implementation and clear reference will need to be made to the importance of setting SMART objectives.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – research methods
Assignment 1: Identifying Issues Requiring Change
Tutor input and discussion – models of change management
Tutor input with examples and discussion – planning for change: stakeholders, feedback and resource implication
Tutor input and discussion – communicating the plan
Assignment 2: Planning Change Tutor input and discussion – setting the framework
Tutor input and discussion – resource implications
Tutor input with examples and discussion – issues on communicating plans for change
Tutor input, case studies and discussion – resistance to change
Tutor input and discussion – monitoring the plan
Assignment 3: Implementing and Evaluating a Plan for Change Tutor input and discussion
Learner presentations for Assignment 3
Review of unit and programme of assignments

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Assessment

For AC1.1, learners need to select an organisation and conduct research to identify the need for change. Learners may use their own organisation if appropriate or they may chose another organisation where they have access to sufficient information to make judgements on the need for change.

For AC1.2, learners need to use models of change management to illustrate why change is required in their selected organisation.

For AC2.1, learners need to develop a plan for change using feedback from relevant/appropriate sources. The sources will vary in each case and learners need to provide evidence that they have received feedback from their sources and that this feedback has informed the development of the plan. The plan must contain SMART objectives.

For AC2.2, learners need to report on the potential impact of change on the resources of their selected organisation. Learners need to consider the likely impact on the physical, financial and human resources in the organisation.

For AC2.3, learners need to provide evidence that they have communicated their plan for change to key stakeholders. They will need to have a communication plan in place that will underpin the process of change management in the organisation. The plan should demonstrate that it involves stakeholders and identify appropriate methods of communication and the sequencing of the process.

For AC3.1, learners need to propose ways of overcoming any resistance to change that may occur as a result of their change proposal. Learners should recognise that resistance to change can come from all levels and all sections of their selected organisation.

For AC3.2, learners need to develop systems for monitoring the implementation of their plan for change. It is important that learners recognise that putting a plan into practice is not an end in itself. The systems that can be adopted are varied and they need to develop systems that are workable and appropriate to the situation.

For AC3.3, learners need to implement their plan for change in their selected organisation.

For AC3.4, learners need to use the systems they developed to monitor the progress of their plan for change. They need to use the results of the monitoring process to evaluate the progress of the implementation against SMART objectives set out in their plan.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Identifying Issues Requiring Change	Learners identify issues requiring change in a selected organisation.	Report
AC 2.1, 2.2, 2.3, 1, 3.2	Planning Change	Learners develop a plan for change.	Plan
AC 3.3, 3.4	Implementing and Evaluating a Plan for Change	Learners implement and evaluate their plan for change.	Presentation

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Blake I – *Project Managing Change* (Financial Times/Prentice Hall, 2008) ISBN 978-0273720454

Cameron E and Green M – *Making Sense of Change Management, 2nd Edition* (Kogan Page, 2009) ISBN 978-0749453107

Carnall C – *Managing Change in Organizations, 5th Edition* (Financial Times/Prentice Hall, 2007) ISBN 978-0273704140

Diamond M A and Allcorn S – *Private Selves in Public Organizations* (Palgrave Macmillan, 2009) ISBN 978-0230613096

Dunphy D, Griffiths A and Benn S – *Organizational Change for Corporate Sustainability* (Routledge, 2007) ISBN 978-0415393300

Fullan M – *Leading in a Culture of Change* (Jossey-Bass, 2007) ISBN 978-0787987664

Goncalves M – *Change Management: Concepts and Practice* (American Society of Mechanical Engineers, 2007) ISBN 978-0791802649

Green M – *Change Management Masterclass* (Kogan Page, 2007) ISBN 978-0749445072

Helms Mills J, Dye K and Mills A J – *Understanding Organizational Change* (Routledge, 2008) ISBN 978-0415355773

Herold D M and Fedor D B - *Change the Way You Lead* (Stanford University Press, 2008) ISBN 978-0804758758

Kehoe D – *Leading and Managing Change* (McGraw-Hill Professional, 2008) ISBN 978-0070137882

Leban B - *Managing Organizational Change (*John Wiley and Sons, 2007) ISBN 978-0470897164

Lewis S, Passmore J and Cantore S - *Appreciative Inquiry for Change Management: Using AI to Facilitate Organizational Development* (Kogan Page, 2008) ISBN 978-0749450717

Nelson S S – *Implementing for Results* (ALA Editions, 2009) ISBN 978-0838935798

Journals

International Journal of Strategic Change Management (Inderscience)

Journal of Change Management (Routledge)

Journal of Organisational Change Management (Emerald)

Websites

en.wikipedia.org	Article and links on change management
www.accenture.com	Case study of change management in Hewlett Packard
www.businessballs.com	Articles on change management
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.changingminds.org	Articles on various aspects of change management
www.managementhelp.org	Articles on change management and links to other articles
www.themanager.org	Articles on phases in the change process

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Unit 7: Management Activities

Unit code: D/602/1449

QCF Level 5: BTEC Professional

Credit value: 10

Guided learning hours: 60

Unit aim

This unit provides the learner with an understanding of both the context in which organisational activities are managed and the skills with which to apply a range of useful tools and techniques when managing work groups.

Unit introduction

For most managers the purpose of their role is to manage activities which contribute to the organisation achieving its mission and objectives.

In this unit learners will consider the meaning and importance of the mission, structure and culture of organisations. This will give them the tools needed to evaluate the suitability of the organisational context for the current needs of a specific work group.

Learners will learn about a range of concepts, tools and models used to manage business activities. This will include customer orientation, project management techniques, business process modelling and lean management techniques.

Learners will then study how to develop work plans by establishing work roles and allocating resources to meet organisational requirements. This will lead on to the setting of specific work objectives and to an investigation of the important area of quality.

Learners will also examine the benefits and barriers to delegation of work and learn how to decide on what to delegate and to whom, and the importance of monitoring delegation.

Finally, learners consider the related topic of health and safety legislation and how it has to be considered when managing any business activities. Learners will conduct a risk assessment and evaluate how well an organisation is complying with health and safety legislation.

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 organisational context affects business activities	1.1 explain how the mission of an rganisation has influenced its structure 1.2 explain how the culture of an organisation has developed 1.3 evaluate the suitability of an organisational context to current requirements for a selected work group
2 Understand how techniques are used to manage activities	2.1 discuss the extent to which an operational area of an organisation is customer oriented 2.2 evaluate the use of operational management techniques in a specific context 2.3 explain how project management techniques could improve business activities
3 Be able to develop work plans	3.1 develop work plans to achieve given organisational objectives 3.2 develop objectives which are specific, measurable, achievable, realistic and time-bound 3.3 evaluate the suitability of existing quality standards for a given business activity
4 Be able to manage business activities	4.1 explain factors to be taken into account when making decisions about delegating work 4.2 evaluate the process used to delegate work in a selected work group 4.3 evaluate methods used to monitor work activities in a selected work group

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Learning outcomes	Assessment criteria
5 Be able to fulfil health and safety requirements when managing business activities	5.1 explain the impact of health and safety legislation on a given business activity 5.2 carry out a health and safety risk assessment in a given situation 5.3 evaluate adherence to health and safety legislation for a given business activity

Unit content

1 **Understand how organisational context affects business activities**

Mission: purpose of organisation, mission and mission statement; vision; importance of level of agreement and acceptance of vision and mission

Structure: purpose and meaning of organisational structure; importance; organisational structure diagrams; formal versus informal organisation; span of control; tall and flat structures; methods of division of work; centralisation versus decentralisation; project teams; matrix structures; impact of poor structure; impact of restructuring

Culture: definitions of organisational culture; types of culture (eg Handy's power, role, task and person culture); influences on development of culture; cultural web; importance of culture

Organisational context: size; structure; culture; impact of context on effectiveness; gap analysis

2 **Understand how techniques are used to manage activities**

Customer orientation: importance; segmentation; defining needs; fit between product/service and need; quality; consistency; bottom up approaches (empowerment, training, focus on front line worker, management closer to customer through delayering)

Operational management techniques: principles and methods of short- to medium-term planning, input-output systems model; business process modelling, lean management techniques, integration of supply chain eg Just in Time (JIT)

Project management techniques: project team; project initiation document; project plan; milestones and deliverables; Gantt chart; PERT (Program Evaluation and Review Technique); critical path; end of project review

3 **Be able to develop work plans**

Work plans: roles; workflow; aligning resources with objectives; prioritising workloads; organisational and legal constraints

Objectives: goal theory (Locke); features of motivating goals; role of shared vision in setting objectives; balancing quantity, time, quality and cost objectives; SMART (specific, measurable, achievable, realistic and time-based) objectives

Quality standards: product and service specifications and standards; customer orientation of quality standards; fit with organisational quality management systems; Key Performance Indicators (KPIs); Total Quality Management (TQM); Kaizen, quality circles; quality chain; external quality standards (eg ISO 9000/ EN 29000)

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4 **Be able to manage business activities**

Delegation decisions: benefits of delegation; work that can/cannot be delegated; matching authority with responsibility; matching work to staff; barriers to delegation

Delegation processes: one-to-one meeting; processes for briefing staff; model/checklist such as TRUST ME (tasks, resources, understanding, standards, timeframe, monitoring, evaluation); gradual increasing of responsibility; learning curve

Monitoring work: importance of defining desired outcomes and review points; open door policy; exception reporting; giving feedback skills; review of learning

5 **Be able to fulfil health and safety requirements when managing business activities**

Health and safety legislation: Health and Safety at Work Act 1974; Management of Health and Safety at Work Regulations 1999; Workplace (Health, Safety and Welfare) Regulations 1992; Control of Substances Hazardous to Health Regulations 2002 (COSHH); main provisions of each piece of legislation

Risk assessments: purpose of risk assessments; legal/organisational requirements; severity/likelihood factors in risk assessments; hazards; risks; action plans to reduce risks

Essential guidance for tutors

Delivery

This unit could be delivered through traditional face-to-face teaching sessions with a range of tutor-led discussions and group exercises, or through e-learning. Whichever method is chosen it would be beneficial for learners to have different activities, such as lectures and small-group discussions, and to practise applying the content of the unit to real workplaces and case studies. Visits to organisations practising some of the techniques would be interesting, especially for learners with little experience of managing activities. There is also scope for the use of simulations, real activities and operational management games, especially for 'lean' techniques and project management.

For learning outcome 1, as well as tutor presentations learning can be consolidated through small-group discussions based on analysis of case studies or on how the material applies to organisations familiar to learners. For the section on culture, learners may find it interesting to use a tool to assess the culture in their own workplace, or to hear about any work that has been carried out to change the culture.

Learning outcome 2 explores customer orientation and it could be beneficial for learners to explore this through a case study of an organisation which is currently recognised as leading in this field. For the section on operational management techniques, visits to organisations or video productions of processes using these techniques could be beneficial. A practical exercise could be used to explore lean management techniques. Project-management techniques could be taught through a small-scale practical exercise, although it could also be useful for learners to have some exposure to large projects so that they can see why the techniques are needed.

There is some theory in learning outcome 3 but the assessment criteria are practical so learners who are not working as managers could benefit from practising developing work plans and setting objectives based on case study material or real activities. Learners could practise developing SMART objectives and then evaluating their usefulness in motivating staff and achieving organisational objectives. Quality, although very important, can be 'dry' to teach but case studies are helpful and activities, such as devising quality standards for a specific job and making recommendations for introducing TQM principles into an organisation, can be used.

Learning outcome 4 is about delegation and could be an opportunity for learners to practise their management skills through making delegation decisions and role playing the delegation of work. If role play is used as a technique it is important to negotiate ground rules covering the general approach and especially in respect of learners giving feedback to one another.

Learning outcome 5 is focused on the application of health and safety legislation to work activities so learners could benefit from practical exercises and from applying the law to different situations. Learners would benefit from practice in developing risk assessments for activities.

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Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Small-group discussions based on case studies of two contrasting organisations leading to a plenary session and tutor input on mission and vision
Tutor-led discussion – organisational structures with consolidation exercise based on learners' own organisations
Activity – completing a 'culture' questionnaire to evaluate the culture of an organisation they are familiar with Tutor input – theoretical models for culture of organisations Small-group exercise – how to change the culture of an organisation (based on a case study)
Tutor input – the development of customer orientation Activity – learners evaluate the extent to which organisations they are familiar with are customer oriented
Case study – learners analyse organisations that are having problems and evaluate the context in terms of culture, size, structure and customer orientation Learner presentations
Video/DVD – how an organisation implements operational management techniques Small-group activity – research one technique and present findings to rest of the group
Case study (eg a hospital clinic) – learners analyse processes and make recommendations for improving the service to customers through improved processes Tutor feedback
Two case studies – one with an integrated supply chain and one without. Learners evaluate the benefits and risks of the integrated supply chain and make recommendations for both case studies Tutor feedback
Tutor input – project management techniques Exercise – applying the techniques in a simple project Tutor-led discussion – using project management techniques in the workplace
Small-group simulation exercise – learners are given organisational objectives, resources and quality standards to plan the work and set SMART objectives for all members of staff Tutor-led evaluation session

Topic and suggested assignments/activities and/assessment
Tutor input – quality standards, TQM, Kaizen and quality chain Small-group activity – formulating action plans based on case studies
Assignment 1: Making an Improvement
Tutor input – the benefits and barriers to delegation Discussion based on learners' experiences leading to the identification of a list of 'good practices in delegation' Delegation exercises
Tutor input – health and safety legislation and its implications in different work environments Discussion
Tutor input – how to conduct a health and safety risk assessment Exercise – learners conduct a health and safety risk assessment Tutor feedback
Assignment 2: Managing Business Activities in the Workplace
Review of unit and programme of assignments

Assessment

This is a large unit and it is recommended that there are at least two assignments based on an organisation known to learners. An organisation whose systems for managing activities are not fully developed would give learners opportunities to analyse, evaluate and make recommendations for improvements.

Assessment of learning outcomes 4 and 5 could be through learners collecting a portfolio of evidence and, if this method is used, evidence should be referenced to the assessment criteria. Assessors need to be satisfied that all work used to show achievement of the criteria was completed by the individual learner.

For AC1.1, learners need to explain how the mission of their selected organisation has influenced its structure. The evidence should include explanations of at least five features of organisational structure and link the development of the structure with the mission or purpose of the organisation.

For AC1.2, learners need to explain how the culture of their selected organisation has developed. They should apply at least one definition of workplace culture to their selected organisation, using at least one model, and also explain at least two influences on development of the culture.

For AC1.3, learners need to focus on a selected work group and evaluate the context in which they work. This should include consideration of how size, structure and culture impact on the effectiveness of the selected work group, making judgements on the suitability of the organisational context to the current requirements of the group.

For AC2.1, learners need to discuss the extent to which an operational area of their selected organisation is customer oriented. Their discussion should include at least four aspects of the content for customer orientation.

For AC2.2, learners need to evaluate the use of at least two operational management techniques in a specific context in their selected organisation.

For AC2.3, learners need to explain how project management techniques could improve business activities in their selected organisation. They should explain at least two techniques in a specific context. In some cases, learners may be applying this to a situation where it would be beneficial to introduce a project management system but in others they may be focusing on adding or changing the use of two of the techniques, such as introducing Gantt charts or project reviews.

For AC3.1, learners need to include at least two aspects of developing work plans, for example determining roles and prioritising workloads, and link these to organisational objectives.

For AC3.2, learners need to develop at least four SMART objectives that satisfy organisational needs and follow good practice guidelines for motivating staff.

For AC3.3, learners need to evaluate the suitability of existing quality standards for a given business activity. This should include consideration of the suitability of the standards from customers' and the organisation's point of view.

For AC4.1, learners need to explain at least four factors to be taken into account when making decisions about delegating work.

For AC4.2, learners need to evaluate the process used to delegate work in a work group in their selected organisation and this should include consideration of at least three aspects of good practice.

For AC4.3, learners need to evaluate at least two methods used to monitor work activities of the work group from AC4.2. If no methods are used, learners can propose the methods before evaluating them.

For AC5.1, learners need to explain the impact of health and safety legislation on a given business activity.

For AC5.2, learners need to carry out a health and safety risk assessment in a situation where they assess both severity and likelihood of risks.

For AC5.3, learners need to evaluate adherence to health and safety legislation for a given business activity. Selection of six of the most pertinent regulations would be sufficient.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2, 2,3, 3.1, 3.2, 3.3	Making an Improvement	Learners investigate their own organisations or one they are familiar with and explain the impact of the context on their own/a section of the organisation, discuss techniques used to manage activities and make detailed plans for an improvement to the management of activities.	Report
AC 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	Managing Business Activities in the Workplace	Learners compile a portfolio of evidence to meet the assessment criteria drawn from their work as managers, from project work, voluntary/community work or from shadowing a manager.	Report and portfolio

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Essential resources

As some of the assessment criteria are based on practical management skills, learners need to have suitable experience of managing activities in a workplace or shadowing a manager. Work activities could be in paid employment or voluntary/community work.

Indicative resource materials

Textbooks

Boddy D – *Management: An Introduction, 5th Edition* (Financial Times/Prentice Hall, 2010) ISBN 978-0273738961

Delegating Work (Harvard Business School Press, 2008) ISBN 978-1422118771

Johnstone R et al – *Cases in Operations Management, 3rd Edition* (Financial Times/Prentice Hall, 2002) ISBN 978-0273655312

Johnstone R and Clark G – *Service Operations Management*, *3rd Edition* (Financial Times/Prentice Hall, 2008) ISBN 978-1405847322

Cleland D L and Ireland L R – *Project Management: Strategic Design and Implementation, 5th Edition* (McGraw-Hill Professional, 2006) ISBN 978-0071471602

Lock D – *Project Management, 9th Edition* (Gower Publishing Ltd, 2007) ISBN 978-0566087721

Slack N, Chambers S and Johnston R – *Operations Management, 6th Edition* (Financial Times/Prentice Hall, 2009) ISBN 978-0273731603

Stranks J – *The Handbook of Health and Safety Practice, 7th Edition* (Prentice Hall, 2005) ISBN 978-0131976450

Journals

An Introduction to Health and Safety (Health and Safety Executive)

Journal of Operations Management (Elsevier)

Production, Planning and Control (Taylor and Francis)

Websites

www.apm.org.uk	Association for Project Management – has some free resources
www.bis.gov.uk	Department for Business, Innovation and Skills
www.hse.gov.uk	Health and Safety Executive
www.hsl.gov.uk	Health and Safety Laboratory
www.pmi.org.uk	UK Chapter of Project Management Institute
www.praxiom.com	ISO 9000 Quality Management Topics
www.prince2.com	PRINCE2 project management training resource

Unit 8: Managing Projects

Unit code: R/602/1464

QCF Level 5: BTEC Professional

Credit value: 10

Guided learning hours: 60

Unit aim

This unit provides the learner with an understanding of the principles of project management and develops their project management skills.

Unit introduction

Most managers have to run projects, whether to launch services or products, hold one-off events or implement improvements to systems. This unit starts with the fundamentals of managing projects, including the nature of a project and the phases of a project. Learners will then consider the importance of determining success criteria.

Learners will study the all-important project planning methods which include the development of a project initiation document and use of project planning tools such as checklists, project work plans, Gantt charts and critical paths. They will also learn how to assess the risks of failure, how contingency plans can be devised to ameliorate the risks, how to develop a communications plan to monitor and control activities, and maintain a sense of direction for all stakeholders.

Learners will go on to find out how to implement the project plan including communicating the project plan, allocating responsibilities, setting objectives and supporting team members. They will also learn about monitoring achievements against the project plan and how to modify project plans to ensure delivery is on time and as planned.

The final part of the unit is about post-project activities such as evaluating the project outcomes against the purpose of the project and the success criteria, reporting on what was learned from the project and making recommendations for running other similar projects.

The assessment activities for this unit are both practical and theoretical and on completion of this unit learners will have acquired knowledge about project management techniques and the associated practical skills.

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 project management	1.1 explain the principles of project management 1.2 explain the importance of defining success/failure criteria when managing projects 1.3 compare the benefits of different systems of managing projects
2 Be able to plan a project	2.1 draft a project initiation document 2.2 plan a project using planning techniques 2.3 assess risks to on-time completion of a project 2.4 communicate project plan to stakeholders
3 Be able to manage the implementation of a project	3.1 implement a project according to a project plan 3.2 use project monitoring techniques to monitor the project 3.3 develop contingency plans to ensure on-time completion of a project
4 Be able to present project outcomes to stakeholders	4.1 evaluate the outcomes of a project 4.2 present a report of the outcomes of a project to stakeholders 4.3 make recommendations for improvements to a project

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Unit content

1 **Understand the principles of project management**

Principles of project management: features of a project (series of related tasks, beginning and end dates, specific goal, multidisciplinary team, sponsor or customer, constraints eg budget); typical projects (eg launch of product/service, relocation, implementation of improved systems); phases of a project (project initiation; project planning; project implementation; project review)

Success/failure criteria: purpose of defining required end results (clear goals, aligns expectations of project manager with sponsor, enables sponsor or project manager to re-negotiate, enables monitoring and evaluation, prevents 'project creep'); milestones with interim deliverables; time; cost; quality standards; recording criteria; agreeing with stakeholders; importance of agreeing priorities

Management systems: project portfolio management; alignment of projects with organisational objectives; organisational project controls (cost, risk, quality, communication, time, change, procurement, human resources, financial management); organisational project reporting protocols

2 **Be able to plan a project**

Project initiation document: purpose of document; contents (purpose of project; scope, project manager; stakeholders; interim and final deliverables; resources; time; outline project plan; quality plan; management methods; communications plan; initial risk analysis)

Project planning techniques: checklists/activity lists; project work plans; dependencies; responsibilities; budgets; Gantt charts; PERT (Program Evaluation and Review Technique); critical paths

Communication plan: objectives of communication plan (eg team building, maintain sponsor support, manage processes, innovate); levels of meetings (steering group, project team, project sub-groups, external stakeholders; ad hoc); newsletters; website; blogs; confidentiality constraints

Risk assessment: likelihood and severity assessments; contingency plans (eg increase resources, change methods); setting triggers for implementation of contingency plans

Stakeholders: project sponsors or customers; project team members; suppliers; potential users; community interests

3 **Be able to manage the implementation of a project**

Implement project: communicate project plan; allocate budgets; set up financial accounting systems; set up procurement systems; delegate responsibilities; check understanding; set SMART (specific, measurable, achievable, realistic and time-based) objectives for team members; support team members; build team, resolve conflicts; avoid 'project creep'; set up quality monitoring

Monitoring techniques: critical path/dependencies as priority areas; systems for collecting data on progress and quality; reporting mechanisms; feedback to team members; comparison of progress with Gantt chart/project work plan; use of project management software

Contingency plans: implementation of contingency plans; remedial actions (eg training, extra resources, reviewing allocation of responsibilities, revising project work plan; renegotiating end date/deliverables, reassessing priorities)

4 **Be able to present project outcomes to stakeholders**

Evaluate outcomes: comparison of results with success criteria; identification of any additional benefits; quality performance; identification of learning

Reporting outcomes: communication needs of stakeholders; project report; oral presentation; web-based reporting; publicity; content of report (project outcomes; results of evaluation; implications/opportunities for future related work/projects)

Recommendations for improvement: lessons learned (project plan, implementation, monitoring); training/resource needs identified; recommendations for management of future projects

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Essential guidance for tutors

Delivery

The learning outcomes and assessment criteria for this unit are largely practical. It will be beneficial for learners if delivery includes opportunities for them to practise project-management techniques as well as sessions which provide the underpinning knowledge. It would be useful to have one or more ongoing project scenarios which could be used as a basis for small-group activities throughout the programme of learning. Visitors, tutors or learners who have managed projects could all make valuable contributions to the delivery of this unit.

Learning outcome 1 gives an overview of what projects are and how success criteria are developed and how different organisational management control systems are used. If learners have varied experiences then this could be used in delivery sessions but if there is little experience then it could be useful to introduce learners to a range of projects. Whatever the level of experience, learners could draft success criteria for outlined projects.

Learning outcome 2 involves learning about the different documents, tools and techniques and sufficient time needs to be allocated to the delivery of a project. It could be beneficial for learners to have access to sample project initiation documents and project plans. It could be beneficial to practise producing each document, or using each tool, through working in small groups on a series of examples supplied by the tutor. An example of a micro-project could be used to practise the critical path so that learners can implement the project within the constraints of the learning environment. Learners could produce project work plans, Gantt charts, critical paths and budgets using project management software but they should, nevertheless, be taught the underlying principles. Learners could find it interesting to carry out risk assessments for projects based on project outlines, or on the ongoing scenarios mentioned earlier.

As learning outcome 3 is about keeping a project on track it could be interesting and productive for learners to investigate the things that have gone wrong with projects that have not delivered their expected outcomes on time. If learners have little experience of project management they could benefit from hearing a manager of a large project describe how problems were overcome and how the project was kept on track.

For learning outcome 4, it could be useful for learners to see how real project teams have presented their outcomes and evaluations to their stakeholders. Learners could analyse these to see how the needs of the different stakeholders have been met. As many learners find it difficult to make recommendations for improvements this could be practised in small groups using the ongoing project scenario(s) mentioned previously.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor-led discussion with examples – features, types and phases of a project
Small-group activity – learners devise success criteria and milestones for outlined projects
Tutor-led discussion – pros and cons of different management control systems
Assignment 1: Project Management in Organisations
Tutor-led discussion with examples – the project initiation document (PID) and its purpose Small-group exercise – developing the content of a PID for a simple project , contributing to **Assignment 2: Developing a Project Plan**
Tutor input – project planning techniques Exercise – learners develop a project work plan, Gantt chart and network diagram showing the critical path for a simple example and then implement their project plan and compare the outcomes against the plan
Exercise – learners investigate the communications plan for a real project and discuss the purpose of each element in the plan, identifying the stakeholders targeted by each type of communication
Tutor input with examples – the concept and practice of risk assessment of projects Activity – assessing risks for an example project
Completion of Assignment 2 – learners develop a detailed project plan
Small-group activity – learners allocate responsibilities, set SMART objectives and role play communicating these to one another
Tutor input – setting and controlling a budget for a project Activity – allocating an overall budget to different budget headings for an example project
Visiting speaker who has managed a large project explains how this was implemented and how problems were addressed
Small-group analysis of newspaper articles on projects that failed to deliver on time and to budget – learners to identify what went wrong
Tutor explains remaining techniques for implementing and monitoring projects
Assignment 3: Implementing a Project Plan in an Organisation
Tutor input – how to evaluate the outcomes of a project drawing on real examples where possible

Topic and suggested assignments/activities and/assessment
Activity – learners read a real project report and evaluate it from the points of view of different stakeholders
Assignment 4: Evaluating a Project Plan
Learner presentations
Review of unit and programme of assignments

Assessment

As most of the learning outcomes are practical, the assessment for learning outcomes 2, 3 and 4 needs to be based on a real project for which learners can write a project initiation document, a project plan, provide evidence of implementing the project and also present project outcomes. Learners who are in suitable work could negotiate with their employers and use a real project. Learners who are not in suitable paid work could use projects undertaken for the community such as running an event, raising funds for a charity or managing a major home-based event such as a renovation project. If learners use their own workplace projects, assessors need to ensure that the documents produced are learners' own work. There may also be mismatches between the timing of the work project and the assessment timetable and this needs to be checked before the decision is made to use a work-based project. Centres also need to ensure that learners are using appropriately sized projects and it is advisable to check the project proposals against the assessment requirements to ensure that there is scope to achieve these requirements.

For AC1.1, learners need to explain the principles of project management including at least four features of projects and at least three phases in the management of a project.

For AC1.2, learners should explain at least three reasons for defining success/failure criteria and at least four parameters likely to appear in criteria, eg cost, time.

For AC1.3, learners need to compare the benefits of different systems of managing projects. This should include at least four benefits to organisations of having management systems to control both choice of projects and how they are managed.

For AC2.1, learners need to draft a project initiation document with a coherent proposal and include the purpose of the project, scope, project manager, stakeholders, interim and final deliverables, resources, time, outline project plan, quality plan, management methods, communications plan and risk assessments.

For AC2.2, learners need to plan their project using planning techniques listed in the unit content.

For AC2.3, learners need to assess at least three risks for severity and likelihood.

For AC2.4, learners need to communicate the project plan to at least two groups of stakeholders and the sponsor.

For AC3.1, learners need to produce evidence that they have implemented their project plan in their selected organisation.

For AC3.2, learners need to produce evidence that they have used at least four monitoring techniques to monitor progress on their project.

For AC3.3, learners need to develop at least two contingency plans based on the results of their risk assessment in AC2.3 and determine whether they need to be implemented in light of monitoring the project implementation.

For AC4.1, learners need to evaluate the outcomes of their project against their project plan.

For AC4.2, learners need to present a report of the outcomes of their project to at least two groups of stakeholders and the sponsor.

For AC4.3, learners need to make at least three recommendations for improvement to the project that follow coherently from the evaluation of the outcomes.

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Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Project Management in Organisations	The learner takes on the role of a journalist and write a magazine article or blog on project management in a selected industry.	Article
AC 2.1, 2.2, 2.3, 2.4	Developing a Project Plan	The learner presents a project initiation document and project plan.	Report and presentation
AC 3.1, 3.2, 3.3	Implementing a Project Plan in an Organisation	The learner manages the implementation of their project plans.	Portfolio of evidence
AC4.1, 4.2, 4.3	Evaluating a Project Plan	The learner evaluates the outcomes of their project and presents a report making recommendations for improvements.	Report and presentation

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Cleland D L and Ireland L R – *Project Management: Strategic Design and Implementation, 5th Edition* (McGraw-Hill Professional, 2006) ISBN 978-0071471602

Dinsmore P C and Cooke-Davies T J – *The Right Projects Done Right* (Jossey Bass, 2005) ISBN 978-0787971137

Lock D – *Project Management, 9th Edition* (Gower Publishing Ltd, 2007) ISBN 978-0566087721

Nokes S and Kelly S – *The Definitive Guide to Project Management, 2nd Edition* (Financial Times/Prentice Hall, 2007) ISBN 978-0273710974

Journals

Project Management Journal (Project Management Institute, John Wiley and Son)

Websites

www.apm.org.uk	Association for Project Management – has some free resources
www.pmi.org.uk	UK Chapter of the Project Management Institute
www.pmi.org/Resources/Pages/Project-Management-Journal.aspx	*Project Management Journal*
www.prince2.com	PRINCE2 project management training resource

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Unit 9: Developing Successful Business Teams

Unit code: D/602/1466

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the factors needed to create successful business teams and enables them to develop skills for effective management and participation in successful business teams.

Unit introduction

Many organisations now focus on teams as a key element in their organisational structure. However, successful teams do not happen as a matter of chance. They have to be planned and supported if they are to become successful. Only then will they be able to work effectively as a team and meet their objectives.

Planning to establish a successful business team requires an understanding of team dynamics and the importance of leading and developing of a team. Team dynamics are concerned with how teams evolve and the processes that determine whether the team is successful or not. For example, team member satisfaction will be derived not only from the achievement of tasks but also from the quality of team relationships and the more social aspects of teamwork.

Building and maintaining a successful business team involves fostering constructive relationships between team members. This requires a commitment to open communication throughout the team. Maintaining levels of motivation in all team members is a crucial aspect of successful business teams. Signs of conflict in a team need to be resolved quickly as they can affect the stability and purpose of the team.

Developing individual team members includes assigning personal goals that suit the strengths and skills of the individual, and ensuring that each member feels that their contribution to the team's overall task is valued. Team goals should be the foundation for developing successful business teams. Goals should be SMART and provide a clear, measurable framework whilst being flexible and adaptable in the light of changing circumstances. Goals need to provide scope for individual and team development whilst enabling organisational tasks to be achieved. Successful business teams monitor their activities, reflect on how they work and look for ways of improving their performance.

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 features of successful business teams	1.1 describe the characteristics of successful business teams 1.2 assess the importance of team roles in successful business teams 1.3 analyse the value of using theoretical models when building successful business teams
2 Be able to support team development	2.1 explain the stages of team development 2.2 plan how to motivate team members to achieve given objectives 2.3 encourage open communication between team members to support team development 2.4 evaluate ways of resolving conflict between team members
3 Be able to monitor the performance of teams	3.1 monitor the performance of a team against given objectives 3.2 recommend how to improve performance against given objectives

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Unit content

1 Understand the features of successful business teams

Characteristics of successful business teams: definition of team; types of team eg functional, project, matrix, contract, self-managed team; difference between a group and a team; characteristics of successful business teams eg participative leadership, loyalty, trust, open communication, shared goals and objectives, shared responsibility, shared vision, common purpose, cooperation between members, motivation

Team roles in successful business teams: Belbin's team role theory; differences between team roles; Myers-Briggs Type Indicator (MBTI); strengths and weaknesses; contribution of team roles to the team; balanced teams

Theoretical models: behavioural models eg Blake and Mouton's Managerial Grid, McGregor's theory X and Y model; contingency/situational models eg Adair's Action Centred Leadership model, Tannenbaum and Schmidt's Leadership Continuum, Fielder's contingency model; Hersey-Blanchard Situational Leadership model; Transformational Leadership, Transactional Leadership (Bennis, Bass)

2 Be able to support team development

Stages of team development: models of developmental stages eg Tuckman (forming, norming, storming, performing), Leigh and Maynard's starting, sorting, stabilising, succeeding, stopping, Honey's chaotic, formal and skilful; team leader role in facilitating development at each stage; team building eg team development activities, training, mentoring

Motivating team members to achieve given objectives: importance of motivation; importance of negotiation and bargaining skills for motivation; theories of motivation eg McGregor's Theory X and Theory Y, Herzberg's Motivation-Hygiene theory, Maslow's Hierarchy of Needs, Vroom's Expectancy theory, Alderfer's ERG theory, Deci and Ryan's self-determination theory; factors that motivate people to perform eg praise, encouragement, recognition, celebration of achievement, clear goals, clear feedback, learning, development

Open communication and team development: participative decision making; meetings; team briefings; communication channels; thought-showers/buzz groups; groupthink; building inter- and intra-team and organisational relationships; communication through goals; communication through knowledge; access to information; data sharing; win-win theory; synergy

Ways of resolving conflict: causes of conflict eg dissatisfaction with workload, perceived lack of fairness, insufficient sharing of information, perceived lack of appreciation, personal grievances against other team members; conflict resolution methods eg communication channels, open communication-importance of addressing issues for the whole team, gathering information, sharing information, listening skills, thought-showers/buzz groups, collaboration, consensus, agreeing the problem, keeping people and problems separate, building trust

3 **Be able to monitor the performance of teams**

Monitoring the performance of the team against given objectives: setting SMART objectives; principle of setting quantified standards; comparison of performance with standards; quantity-based measures (level of production, number of customer enquiries processed, error rate, quantity of scrap, customer feedback, speed of response); qualitative measures (views, opinions, performance data, sampling, timing, proportion of work checked); methods of collecting and interpreting data on performance (work schedules, progress review meetings, milestones, regular reporting systems); importance of contingency plans; making adjustments to plans; importance of continuous feedback relating to objectives (listening, observing, asking others); dealing with problems; taking corrective action, importance of fairness and openness

Improving performance against given objectives: measuring performance, evaluating performance against SMART objectives, setting and re-setting SMART objectives; benchmarks; targets; corrective action; follow-up actions; model of good practice (Leigh and Maynard's Fun, Open, Regular, Challenging and Energising); involvement of team in reviewing performance; good practice in giving feedback (Leigh and Maynard's Effective Feedback); importance of celebrating achievements; thought shower/buzz group techniques, team building activities, training and development

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Essential guidance for tutors

Delivery

This unit introduces learners to the process of planning and developing successful business teams. Learners will benefit from the opportunity to complement tutor input with discussions on areas such as group dynamics and supporting winning teams. Topical case studies could be a useful way of illustrating the processes involved in developing successful business teams.

For learning outcome 1, learners could explore the characteristics of successful business teams. It is important that learners recognise the distinction between teams and successful teams. A useful starting point could be to draw on learners' experiences from their workplaces and social lives. This will provide scope for discussion and for drawing out the characteristics of a successful team. Tutor input is required on team role theories such as Belbin. Learners could discuss examples of teams which have not worked effectively because of the poor mix of roles. Further tutor input is required on the value of using theoretical models when building successful teams. This is a fruitful area for discussion and learners could apply the theories to their own experiences.

For learning outcome 2, learners need to understand that simply putting a team together in the workplace does not guarantee that it will be successful. Tutors can use topical examples to illustrate the different development stages teams go through. All learners will have some ideas about what motivates them in the workplace. A useful starting point is to generate discussion on motivation and to draw on learner experiences and opinions. This will lead into tutor input that could be required to cover the theories of motivation. Initial discussions around learner experiences will be helpful for the tutor in putting the theories into context for the learners.

There are always topical examples of conflict occurring in the workplace. This may be manifested in a number of ways, for example poor working practices, dissent, disagreements and industrial disputes. Tutors could use these examples to generate discussion on ways of resolving conflict between team members. This could also provide opportunities to introduce the value of open communications in the workplace.

For learning outcome 3, a useful starting point is a discussion on how learner performance is monitored in their place of work. They may be monitored as individuals or they may have experienced being monitored as part of a team. The discussions could provide a platform for the tutor to introduce the importance of SMART objectives and the variety of qualitative and quantitative measures used to monitor performance in the workplace. Examples of good practice of improving team performance can be found on the internet and in newspapers and journals. This is a good way of generating discussion and getting learners to think about how they would improve the performance of their own teams.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – characteristics of successful business teams Discussion
Tutor input – Belbin's team roles theory Group exercises
Tutor input – successful business teams: theoretical models Discussion
Assignment 1: Developing a Model for Building a Successful Business Team
Tutor input and discussion – stages of team development
Tutor input – motivation theories and practice Case studies and discussion
Tutor input – communication in teams Examples and discussion
Tutor input – causes of conflict in teams, resolving conflict Case studies, discussions
Assignment 2: Providing Support for Team Development Research activities
Tutor input – monitoring the performance of teams Examples and discussion
Tutor input – improving the performance of teams Examples and discussion
Assignment 3: Monitoring Team Performance Research activities
Review of unit and programme of assignments

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Assessment

For AC1.1, learners need to describe the characteristics of a successful business team. Description should be more than just a list and learners will be expected to show that they understand the importance of the characteristics of successful business teams by giving reasons or examples to support their descriptions.

For AC1.2, learners need to link theory and practice in their assessment of the importance of team roles in successful business teams. They should use theories such as Belbin's team role theory to explain the roles needed in a balanced team, linking it to their assessment.

For AC1.3, learners need to analyse the value of using theoretical models when building successful business teams. In their analysis, they should be able to categorise the models in an appropriate manner, discuss the similarities and differences between them and draw out the strengths and weaknesses.

For AC2.1, learners need to explain the stages of team development. They will need to show that they understand the importance of development and how successful business teams have gone through the developmental stages.

For AC2.2, learners need to plan how to motivate team members to achieve given objectives, using examples of practical measures, whilst linking these ideas to the appropriate theories.

For AC2.3, learners need to encourage open communication between team members to support team development. They need to look at ways that are appropriate in the context of the teams that they are endeavouring to support.

For AC2.4, learners need to evaluate ways of resolving conflict between team members.

For AC3.1 learners need to monitor the performance of a team against given objectives. Learners should use methods that are appropriate to the team(s) they are planning to monitor.

For AC3.2, the recommendations should naturally follow on from work completed for AC3.1. The recommendations should be realistic and appropriate to the performance of the team(s) they have monitored.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Developing a Model for Building a Successful Business Team	The learner uses their own organisation or one they are familiar with and develops a model for building a successful business team.	Report
AC 2.1, 2.2, 2.3, 2.4	Providing Support for Team Development	The learner explores ways to provide support for team development.	Report
AC 3.1, 3.2, 3.3	Monitoring Team Performance	The learner explores ways of monitoring the performance of a team.	Report

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Boynton A and Fischer B – *Virtuoso Teams: The Extraordinary Stories of Extraordinary Teams* (Financial Times/Prentice Hall, 2008) ISBN 978-0273721833

Clutterbuck D – *Coaching the Team at Work* (Nicholas Brealey Publishing, 2007) ISBN 978-1904838081

Clutterbuck D and Megginson D – *Further Techniques for Coaching and Mentoring* (Butterworth-Heinemann, 2009) ISBN 978-1856174992

Dufrene D and Lehman C – *Building High-Performance Teams, 4th Edition* (South-Western, Division of Thomson Learning, 2010) ISBN 978-0324782196

Kehoe D – *Developing High Performance Teams* (McGraw-Hill Professional, 2008) ISBN 978-0070137905

Leigh A and Maynard M – *Leading Your Team: How to Involve and Inspire Teams, 2nd Edition* (Nicholas Brealey Publishing, 2002) ISBN 978-1857883046

Martin Hays J – *Building High-performance Teams: A Practitioner's Guide* (Argos Press, 2004) ISBN 978-0958023856

McCreary J S – *Creating the 'I' in Team: Building Superior Teams with Intelligence, Initiative and Integrity* (Sunstone Press, 2007) ISBN 978-0865345386

Parker B – *The Pit Crew Challenge: Winning Customers Through Teaming* (Ecw Press, 2007) ISBN 978-0978222154

Runde C and Flanagan T A – *Building Conflict Confident Teams* (Jossey-Bass, 2008) ISBN 978-0470189474

Vogt J W – *Recharge your Team: The Grounded Visioning Approach* (Praeger Publishers Inc, 2008) ISBN 978-0313355424

Journals

Leader to Leader (Leader to Leader Institute)

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

en.wikipedia.org	Overview of motivation theories and further links
www.belbin.com	Belbin's team roles theory
www.businessknowhow.com	12 tips for winning teams
www.businesstown.com	Short article on building winning teams
www.leadership-studies.com	Overview of leadership theories and models
www.managementhelp.org	Articles and further links on building successful business teams

Unit 10: Management Decision Making

Unit code: K/602/2054

QCF Level 5: BTEC Professional

Credit value: 10

Guided learning hours: 60

Unit aim

This unit provides the learner with an understanding of the information and knowledge required to make management decisions and the skills to be able to take management decisions and suggest improvements to the process.

Unit introduction

Organisations need to be responsive and adapt to market requirements. Managerial decision making needs to promote and support that responsiveness and to be adaptable to ensure that organisations maintain their competitive advantage. Decision making depends on having information that is relevant and timely and that can be used to justify decisions taken. Information and communications technology (ICT) has changed many aspects of the decision-making process. More information is available. It can be organised and analysed in more complex ways to provide a clearer insight into an organisation's activities. It is available instantly to the decision maker. In some cases, decisions may be taken automatically. Managerial decisions can be taken quickly and communicated instantly. New businesses have flourished by being able to exploit the improved decision-making capacity provided by ICT. Other organisations have adapted what they do to provide better services and products.

By considering decision making learners will understand how having good information allows managers to act to ensure an organisation's continuing success in competitive business environments.

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 information and knowledge informs management decision making	1.1 explain how current information and knowledge needs for management decision making can be analysed 1.2 describe sources of information and knowledge that can support management decision making 1.3 evaluate the importance of information and knowledge in the management decision making process
2 Understand how information and communication technology (ICT) supports management decision making	2.1 identify the ICT systems that can provide information to support management decision making 2.2 assess the benefits of using information from ICT systems when making management decisions 2.3 explain how data protection legislation affects the use of information from ICT systems in the management decision process
3 Be able to take management decisions	3.1 analyse stakeholder needs and expectations 3.2 use current information and knowledge to identify an issue where a proactive decision is required 3.3 establish the outcomes that need to be achieved when making a management decision 3.4 justify the basis for making a management decision 3.5 take a management decision 3.6 communicate a management decision to stakeholders
4 Be able to plan improvements to a management decision making system	4.1 review a management decision making system 4.2 analyse the strengths and weaknesses of a management decision making system 4.3 plan justified improvements to a management decision making system

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Unit content

1 **Understand how information and knowledge informs management decision making**

Decision making: decision taking; problem solving; rational/logical/bounded problems; irrational/messy/fuzzy/unbounded problems

Information and knowledge: data; information; intellectual capital; knowledge (tacit, explicit); knowledge management; primary sources; secondary sources; official sources; unofficial sources; information gathering; storage; retrieval; good information (organised, clear, accurate, relevant, consistent, timely, sufficient, complete, available, cost effective, fit for purpose); learning organisations

2 **Understand how information and communication technology (ICT) supports management decision making**

ICT systems: networks (intranets, extranets); worldwide web; databases; communications; software; management information systems (MIS); decision support systems (DSS); data mining; data warehousing; integrated systems; systems connectivity

Benefits: informed decision making; new evidence in support of a decision; quick decision making; rapid communication; improved managerial control; new insights into organisational activity; competitive advantage gains; automated decision making; improved personal effectiveness

Legal and regulatory framework: Data Protection Act 1998; Computer Misuse Act 1990; Freedom of Information Act 2000; organisational policies; data security; data privacy; data access; data use; ethical issues

3 **Be able to take management decisions**

Stakeholder needs: stakeholders (owners, managers, employees, customers, debtors, creditors, government); stakeholder needs analysis; organisational goals; linking decisions to goals; risk; uncertainty

Decision making: problem definition; information collection; problem analysis; information analysis; identifying objectives; identifying outcomes; alternative outcomes; unintended consequences; 'what if' scenarios; resources required; decision-making techniques; decision-making tools; making a decision by selecting from alternative courses of action; decision rationale; communicating decisions to stakeholders

4 **Be able to plan improvements to a management decision making system**

Review: investigate a decision-making system; stakeholders; gather information; analyse performance (strengths, weaknesses); performance indicators; system evaluation; need for change; recommendations for change

Improvements: identifying changes; costs; benefits; implementation (action plan, setting SMART objectives, timescales, negotiation, collaboration, commitment, participation); milestones; performance indicators; success criteria; monitoring mechanisms

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Essential guidance for tutors

Delivery

All of the learning outcomes in this unit can be delivered flexibly. No previous knowledge of managerial decision making is assumed and learners can use experiences from work that have involved making managerial decisions. Formal tutor input could identify some of the theoretical material but learners can work individually and in groups researching and gathering information about managerial decision making. Case studies, research, business simulations involving decision making, role play, discussions and practical work using business software all offer approaches to learning about managerial decision making. Using an organisation's own senior staff or a guest speaker can provide practical insights into the managerial decision-making process. Up-to-date materials are available on the internet and other material on managerial decision making is available from a number of organisations.

Learners will be introduced to the importance of managers having good information from a range of sources to support them in their decision making. In addition to dealing with the general principles, case studies and examples can be used to consider successful decision making. Looking at unsuccessful decision making can help to identify the factors that lead to a poor decision and so highlight how such difficulties can be avoided. Learners can investigate the sources of information that are available in organisations using their own experiences of work.

Consideration could be given to the impact of ICT on decision making. Its main value has been to provide decision support. Examples and case studies could identify the technologies that are available, together with how organisations use the technology to improve their operations and their competitive positions in the market by enabling managers to take good decisions. Examples of new businesses and new business models could also be examined to illustrate how management decision making has exploited ICT to develop online businesses. Learners could carry out practical work using software such as spreadsheets and databases to help in the decision-making process, as both types of software incorporate rule definition that helps evaluate information and so assist decision makers. Discussion could examine the legal and regulatory issues that surround the use of ICT in business and the need to ensure the security and confidentiality of information held in computer-based systems used in the decision-making process.

Practical examples, case studies and simulations could be used to enable learners to make management decisions and to review and improve the functioning of a management decision-making system. The effectiveness of decision-making systems could be kept under review to ensure that management decision making improves organisational efficiency and productivity in a competitive business environment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of assignments
Presentation on management decision making and the associated information requirements
Practical work, research, case studies and discussion on management decision making
Assignment 1: Information and Decision Making
Tutor support and feedback
Presentation – ICT and decision making
Research, case studies and discussion on ICT and management decision making
Practical work using ICT to help management decision making
Discussion on the legal and regulatory framework and its impact on the use of ICT and management decision making
Assignment 2: Decision Making and ICT
Tutor support and feedback
Presentation and discussion on making and taking management decisions
Simulations and case studies on making and taking management decisions Discussion on making and taking management decisions
Assignment 3: Decision Making
Tutor support and feedback
Presentation on developing management decision-making systems
Practical work and discussion on developing management decision-making systems
Assignment 4: Better Management Decisions
Tutor support and feedback
Review of unit and programme of assignments

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Assessment

For AC1.1, learners explain how managers identify the information needed to make decisions and how that information is analysed to provide an informed basis for any decision.

For AC1.2, learners must describe the internal and external sources of information that can support the management decision-making process. Both quantitative and qualitative information needs to be considered.

For AC1.3, learners need to evaluate the importance of information and knowledge in the management decision-making process. It is important to identify how information is validated to assess its reliability and suitability. For AC 1.1, 1.2 and 1.3, a guide based on an investigation of the importance of information and knowledge in decision making can be produced, illustrated with supporting examples.

For AC 2.1 and 2.2, learners need to identify the ICT systems that can provide information to support management decision making. This needs to be supplemented with an assessment of the benefits that the application of ICT to decision making brings to managers.

For AC2.3, learners need to identify the legal and regulatory requirements that affect ICT-based activities and to explain how the legislation impacts on the use of information in the management decision-making process. For AC 2.1, 2.2 and 2.3, evidence can be in the form of an article that identifies how ICT is used to improve the decision-making process, together with the legal and regulatory issues that need to be accommodated.

For AC3.1, when making a management decision, learners need to identify the stakeholders and analyse their needs and expectations.

For AC3.2, learners can use current information from a case study or a work setting to identify an issue that requires a proactive decision together with the information needed to inform that decision.

For AC 3.3, 3.4 and 3.5, learners need to establish the outcomes that need to be achieved when making the management decision identified in AC3.2, justify the basis for making the decision and, finally, take the proposed decision to achieve the outcome.

For AC3.6, learners need to communicate the decision to interested stakeholders passing on all relevant details and using appropriate communication techniques. For AC 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6, a real or simulated problem can be used as the basis for making a management decision.

For AC 4.1 and 4.2, learners need to review a management decision-making system to identify its effectiveness by analysing its strengths and weaknesses.

For AC4.3, learners need to produce a justified plan with SMART targets to show how a management decision-making system can be improved. For AC 4.1, 4.2 and 4.3, a real problem or a case study can be used to investigate and produce a plan for improvements.

It is possible to assess work orally with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to learners. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work, or from observations, to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Information and Decision Making	The learner works as an advisor for small businesses and has been asked to prepare a guide on the importance of having and using good information to support decision making.	Guide for small businesses
AC 2.1, 2.2, 2.3	Decision Making and ICT	The learner works for a magazine called *Technology Today* and has been asked to prepare an article based on a case study/ investigation of an organisation which identifies the business benefits of ICT and the regulatory requirements businesses need to meet.	Magazine article
AC 3.1, 3.2, 3.3, 3.4. 3.5, 3.6	Decision Making	The learner is a manager who has to make a business decision.	Portfolio evidence
AC 4.1, 4.2, 4.3	Better Management Decisions	The learner is a manager who has to make recommendations about improving a management decision-making system.	Plan for improvements

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Harvard Business Review on Decision Making (Harvard Business School Press, 2001) ISBN 978-1578515578

Hoch S J, Kunreuther H C and Gunther R E (editors) – *Wharton on Making Decisions* (John Wiley and Sons, 2001) ISBN 978-0471382478

Monahan G E – *Management Decision Making: Spreadsheet Modeling, Analysis, and Application* (Cambridge University Press, 2000) ISBN 978-0521781183

Wang C – *Managerial Decision Making Leadership* (John Wiley and Sons, 2010) ISBN 978-0470825259

Journals/newspapers

British Journal of Management (John Wiley and Sons)

Management Today (Haymarket Business Media)

The Economist (The Economist Newspaper Ltd) has articles on management decision making

The Sunday Times (Times Newspapers Ltd) has a specialist business section with management-related topics

Websites

www.ico.gov.uk	The Information Commissioner's Office
www.managementhelp.org	Free management library with links to articles on decision making

Unit 11: Recruitment and Selection

Unit code: J/602/1879

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the understanding and skills needed to manage the recruitment and selection process to ensure the appointment of suitable personnel.

Unit introduction

The success of organisations depends, in part, on employing the right people. The recruitment and selection process aims to ensure that personnel of the right calibre with suitable expertise and experience are selected to fill vacancies. How organisations establish that they have a staffing requirement that needs to be met is identified in this unit. Job analyses will specify the skills, expertise and capacity that are required.

Staff costs are significant and organisations manage this by making a business case for employing additional people. Organisations need to ensure that the processes and procedures involved in recruitment and selection, in addition to meeting organisational needs, are lawful and comply with internal organisational policies, which themselves have to incorporate legal requirements.

The process of selecting candidates needs to be organised and planned since structured recruitment and selection procedures are central to ensuring suitable personnel are appointed. Organisations with effective recruitment and selection processes and practices in place will make good appointments. In competitive labour markets this is a major advantage, so to maintain that advantage the selection and recruitment processes need to be reviewed and modified should improvements be identified and required.

By considering the topics of recruitment and selection learners will understand how having the right staff contributes to the achievement of organisational purposes.

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 Be able to analyse personnel requirements for job vacancies	1.1 analyse the personnel requirements for a specific vacancy within an organisation 1.2 produce a job description for a specific vacancy within an organisation 1.3 produce a person specification for a specific vacancy within an organisation
2 Understand how employment legislation affects the recruitment of personnel	2.1 explain the purpose of current employment legislation when recruiting personnel 2.2 evaluate how employment legislation is incorporated into organisational policies and procedures for the recruitment and selection of personnel
3 Be able to participate in recruitment and selection activities	3.1 prepare documentation for a selection interview for a specific vacancy 3.2 participate in a selection interview for a specific vacancy
4 Be able to propose improvements to recruitment and selection processes in an organisation	4.1 critically evaluate the recruitment process in an organisation 4.2 propose justified improvements to the recruitment process in an organisation

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Unit content

1 **Be able to analyse personnel requirements for job vacancies**

Personnel requirements: ensuring sufficiency of staff to enable efficient operation; current staff levels; current staff requirements; job analysis (tasks, skill, qualifications, experience); job analysis techniques eg interviews, questionnaires, observation, work study; matching skills with the skills requirements of jobs; purpose (meet increased/decreased volumes of business; employee turnover); links (organisational purposes, organisational strategy, operational requirements); adding value

Specifying personnel: job description (purpose, formats, title of job, department, location of post, terms of job, line management accountability, tasks, responsibilities, scope of post, education, qualifications, skills, experience, name of compiler and approver, date of issue); person specification (job title, reference number, location in management line, essential and desirable attributes, physical characteristics, attainments, qualifications, previous experience, general intelligence, special aptitudes, temperament, personality, interests, personal circumstances)

2 **Understand how employment legislation affects the recruitment of personnel**

Employment legislation: relating to pay, discrimination, equality, employment rights and responsibilities, contractual terms and conditions and data protection – the most up-to-date legislation must be used, currently Equality Act 2010, Employment Act 2008, Employment Relations Act 2004, Work and Families Act 2006, Employment Rights Act 1996, Sex Discrimination Act 1995/1997, Race Relations Act 1992, Race Relations Amendment Act 2000, Equal Pay Act 1970, Disability Discrimination Acts 1995 and 2005, European Working Time Directive, National Minimum Wage Act 1998, Data Protection Act 1998

Employment policies: equality and diversity; maternity/paternity; working time and time off; health and safety; pay; harassment; discipline; grievance; dismissal; redundancy; whistleblowing; smoking, drugs and alcohol

3 **Be able to participate in recruitment and selection activities**

Preparation: preparing for interview; selection criteria for shortlisting; candidate application materials and information; interview techniques; interview panel; panel roles; ethical issues; declaration of interest by interviewers; gender and ethnic balance on panels

Interviews: putting candidates at ease; questioning techniques eg open, closed, past performance, negative balance, layering; candidate presentations; candidate competence evidence; demonstrations; skills and knowledge; silence; concluding the interview; discussing candidates' suitability; selecting an applicant

4 **Be able to propose improvements to recruitment and selection processes in an organisation**

Evaluation: reasons for evaluation eg costs, benefits, resource use, efficiencies, inefficiencies, selection of suitable/unsuitable personnel; rigour of recruitment and selection methods; checking validity of processes; achievement of new staff against benchmarks and targets; retention; development of staff

Improvements: areas for improvement (job analysis, recruitment and selection techniques, interview methods); impact of worldwide web and networks on recruitment and selection; proposing improvements; rationale (cost effectiveness, improved personnel selection)

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Essential guidance for tutors

Delivery

All the learning outcomes in this unit can be delivered flexibly. No previous knowledge of recruitment and selection is assumed and learners can use experiences from their workplace. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups to research and gather information about recruitment and selection of staff. Case studies, research, business simulations involving analysing staff requirements and participating in the selection process, video recordings of recruitment activities and role play all offer approaches to learning about recruitment and selection. Using an organisation's own human resources manager or other guest speaker can provide a practical insight into current recruitment and selection activities. Up-to-date materials are available on the internet and other material is available from government agencies and private providers on recruitment, interviewing and selecting personnel.

Learners will be introduced to the methods used to analyse the requirements for vacancies, beginning with job analyses and the identification of gaps in staffing. Personnel requirements can change for a number of reasons such as the need for replacement staff, more staff, fewer staff or different staff. An ordered approach to filling vacancies requires the preparation of job descriptions and person specifications. Learners can carry out practical work preparing these materials. Presentations from guest speakers such as human resources managers can identify the legal requirements associated with recruitment and selection. Reviewing and discussing examples of organisational policies to see how they incorporate legal requirements provides an insight into how this happens in practice.

When candidates have expressed an interest and applied for jobs the selection process is initiated. Practical work will enable learners to consider selection techniques, focusing on the use of interviews. Simulations will allow the preparation of interview documents, discussion of the practicalities of carrying out interviews and the selection an individual for a vacancy. Recruitment processes need developing. Using a case study or experience from work, learners can review recruitment processes and make recommendations about how the processes might be improved, especially in the light of the development of online recruitment activities by many organisations. The effectiveness of recruitment and selection activities needs to be kept under review to ensure that these activities provide organisations with an efficient and effective workforce.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of assignments
Presentation on the techniques used for analysing personnel requirements
Practical work, research and discussion on job descriptions Practical work, research and discussion on person specifications
Tutor support and feedback
Presentation on employment legislation
Practical work that considers the impact of legislation on an organisation's human resources and employment policies
Assignment 1: Job Analysis
Practical work preparing for interviews
Practical work conducting interviews
Assignment 2: Recruiting Staff
Tutor support and feedback
Presentation and discussion on the techniques used to review the effectiveness of recruitment and selection activities
Assignment 3: Improving Recruitment
Tutor support and feedback
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to analyse the personnel requirements for a specific vacancy within an organisation.

For AC 1.2 and 1.3, learners need to produce a job description and person specification based on the requirements of the job analysis they carried out in AC1.1. A methodical approach will aim to match the job requirements with the attributes of potential applicants.

For AC 1.1, 1.2 and 1.3, a case study or research into a vacancy that learners have been involved with or know about can be used. There needs to be explanatory detail to illustrate how job analysis leads to the creation of job descriptions and person specifications.

For AC 2.1 and 2.2, learners need to explain the purpose of current employment legislation when recruiting personnel and evaluate how employment legislation is incorporated into organisational policies and procedures for the recruitment and selection of personnel. The full range of policies and associated legislation should be identified. AC 2.1 and 2.2 can be incorporated into the assignment used to assess AC 1.1, 1.2 and 1.3.

For AC 3.1 and 3.2, learners need to prepare documentation for a selection interview for a specific vacancy and then participate in the selection interview. There must be evidence that the interview is planned and learners should be part of a panel thus necessitating discussion with other panel members on how the interview is to be conducted. In the interview itself learners must use a range of interviewing techniques to elicit information from the candidate.

For AC 4.1 and 4.2, learners need to critically evaluate the recruitment process in an organisation and propose justified improvements. Evidence can be in the form of a report, that can be used in discussion with a manager, that results from an evaluation of the effectiveness of the recruitment and selection process. Therefore, the report needs to be detailed and cover a range of aspects of the recruitment and selection process, as well as making proposals for improvements.

It is possible to assess work orally with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the individual learner. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work, or from observations, to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2	Job Analysis	The learner works as a manager who needs to recruit new staff and has been asked to prepare an analysis of personnel requirements for a job, together with a job description and a person specification.	Report, job description and person specification
AC 3.1, 3.2	Recruiting Staff	The learner is a manager who is recruiting a new employee.	Selection interview documentation and witness statement
AC 4.1, 4.2	Improving Recruitment	The learner is a manager who has encountered problems in selecting suitable staff using the organisation's recruitment and selection process.	Report

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Newell Brown J and Swain A – *The Professional Recruiter's Handbook: Delivering Excellence in Recruitment Practice* (Kogan Page, 2009) ISBN 978-0749453961

Wood R and Payne T – *Competency-based Recruitment and Selection: A Practical Guide* (John Wiley and Sons, 1998) ISBN 978-0471974734

Yeung R – *Successful Interviewing and Recruitment* (Kogan Page, 2008) ISBN 978-0749451646

Journals/newspapers

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

The Economist (The Economist Group) has articles on human resource-related topics

The Times (Times Newspapers Ltd) has a specialist section on human resource-related topics that it publishes once a week

Websites

http://humanresources.about.com/od/recruitingandstaffing/u/employ_people.htm	An article by Susan M. Heathfield entitled Everything You Need to Know About Employing People, with links to other helpful human resources topics
www.acas.org.uk	The Advisory, Conciliation and Arbitration Service offers a range of leaflets and booklets that can be downloaded free of charge
www.bized.co.uk	Learning materials and case studies on human resources matters
www.businesslink.gov.uk	Section on employment matters that organisations need to consider including recruitment and an outline of employment law issues as well as company employment policies
www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.thetimes100.co.uk/case-study/topic/	The Times 100 site is updated on a regular basis with case studies on a range of topics including recruitment and selection

Unit 12: Managing Staff Performance

Unit code: M/602/1469

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the skills to manage staff performance in the workplace.

Unit introduction

This unit is concerned with the functions the manager carries out whilst monitoring and assessing the performance of staff. Monitoring should be seen as a developmental as well as a supervisory process with the object being to obtain information on the performance of staff in a way that can be used for developmental purposes.

In this unit, learners will develop the skills to set detailed work objectives for staff in an organisational context, and communicate these appropriately. Learners will monitor staff performance through organisational activities, and consider methods to improve the achievement of objectives.

Finally, learners will review work performance by undertaking formal or informal assessment processes and provide feedback and agree performance improvements with staff.

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:

The learner should:	The learner can:
1 Be able to set detailed work objectives for staff	1.1 explain the impact of the organisational context on the setting of objectives 1.2 set work objectives for staff 1.3 communicate work objectives to staff
2 Be able to evaluate work activities against organisational requirements	2.1 monitor work activities against organisational requirements 2.2 explain the methods that can be used to improve achievement of objectives 2.3 evaluate quality systems in an organisation
3 Be able to review work performance of staff	3.1 assess the performance of staff against work objectives 3.2 provide constructive feedback to staff 3.3 agree performance improvements with staff 3.4 evaluate options for dealing with underperformance of staff

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Unit content

1 **Be able to set detailed work objectives for staff**

Principles of objective setting: translating customer requirements and organisational objectives, tension between objectives and how to manage these; effective means of communications with colleagues, factors affecting working relationships and the politics of working relationships, diversity issues

Work context of objective setting: employment agreements, regulations and codes of practice, standards of behaviour in the industry, working culture and practices

2 **Be able to evaluate work activities against organisational requirements**

Work activities: specification for and objectives of work activities; organisational procedures; quality systems; factors affecting working and performance as a team, relevance of attitudes and values; legislation and requirements relating to employment, workers' welfare and rights, health and safety

Organisational requirements: objectives and aims; customer satisfaction; recognition of achievement, improved performance, support, improved organisational structure, values and culture

3 **Be able to review work performance of staff**

Performance measures: types of performance measures and how to determine and set them, measuring effective performance, benchmarking performance processes, identifying causes of effective performance and underperformance

Providing feedback: appraisal processes, mentoring and counselling, interviewing processes; methods of correcting underperformance; theories and practices of motivating; legislation, codes of practice and procedures relating to disciplinary situations

Essential guidance for tutors

Delivery

All the learning outcomes in this unit can be delivered flexibly. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups to research and gather information about managing staff performance. Research of issues and problems, practical work, case studies, business simulations, in-tray exercises and discussions all offer different approaches to learning. Up-to-date materials are available on the internet.

Although learners may have management skills they need to be contextualised in relation to working in organisations. Learners can use experience and examples from their work.

As well as lectures and seminars, learners will need to work on case studies and participate in role play to allow them to practise their skills. Delivery should enable learners to undertake research and investigation within their own workplace but this will need to be supplemented by visits to organisations, wherever possible, so that learners can consider a range of operational processes. The unit should be delivered as practically as possible as it provides numerous opportunities for experiential learning.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of assignments
Presentation on the role of managing staff performance
Discussion, practical work and case studies
Discussion and case studies on setting objectives for staff
Assignment 1: Objective Setting
Tutor support and feedback
Practical work on evaluating work activities against organisational requirements
Assignment 2: Evaluating Work Activities
Tutor support and feedback
Presentation and discussion on the techniques used to review staff performance
Assignment 3: Reviewing Staff Performance
Tutor support and feedback
Review of unit and programme of assignments

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Assessment

Evidence could be in the form of assignments, examinations and/or case studies. Learners could also take part in role-play situations. Learners may be able to generate evidence of actual competence and report on actual situations involving performance management in case studies from their workplace. Where workplace case studies are used for assessment purposes, learners should include a clear explanation of the situation and the importance of the objectives and culture of their organisation to the situation. Tutors should be aware that learners' own managerial situations, even if these are unpaid and/or part time in nature, could be used (although the differences in managing the performance of volunteers should be remembered).

For AC 1.1, 1.2 and 1.3, learners need to explain the impact of the organisational context on setting objectives for staff, then set work objectives and communicate these to staff.

For AC 2.1, 2.2 and 2.3, learners need to monitor work activities against organisational requirements, explain the methods that can be used to improve achievement of objectives and evaluate quality systems in an organisation.

For AC 3.1, 3.2, 3.3, 3.4, learners need to assess the performance of staff against work objectives and provide constructive feedback, then agree performance improvements with staff and evaluate options for dealing with the underperformance of staff.

It is possible to assess work orally with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work, or from observations, to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Objective Setting	The learner works as a manager who has responsibility for a number of colleagues.	A presentation on the importance of objective setting
AC 2.1, 2.2, 2.3	Evaluating Work Activities	As a manager, the learner evaluates the work activities of staff.	Report
AC 3.1, 3.2, 3.3, 3.4	Reviewing Staff Performance	The learner is a manager who has identified some inefficiencies at work.	Report and portfolio of evidence with witness statements

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Armstrong M and Baron A – *Performance Management* (Chartered Institute of Personnel and Development, 1998) ISBN 978-0852927274

Bentley T J – *Effective Personal Appraisal: A Management Guide* (Chandos Publishing Ltd, 2001) ISBN 978-1902375663

Fletcher C – *Appraisal, Feedback and Development: Making Performance Review Work, 4th Edition* (Chartered Institute of Personnel and Development, 2007) ISBN 978-0415446914

Gillen T – *Leadership Skills for Boosting Performance* (Chartered Institute of Personnel and Development, 2002) ISBN 978-0852929247

Journals/newspapers

A daily broadsheet, eg *The Times*, *The Guardian, The Financial Times*

International Journal of Productivity & Performance Management (Chartered Institute of Personnel and Development)

Many professional institutes and academic institutions publish journals relevant to this unit, for example *People Management* (Chartered Institute of Personnel and Development).

Websites

www.emeraldinsight.com	Management and information resources
www.peoplemanagement.co.uk	*People Management* – HR news and research

Unit 13: Quality Management in an Organisation

Unit code: Y/602/1479

QCF Level 6: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of integrated quality systems, particularly the concept of Total Quality Management and how to embed it successfully into the culture of an organisation.

Unit introduction

Today, quality improvement in organisations is more important than ever. Not only in the pursuit of high standards for its own sake, but also because customer satisfaction is increasingly important as communications become more powerful and people and organisations have the tools to compare standards more effectively. Customers are also becoming more demanding in their expectations. In many cases, products are now more complex and all components, whether sourced internally or from suppliers, must be stringently checked. Learners will explore how the consequences of not meeting standards can mean long-term damage to an organisation's reputation.

This unit is designed to introduce learners to the concept of 'total quality' and how this can be achieved through Total Quality Management (TQM). TQM is a management approach to long-term success through customer satisfaction. Learners will find out that for TQM to be successful all members of the organisation need to participate in improving processes, services and the culture in which they work.

Learners will explore the origins of TQM by learning about the contributions of major theoreticians. The holistic nature of TQM will be emphasised, along with the need to manage change in both operational systems and organisational culture(s) to implement it successfully.

Learners are given the opportunity to focus on the need to empower and include individuals and teams in creating quality management processes. They will learn how important this is in successfully embedding TQM into an organisation and that this can be enhanced further by monitoring and controlling performance and compliance.

In addition, learners will be able to apply their understanding of the general principles of TQM via an analysis of the actions needed to achieve one of the more common quality standards.

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 Total Quality Management (TQM)	1.1 discuss the importance of quality within an organisation 1.2 explain the concept of Total Quality Management (TQM) 1.3 discuss the theories of TQM 1.4 analyse the difficulties associated with the implementation of TQM
2 Understand the culture needed to embed TQM	2.1 explain the importance of teamwork in TQM 2.2 discuss the role of training and development in embedding TQM into the culture of an organisation 2.3 analyse the management techniques which underpin successful integration of TQM into the culture of an organisation 2.4 evaluate the promotion of continuous quality improvement within an organisation's culture
3 Understand the systems that support TQM	3.1 describe methods of monitoring TQM 3.2 explain methods of controlling TQM 3.3 evaluate quality standards that support TQM

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Unit content

1 **Understand the concept of Total Quality Management (TQM)**

Importance of quality: what is quality; definitions eg quality is customer satisfaction or fitness for use; impact on customer satisfaction and reputation; greater customer expectations; influence of competition; greater product complexity; consequences of poor quality

Total quality concept: definitions, focus (customers, products/services, processes and people); fit for purpose (reliable, dependable, predictable, consistent); compliance with standard(s) required by the market; organisational processes eg reduction of errors, reduce dependence on inspection; objective and subjective (defined by internal and external customer perceptions/needs)

Theories: eg W Edwards Deming, Joseph M Juran, Kaoru Ishikawa, Philip B Crosby, A V Feigenbaum, Shigeo Shingo, Genichi Taguchi; emphasis on internal and external customer/supplier satisfaction and needs; continuous improvement and prevention of problems (Zero Defects – Get it Right First Time); managed via leadership; participation and empowerment; suppliers accepted as long-term partners; information disseminated holistically; multi-disciplinary and multi-level teams; open and participatory culture; individuals encouraged to be creative and take ownership; holistic/inclusive scope at all levels (individuals, teams, systems, clients, suppliers, functions)

Implementation difficulties: level of management commitment and direction; short term versus long term; resistance to change; planning and preparation; culture and climate; level of expertise in the organisation; accuracy of data; allowing time for changes; getting objectives correct; understanding standards; getting 'buy in'; getting focus correct

2 **Understand the culture needed to embed TQM**

Teamwork and TQM: why teams are important to success; team building; team maintenance; team processes; quality circles/Kaizen teams; brainstorming; quality improvement teams

Training and development in developing a quality culture: role in preparing for change; identifying and communicating appropriate skills and knowledge; training can bring understanding; training as a communication tool; training as a motivator; getting feedback from training; targets in appraisal

Management techniques to embed a quality culture: leadership and commitment; self-assessment to establish current position – action planning on areas for improvement; clear organisational objectives; empowering, mentoring, counselling; delegating; responding to feedback

Continuous quality improvement: recognition as organisational priority; goals, targets and monitoring; employee involvement at all levels; process documents; review of processes; encourage feedback for improvement; continual review

3 **Understand the systems that support TQM**

Monitoring: force field analysis; flowcharts; Gantt charts; cause and effect analysis (Fishbone/Ishikawa Diagrams); statistical process control; setting standards or targets; internal service agreements; inspection and variance

Control: SMARTER planning; managing change; unfreezing/movement/refreezing; quality control; planning; policies; rules; standard operating procedures; value analysis; codes of conduct; discipline; internal service agreements

Quality standards: eg The Business Excellence Model; business process re-engineering (BPR); ISO 9000 Series; The Charter Mark; Investors in People (IiP)

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Essential guidance for tutors

Delivery

This unit has been designed to introduce learners to Total Quality Management and the culture, procedures and systems needed to implement it successfully.

The ideal delivery model for this unit would be work related with learners being encouraged to relate concepts and techniques to their own workplace. Tutors, however, will need to establish individual learner needs, where there is little opportunity in their place of work or little or no managerial experience of this type of activity, by using relevant simulations, case studies and examples. Opportunities can be taken to capitalise on the experience within the group through discussions and presentations and case studies of successful and unsuccessful TQM will be also useful.

Tutors could share the delivery plan with learners and indicate where pre-reading might be appropriate. This is important because some of the theory may seem a little 'dry'. It will also give learners time to reflect on their own experiences and relate these to the theories. Wherever possible, it is recommended that case studies are used to support theories and stimulate class discussions.

In terms of the importance of quality in learning outcome 1, learner experience can be drawn on, not just at work but also their perceptions as a consumer. A thought shower session on what quality is could be very useful.

The concept of TQM might be new to many learners. It may be so embedded in their work culture that they take it for granted, or call it something else, be underdeveloped or be, very rarely, non-existent. This will need to be taken into account and an overall picture delivered by the tutor could stimulate class discussions.

It is unlikely that many learners would have come across theories of quality management. If possible, learners could carry out background research before classroom delivery takes place. Where possible, it is recommended that learning is reinforced with case studies and managed classroom discussion.

Delivery of difficulties in implementing TQM can be almost entirely learner centred. The class could break into groups to discuss this and then feed back to the whole group. They can be advised to look carefully at the 'demands' of TQM in order to recognise the difficulties in implementing processes and that some of the difficulties are associated with any new or developing concept.

For learning outcome 2, it is important that learners understand the concept of a TQM culture and how training and development, management techniques and continuous quality improvement all contribute to it. Learners need to understand that it is not easy to change a culture and that all the techniques contained in the unit content must be continuous and reinforced, otherwise it is easy to slip back to what might be perceived as a more 'comfortable' culture. A lot can be gained from drawing on learner experiences of teamwork and training and development. They would have come across these generically in other areas of study and should be dealing with both on an almost daily basis in their place of work. Tutors will need to facilitate the links between learner experience and the prevalent theories, and vice versa.

The same applies to the management techniques required to embed a TQM organisational culture. Learners should have come across all these techniques in their studies and at work. The techniques will need to be contextualised to TQM with case studies and previous learner experience utilised wherever possible.

In terms of continuous quality improvement, many learners will have come across some of these techniques in different contexts and this can be used to enhance the learning experience.

In contrast, learning outcome 3 contains quite a lot of complex theories that many learners may not have come across if they are not directly involved in the monitoring and/or controlling of TQM. This will need to be taken into account when delivering this part of the unit. There should be opportunities to reinforce complex theories such as force field and cause and effect analysis throughout delivery of this part of the unit.

Delivery of quality standards and their content can be quite 'dry'. It may be more interesting to assign particular standards to small groups of learners to research and then present to the rest of the group. It is important that each group has not previously come across the quality standard assigned to them in their own place of work.

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Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – the concept of TQM with group discussion on perception of quality
Tutor theory input – the total quality concept, drawing on the experience of the group
Tutor theory input – theories, class discussion after each theory based on case studies leading to **Assignment 1: Why TQM?**
Short, tutor input – culture in an organisation followed by group discussion
Group discussions on difficulties in implementing TQM, then each group presents feedback (groups would have been asked to prepare for this)
Group discussion on why teamwork might be important in TQM and formal theory, eg Kaizen and other techniques **Assignment 2: Embedding TQM**
Presentations from group members on management techniques used to embed quality, related to own organisation
Short theory input on continuous quality improvement followed by class discussion Leading to **Assignment 2: Embedding TQM**
Tutor theory input – methods of monitoring, followed by group discussions based on case studies **Assignment 3: Making Sure TQM Works**
Tutor input – differentiating monitoring and control and the range of methods used
Group presentations on quality standards (standard assigned by tutor)
Review of unit and programme of assignments

Assessment

Evidence can be produced either as a response to work-related or work-based assignments or case studies.

For AC 1.1 and 1.2, learners need to discuss the importance of quality in an organisation and explain the concept of TQM.

For AC1.3, the theories of TQM are fairly complex and learners are not expected to discuss them all in an assessment. It would be sufficient to compare and contrast two theories in a given situation.

For AC1.4, learner should contextualise the difficulties associated with implementing TQM. Learners are not expected to analyse all possible difficulties, but a minimum of five would be expected.

An assignment covering all the assessment criteria for learning outcome 1 could involve a case study on an organisation contemplating implementing TQM. Learners could present a report with a rationale for TQM and an analysis of the difficulties the organisation might encounter. Learners could include any of their own relevant workplace experiences in the report.

For AC2.1, in their explanation, learners need to show that they understand the importance of teamwork in a generic way as well as in the context of TQM. They need to make reference to quality circles/Kaizen teams and quality improvement teams in their explanation.

For AC 2.2, 2.3 and 2.4, there are no significant theories. For each assessment criterion respectively, learners should include a minimum of five aspects of training and development, five management techniques and five ways to ensure continuous quality improvement.

An assignment covering all the assessment criteria for learning outcome 2 could involve a case study, following up on the assignment covering learning outcome 1, where the organisation has decided to fully implement TQM. Learners could be asked to advise on embedding a culture that embraces TQM, again making the most of their own relevant workplace experiences.

For AC3.1, learners need to describe methods of monitoring TQM. Their evidence could include a flowchart that clearly indicates the various stages of the action-chain necessary for achieving certification under a given quality standard – either in the learner's place of work or in a simulated work context.

For AC3.2, learners need to explain methods of controlling TQM in context.

For AC3.3, learners need to evaluate how a minimum of two quality standards support TQM in a given context.

An assignment covering all the assessment criteria for learning outcome 3 could be the third part of the case study used for learning outcomes 1 and 2. It would help learners if they are already familiar with the organisation and, again, learners' own workplace experiences should be utilised.

Case studies are beneficial as they ensure that learners have the opportunity to meet all the assessment criteria whilst also drawing on their own experience.

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Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Why TQM?	Case study Part A	Report
AC 2.1, 2.2, 2.3, 2.4	Embedding TQM	Case study Part B	Report
AC 3.1, 3.2, 3.3	Making sure TQM works	Case study Part C	Report

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

General textbooks

Cole G A – *Management Theory and Practice, 6th Edition* (Cengage Learning EMEA, 2003) ISBN 978-1844800889

Mullins L – *Management and Organisational Behaviour, 9th Edition* (Financial Times/Prentice Hall, 2010) ISBN 978-0273724087

Specialised texts

Bank J – *The Essence of Total Quality Management, 2nd Edition* (Prentice Hall, 1999) ISBN 978-0135731147

Beckford J L W – *Quality: A Critical Introduction, 3rd Edition* (Routledge, 2010) ISBN 978-0415996358

Bicheno J – *The Quality 60: A Guide for Service and Manufacturing* (PICSIE Books, 1998) ISBN 978-0951382974

Burnes B – *Managing Change, 5th Edition* (Financial Times/Prentice Hall, 2009) ISBN 978-0273711742

Hoyle D – *Quality Management Essentials* (Butterworth-Heinemann, 2006) ISBN 978-0750667869

Juran J and A B Godfrey– *Juran's Quality Handbook, 5th Edition* (McGraw-Hill Professional, 2000) ISBN 978-0071165396

Oakland J S and Porter L J – *Total Quality Management: Text and Cases* (Butterworth-Heinemann, 1999) ISBN 978-0750639521

Oakland J S – *Total Organizational Excellence: Achieving World Class Performance Revised Edition* (Butterworth-Heinemann, 2001) ISBN 978-0750652711

Pike J and Barnes R – *TQM in Action: A practical approach to continuous performance improvement, 2nd Edition* (Springer, 1995) ISBN 978-0412715303

Journals

Benchmarking: An International Journal (Emerald)

Management Today (Haymarket Business Media)

Professional Manager (Chartered Management Institute)

The TQM Journal (Emerald)

Websites

www.benchmarkingnetwork.com	Benchmarking training and research
www.benchnet.com	Benchnet – benchmarking exchange, advice and information
www.bis.gov.uk	Department for Business, Innovation and Skills
www.efqm.org	Business advice on improving products and services

Unit 14: Managing Budgets

Unit code: R/602/1481

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the importance of forecasting and managing budgets in business decision making. IT also provides an understanding of the important role that the control and understanding of costs play in the financial plans of an organisation.

Unit introduction

Organisations today are more complex than ever, operating in a constantly changing environment. With business environments becoming more cost constrained, complex and volatile, financial forecasting is becoming more than just an important part of project management. To stay competitive and viable, an organisation needs sound financial planning and budgeting to maximise control and knowledge of costs and income. It is important that managers making decisions understand these processes and are able to use them to inform decision making.

This unit is designed to introduce learners to financial management, control and planning in an organisation. It gives learners the opportunity to examine a number of financial topics that directly affect the acquisition, maintenance and control of the financial resources of organisations.

Learners will examine issues associated with business planning, forecasting, the management of finance through the preparation of budgets and the control methodology associated with management by exception.

Learners will look at the main issues relating to budgeting, planning and cost control, and how information derived from budgeting and associated procedures is used to inform management decision making.

Learners will examine how costs in an organisation are classified and how they can be monitored and controlled, as well as the concept of break even and how to calculate the total costs of products and services. Learners will have the opportunity to discover the value of costing techniques and will study the issues of planning and control through the preparation of cash budgets.

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 function of financial planning and forecasting	1.1 explain the long- and short-term financial plans in an organisation 1.2 analyse the impact of internal and external factors on financial planning 1.3 explain the processes and techniques of financial forecasting for budgets
2 Understand break even analysis	2.1 explain types of cost 2.2 discuss cost control 2.3 explain break even analysis in financial forecasting
3 Know how to compile budgets	3.1 identify types of budgets 3.2 describe types of subsidiary budget 3.3 outline how a cash budget is compiled
4 Be able to interpret budgets to establish break even	4.1 create cash and subsidiary budgets 4.2 carry out break even analysis 4.3 report on the implications of budget and break even analysis to an organisation's financial plans

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Unit content

1 **Understand the function of financial planning and forecasting**

Long- and short-term planning: roles of long- medium- and short-term planning, turning the corporate plan into a series of short-term plans (budgets), strategic planning, operational planning and management control

Impacts of internal and external factors on planning: external – influence of economic factors and indicators; competition; regulatory framework; needs of stakeholders; government eg changes in taxation levels; environment eg green issues; internal – organisational objectives; management expertise; resources; financial position of organisation eg need to cut costs, improve cash flow

Processes and techniques of financial forecasting for budgets: identifying the limiting budget factor; the relevance of sales forecasting; forecasting methods; budget preparation timetable and procedure; communicating policy; initial preparation; the target setting process; negotiation and coordination of budgets; budget review

2 **Understand break even analysis**

Cost: how cost accounting enables managers to know the cost of products and/or services, how this information contributes to decision making and planning; the main types of costs eg fixed, variable and semi-variable, direct and indirect, standard; costing techniques such as job costing and batch costing; the concept of a standard cost for products and/or services, how standard costs are calculated; the concept of marginal cost, how marginal cost is calculated, how marginal costing/contribution analysis contributes to decision making

Cost control: cost, profit and investment centres, how standard costing and variance analysis can contribute to control of costs and other decisions in the organisation

Break-even analysis: cost behaviour; how costs cover revenue and at what point the product or service makes a profit; break-even point by formula and graphically, how break-even contributes to target profit and the concept of the margin of safety, the limitations of break-even analysis; the use of break-even analysis in financial planning, 'what if' scenario eg what if the price is raised?

3 **Know how to compile budgets**

Types of budget: the management of finance through the preparation of budgets, the main budgets (sales, production, materials, labour, overheads, capital expenditure, cash), the function of budgeted final accounts, the benefits and drawbacks of using budgets to control expenditure, budget variances in relation to sales, materials, labour, fixed and variable overheads

Compiling a cash budget: the relationship of a cash budget with other budgets, preparation of cash budgets, identification and interpretation of variances

4 **Be able to interpret budgets to establish break even**

Creating cash budgets: distinguish between cash and non-cash eg depreciation; create appropriate subsidiary budgets that consolidate into cash budget where appropriate; relevance in financial planning

Establishing break even: cost behaviour – impact of direct and indirect costs; how costs cover revenue and at what point the product or service makes a profit; break-even point by formula and graphically; extracting correct figures from budgets; relevance in financial planning

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Essential guidance for tutors

Delivery

When delivering this unit, tutors need to consider the problems that some learners may with numbers (no matter what level they are in their own organisation) and that practise may help to overcome problems. Most learners will not be accountants so, wherever possible, delivery needs to be in the context of how useful financial planning and decision making is to organisations and the relevance to learners emphasised. There may be learners in the group who have experience of costing/budgeting and planning in their role as a manager. It is important to draw on this experience for the benefit of others within the group.

This unit enables learners to develop an understanding of the activities of planning, forecasting, budgeting and controlling finance from a managerial perspective and to understand the management issues that affect the decision-making process in organisations. It is essential that the unit is delivered so that it encourages learners to analyse and evaluate the results of calculations and forecasts in the light of the strategies and objectives of both for-profit and not-for-profit organisations. Real-life case studies can be used to encourage debate and discussion.

Delivery will need to focus on how learners can evaluate their learning effectively with reference to their own organisations and experience. Learners could, wherever possible, investigate budgeting and related issues in their own places of work, for example through obtaining in-house information such as budget structures and limits, where this information can be published in the public domain. Learners could, through appropriate discussion, review the approach to budgeting and control adopted by their organisation compared with others. This is particularly important where the group consists of a significant mix of learners from different organisations such as for-profit, not-for-profit, private sector, public sector, education, healthcare and local authorities, as well as the service and manufacturing sectors.

For learning outcome 1, learners could examine their own financial planning and the factors that impact on that and differentiate short-, medium- and long-term planning. This should not be time consuming at this level, but will help put financial planning in perspective, particularly when the discussion moves to the impact on organisations and how wide they are. Learners who have a fixed income can explore the issues that arise when their income becomes less predictable.

When considering budgeting techniques, learners could, wherever possible, investigate the approaches to budgeting in their own organisations, such as target setting, communicating and timetabling. They could critically evaluate these approaches in light of their own learning. A good exercise would be for each learner to produce a short report on their own organisation (with due sensitivity) which they could present to the rest of the group in no more than 10 minutes. This would enhance the learning of the whole group and encourage discussion of, and comparison between, different types of organisation. As part of delivery, tutors could also present case studies.

For learning outcome 2, learners needs to know about costs, their classification and types and how they can inform decision making in organisations. Delivery can include job costing and batch costing to enable learners to make comparisons between them and marginal costing in the decision-making process. Once the techniques have been delivered for break-even analysis, and learners have had the opportunity to practise these techniques, the emphasis needs to be on analysis, not just giving a break-even point but looking at different pricing policies and their impact on volume, income and break even, as well as the effect of break even on reducing direct costs. Learners could be given case studies where the break-even analysis calculations and graphs are already completed for given situations and they have to interpret and analyse them.

When delivering learning outcome 3, theoretical input is needed on the types and range of budgets, but this can be interactive by asking learners to find out in advance what types of budgets are already in place in their organisations. As learners need to know how to compile budgets, they need sufficient time to practise, inside and outside of any classroom-based teaching. Tutors will need to provide data for learners to decide what budget it should go into. This will help differentiate learning from the unit content in learning outcome 4, although learning outcome 4 should build on learning outcome 3.

Delivery of learning outcome 4 needs to follow the same principles as learning outcome 3, where learners research and look for information they need rather than simply being presented with data. Learners will then need to practise analysing and interpreting the information to establish break even.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – financial planning Small-group discussion on personal financial planning
Tutor theory input – organisational financial planning and impacts of internal and external factors Whole-group discussion
Tutor theory input – techniques of financial planning Practical exercises
Practical class exercise on the processes and techniques of financial forecasting with practise in and out of class, leading to **Assignment 1: Organisational Financial Planning Techniques**
Tutor theory input – types of costs Exercises on identifying and classifying costs
Tutor input – job, process and standard costing with an emphasis on marginal costing and use in decision making Practical exercises completed after each stage of the theory has been delivered
Tutor input – the theory of break even and its use in decision making Simple break-even graphical and calculation exercises, leading to **Assignment 2: Break-even Analysis in Financial Forecasting**
Practical work on case studies, interpreting the outcomes of break-even analysis in 'what if' scenarios
Practical work compiling break-even analysis graphically by calculating and interpreting findings in a variety of scenarios
Tutor theory input – types of budget, encouraging contributions from learners
Practical exercises – compiling budgets from given data
Practical exercises – compiling budgets, break-even analysis and interpreting outcomes
Assignment 3: Break-even Analysis and Budgets
Review of unit and programme of assignments

Assessment

Much of this unit could involve learners critically evaluating the basic management accounting systems and procedures used in their own organisations. As a result, they would have to conduct research and obtain information discreetly.

For AC1.1, learners need to explain the long- and short-term financial plans in an organisation. Their evidence needs to demonstrate a basic understanding of the role and nature of financial planning as it affects an organisation and to look at the range of plans (strategic, operational, tactical) used.

For AC1.2, learners need to analyse the impact of internal and external factors on financial planning. Their evidence needs to be contextualised, preferably in relation to their own organisation (if appropriate). Before embarking on this, tutors would need to discuss with learners whether this would best be carried out for a department or the whole organisation. If learners are not in employment, a case study would be appropriate.

For AC1.3, learners need to explain the processes and techniques of financial forecasting for budgets, indicating limitations associated with different approaches.

For AC2.1, learners need to explain different types of cost. They need to demonstrate an understanding of job costing, batch costing and standard costing in terms of being able to compare these to marginal costing.

For AC2.2, learners need to discuss the importance of cost control within an organisation and the techniques that can help with this.

AC2.3 requires an understanding of the use and interpretation of break-even analysis rather than performing calculations. Learners need to explain break-even analysis in financial forecasting by providing an interpretation of a minimum of three scenarios – one containing one variable, another with two variables and a further one with three variables. They will need to give a minimum of two alternative outcomes in each case.

AC 3.1, 3.2 and 3.3 are interlinked. Learners need to demonstrate their understanding by identifying cash and subsidiary budgets, describing types of subsidiary budget and outlining how a cash budget is compiled. Tutors may need to provide templates and data to give learners a framework to work within.

AC4.1 involves not only understanding cash and subsidiary budgets, but being able to create them. This can be achieved by learners researching the data and information required in advance of a class-based assignment. It would have to be something of limited scope within an organisation to enable learners to research the information required.

For AC4.2, learners need to demonstrate their practical ability to carry out break-even analysis and need to research their own data.

In the report required for AC4.3, learners need to combine the information from the cash and subsidiary budgets they created in AC4.1 and the break-even analysis carried out in AC4.2 to draw conclusions on the implications of these for an organisation's financial plans. A combined assignment could cover learning outcomes 3 and 4 by having a case study where, in the first part (covering learning outcome 3), learners are given data and budget formats to demonstrate their knowledge of how to compile a budget. In the second part of the assignment, they could cover learning outcome 4 but would need prior warning to give them time to prepare a break-even analysis, for example for a new product or service where they are given some guidance on costs and income but need to research the rest of

the data. It is unlikely that they would be able to do this in a work setting so it would have to be based on a case study.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Organisational Financial Planning Techniques	Case study/work based (whichever is appropriate)	Report
AC 2.1, 2.2, 2.3	Break-even Analysis in Financial Forecasting	Case study	Report
AC 3.1, 3.2, 3.3 4.1, 4.2, 4.3	Break-even Analysis and Budgets	Case study	Report

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Attrill P and McLaney E – *Management Accounting for Non-specialists, 3rd Edition* (Financial Times/Prentice Hall, 2002) ISBN 978-0273655916

Brookson S – *Managing Budgets* (Dorling Kindersley, 2000) ISBN 978-0751307719

Cox D and Fardon M – *Management of Finance* (Osborne Books, 1997) ISBN 978-1872962238

Drury C – *Management and Cost Accounting, 7th Edition* (Cengage Learning, 2007) ISBN 978-1844805662

Gowthorpe C – *Management Accounting for Non-specialists, 2nd Edition* (Cengage Learning EMEA, 2005) ISBN 978-1844802067

Higgins R C – *Analysis for Financial Management, 9th Edition* (McGraw-Hill Higher Education, 2009) ISBN 978-0071268820

Lucey T – *Management Accounting, 5th Edition* (Thomson Learning, 2003) ISBN 978-0826463609

Journal

Accounting Technician (Association of Accounting Technicians)

Websites

www.aat.co.uk	The Association of Accounting Technicians
www.cimaglobal.com	Chartered Institute of Management Accountants

Unit 15: Managing Innovation in an Organisation

Unit code: D/602/1483

QCF Level 6: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the climate required and skills needed to foster and develop innovation in an organisation.

Unit introduction

The growing importance of innovation within organisations is well recognised, particularly as innovation can be seen as a powerful route to business success. Learners will learn that organisational innovation is a dynamic and iterative process of creating or modifying an idea and developing it to produce products, services, processes, structures or policies that are new to the organisation.

It is important to understand that managers do not necessarily have to come up with all the good ideas themselves, but they do need to foster a climate where innovation is encouraged and where there are processes and procedures in place to ensure ideas are developed, tested and either progressed or eventually rejected. Learners will be able to recognise the type of climate that encourages innovation and the management styles that can be applied to develop this climate. Learners will also find about the different models that can be applied to develop innovation.

Some organisations are reluctant to innovate because of perceived limitations. Learners will recognise both the benefits and limitations of innovation and learn how these limitations can be overcome. Some organisations have been consistent in being innovative and learners will have the opportunity to learn why some organisations fare better than others.

There are many 'terms' associated with innovation and learners will have the opportunity to compare the terms enterprise, intrepreneurship and creativity and their impact on, and links to, innovation.

Learners will develop skills in using a range of methods to help staff to be creative. They will also learn how to carry out innovation audits to establish the current position of innovation within 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 how to manage innovation in an organisation	1.1 discuss the role of innovation in an organisation 1.2 compare enterprise, intrapreneurship and creativity with innovation 1.3 discuss the benefits and limitations of innovation within an organisation
2 Be able to measure the level of innovation in a work group or organisation	2.1 apply innovation audits 2.2 evaluate innovation audit tools
3 Understand how organisational climate can foster innovation	3.1 explain the benefits to an organisation of being more innovative 3.2 analyse the management styles needed to foster an innovative climate in an organisation 3.3 discuss the features of a climate that fosters innovation in an organisation
4 Understand the methods that unlock innovation	4.1 analyse innovation models 4.2 compare idea generation models 4.3 evaluate organisational processes for selection and development of ideas

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Unit content

1 **Understand how to manage innovation in an organisation**

Role of innovation in organisations: to search for competitive advantage; to respond to customers; to increase market share; to establish a new market; to improve quality and speed of service; to expand a product range; to meet government standards/regulations; to reduce costs; to increase revenue

Innovation, enterprise, intrapreneurship and creativity: definitions – innovation (a change in the thought process for doing something to make it more useful), enterprise (showing initiative in an organisation), intrepreneurship (applying entrepreneurial skills within a larger organisation), creativity (generation of ideas); comparisons

Benefits and limitations of innovation: benefits – first to market, premium prices, large market share, increased shareholder return, increased employee motivation and morale; limitations – risk, investment needed, continual change; expertise, technological know how

2 **Be able to measure the level of innovation in a work group or organisation**

Innovation audits: purpose; framework for innovation audit such as Doyle's Covering Climate, hard measures; new product development and success rates, customer satisfaction ratings, innovation/value portfolio analysis (Kim and Mauborgne 1998), policies and practices used to support innovation, cognitive styles of senior managers (Hurst et al 1989)

Applying innovation audits: selection and use of innovation audit tools; action planning to develop innovation in work groups

3 **Understand how organisational climate can foster innovation**

Benefits to an organisation of being more innovative: pressures on organisations to become innovative; mature markets; global competition; shorter product life cycles – therefore enhancing competiveness; enhances reputation; greater value for money; more efficient processes; more competitive products or services

Climate: definition of climate; influence of management style on climate

Fostering innovation: promote incremental impotents; promoting an ideas culture; removing barriers; effective communication processes for ideas; effective procedure for managing innovation; open minded; clear objectives and feedback

Features of an innovative organisational climate: theories eg Anderson and West's four-factor theory of group climate for innovation, vision, participative safety, task orientation and support for innovation and/or Goffee's common characteristics of businesses which deliver creativity – vision, common goals, leadership, range of communication channels, cross-functional co-ordination, cognitive conflict and fun; blocks to creativity eg work of Burnside (1990), insufficient time, status quo, political problems, evaluation pressure, relationship between innovation and learning organisations, rewards and incentives for innovation, measures for managing risk to support innovation

4 **Understand the methods that unlock innovation**

Innovation model: eg IDEAL model – identify problems and opportunities, define goals, explore possible strategies, look back and learn

Idea generation methods: eg thought showers/buzz groups – process, variations, synectics; the five psychological states – involvement and detachment, deferment, speculation, autonomy of object, hedonic response; lateral thinking – vertical versus lateral thinking; dimensions – awareness, alternatives, provocative methods, morphological analysis techniques – listing, checklists, clichés, proverbs and maxims, attribute listing, visual metaphor, mind mapping, value analysis, force field analysis, free association, fishbone diagram, appreciative inquiry

Organisational processes: eg for the evaluation, selection and development of ideas

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Essential guidance for tutors

Delivery

This unit is drawn from a range of disciplines and a wide variety of learning methods can be used. It is potentially a very exciting unit to study and this potential can be maximised by involving learners as much as possible in research and their own learning.

Case studies can be used to bring the unit 'to life' with examples of real situations where innovation has revitalised an organisation or of organisations that have always fostered an innovative culture.

Tutors could share the delivery plan with learners, together with suggested reading at each stage, so that they prepare and research before each delivery session. This could ensure that theoretical input is minimised and learner discussion maximised to enhance the learning experience. It is recommended that tutors remind learners regularly to refer to the delivery plan.

There is potentially a wealth of experience within the group of learners in relation to organisations with different innovation cultures. Learners could, therefore, be given opportunities to share with, and learn from, the experience of others.

In learning outcome 1, there are not many theoretical models as a lot is common sense. This can be maximised through class discussion which draws on learners' experience.

Learners will almost certainly have their own perceptions of innovation, enterprise and creativity. Their views on intrapreneurship will probably take more probing and supporting.

Benefits and limitations of innovation could be a good topic for small groups of learners to research and then present their findings to the rest of the class.

In learning outcome 2, there are substantial theoretical concepts. Assuming learners have completed their required preparation, there could be a short theory input from the tutor followed by group discussions and a given case study where innovation audits have been applied. To reinforce this, learners could be given simulated or real information from an organisation to conduct an innovation audit. It might be beneficial if this is carried out in groups in class time. Each group can then share their findings with other groups. When their confidence and experience has increased, learners could undertake an audit in their own workplace (if appropriate). Most organisations should be happy for this to take place as it will not be used as an assessment tool. However, this would need to be checked with the tutor first. This could lead to a practical session where learners feed back on the tools they used in their groups and evaluate them.

For learning outcome 3, learners may already have an idea about the benefits of innovation through their earlier group discussions and study of the role of innovation in an organisation. This could be built on by explaining the benefits to an organisation of being more innovative. It can also be linked to the results of the innovation audits carried out in learning outcome 2.

Learners will need to understand the term 'climate', and differentiate it from culture, before discussing the features of a climate that fosters innovation.

The management styles needed to foster an innovative climate, in many cases, have a lot in common with most management models for success, for example vision and common goals. Learners' experiences from current and previous studies can be used.

Theoretical models are also covered in this learning outcome. The best approach to delivery is probably to split learners into an appropriate number of groups before the delivery session and ask them to research and make presentations on the models. This can be supported by case studies from the tutor.

For learning outcome 4, the range of innovation models and idea generation models can seem daunting at first, but the same approach that was applied for learning outcome 3 could be used here for some of the theories. In the case of idea generation, this could be very experiential with a tutor-led session on idea generation and learners participating in idea generation processes. Again, case studies can support delivery of the unit content of this learning outcome.

As this is a Level 5 management and leadership unit, the focus needs to be on using knowledge to inform developments at the non-strategic level, although inevitably learners need an understanding of key strategic level issues.

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Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor-led discussion (supported by a case study) – the role of innovation in the workplace
Group discussion – innovation, enterprise, entrapreneurship and creativity with case study support (particularly for creativity)
Research and group presentations – benefits and limitations of innovation leading to **Assignment 1: Why Innovate?**
Tutor theory input – applying innovation audits interspersed with discussion supported by case studies
Small-group exercise – innovation audit simulation Learners to complete audit in workplace (if appropriate)
Group evaluation exercise – audit tools they have used, summarised by tutor, leading to **Assignment 2: Auditing Innovation and the Way Forward**
Individual learner presentations (no more than 5 minutes) using audit of workplace benefits of being more innovative
Tutor input and discussion – management styles to foster innovation
Group presentations and discussions on features of innovative climate (each group selects a different feature) and tutor-led case studies
Group presentations and discussions – innovation models
Experiential learning – ideas generation **Assignment 3: Unlocking Innovation**
Tutor theory input – organisational processes for selection and development of ideas
Review of unit and programme of assignments

Assessment

The majority or all the assessment may need to be carried out through case studies as there may not be enough evidence in an organisation to generate the range of evidence learners need. This will need to be discussed carefully with the tutor. If case studies are used, learners will need to be advised to make full use of their own experience at work and what they have learned from the unit.

As this unit is part of a Level 5 qualification, emphasis needs to be on implementation within work groups rather than on organisational strategy, although learners will need some understanding of strategic level issues.

For AC1.1, learners need to discuss the role of innovation in an organisation. They need to show that they understand the role of innovation in the organisation by articulating external regulatory factors, and the need to keep up to date with these, and recognising market forces in the context of the organisation they are discussing.

For AC1.2, learners need to compare enterprise, intrapreneurship and creativity with innovation. They need to show the difference between the three and how they relate to and impact on innovation.

For AC1.3, learners need to discuss at least three benefits and three limitations of innovation within an organisation.

When learners apply innovation audits in AC2.1, they need to use at least three different tools and provide a rationale for why these were selected and others were not used.

For AC2.2, learners need to evaluate the innovation audit tools they used for AC2.1. Their evaluation needs to start with a description of the tools and how they can be used and then move into analysis and evaluation. The basis of the evaluation needs to be clear and in context and will cover at least three audit tools.

For AC3.1, learners need to explain the benefits to an organisation of being more innovative. Their explanation must include at least four benefits relevant to the organisation.

AC3.2, learners need to analyse the management styles needed to foster an innovative climate in an organisation. Their analysis must cover a a minimum of four management styles.

For AC3.3, learners need to discuss the features of a climate that fosters innovation in an organisation. There are a wide range of features of an innovative climate and learners need to name at least six relevant features in context.

AC 2.1, 2.2, 3.1, 3.2 and 3.3 could be covered by one case study. A case study is probably the most appropriate method of assessment to ensure that learners have the opportunity to meet every assignment criterion. Learners could role play a consultant giving advice to an organisation that needs to be more innovative. This is often the case in real life as organisations may not have the expertise, and/or need an objective and fresh view, and therefore hire a consultant. The first part of the case study could be learners conducting the audit and evaluating what they have done. This audit could then be the basis of explaining the benefits of being more innovative – this is why a case study is recommended as it gives learners more scope to explain the benefits of innovation. Learners could then go on to analyse the management styles needed and the features of an innovative organisation. Throughout this assessment, learners need to utilise their own experience and the information they have researched to illustrate and support discussions, explanations and evaluations.

For AC4.1, learners need to analyse two innovation models in context.

For AC4.2, learners need to compare idea generation models. There is a large range of models and evidence needs to be practical. Learners need to describe three situations – real or simulated – where three different models have been used and compare the effectiveness of each model.

For AC4.3, learners need to evaluate organisational processes for selection and development of ideas. The evaluation needs to show that learners understand that the effectiveness of the process is as important as the idea generation, because a good idea can disappear in an inappropriate process.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Why Innovate?	Case study	Report
AC 2.1, 2.2, 3.1, 3.2, 3.3	Auditing Innovation and the Way Forward	Case study	Report
AC 4.1, 4.2, 4.3	Unlocking Innovation	Case study	Report

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Boyett J and Boyett J – *The Guru Guide: The Best Ideas of the Top Management Thinkers* (John Wiley and Sons, 2000) ISBN 978-0471380542

Carter S – *Renaissance Management: The Rebirth of Learning Through People and Organisations* (Kogan Page, 1999) ISBN 978-0749423742

Crainer S – *The Tom Peters Phenomenon: Corporate Man to Corporate Skunk* (Capstone, 1998) ISBN 978-1841120133

Drummond G, Ensor J and Ashford R – *Strategic Marketing: Planning and Control*, *2nd Edition* (Butterworth Heinemann, 2001) ISBN 978-0750652360 (for innovation audit)

Horibe F – *Creating the Innovation Culture* (John Wiley and sons, 2001) ISBN 978-0471646280

Lissak M and Roos J – *The Next Common Sense: Mastering Corporate Complexity Through Coherence* (Nicholas Brealey Publishing, 1999) ISBN 978-1857882407

Magruder Watkins J and Mohr B J – *Appreciative Inquiry* (Jossey-Bass, 2001) ISBN 978-0787951795

Proctor T – *Creative Problem Solving for Managers: Developing skills for decision making and innovation* (Routledge, 2009) ISBN 978-0415551106

Proctor T – *The Essence of Management Creativity* (Prentice Hall, 1995) ISBN 978-0133565362

Journals

Academy of Management Perspectives (Academy of Management)

International Journal of Project Management (Elsevier)

International Journal of Training and Development (John Wiley and Sons)

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

RSA Journal (RSA)

Websites

www.cambridgestrategy.com	Business self-assessment audits
www.ccl.org	Center for Creative Leadership – a non-profit educational institution offering research findings in areas of creative leadership
www.directedcreativity.com	An interesting site with a good range of information from business creativity consultants
www.enchantedmind.com	Ideas on creative thinking and some puzzles and humour

Unit 16: Marketing Principles for Managers

Unit code: K/602/1485

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the understanding and skills relating to the application of marketing principles in organisations.

Unit introduction

All managers require some knowledge of marketing principles to gain a deeper understanding of their organisation's links with customers. This enables them to contribute effectively to the achievement of their organisation's marketing plans and to carry out effective internal marketing of their own area of work. Having an understanding of marketing principles will help managers appreciate how to identify potential customers, place and price their products compared to the competition, and position the company in the marketplace. It will also help identify future promotional opportunities.

The application of marketing principles and techniques, such as developing effective marketing mix strategies, are crucial tools in helping organisations to achieve their corporate and marketing objectives. Through careful segmentation and targeting, businesses can often achieve competitive production and marketing costs, and become the preferred choice of customers and distributors. It is important that organisations deliver marketing activities that reflect the desired positioning of their products and services. In doing so, organisations also need to recognise the importance of establishing their brand values in the marketplace.

Successfully achieving marketing and organisational goals depends on knowing the needs and wants of target markets and delivering desired satisfactions. To satisfy its organisational objectives, an organisation should anticipate the needs and wants of consumers and satisfy them more effectively than its competitors.

Learners will gain an understanding of marketing principles and strategies that can help managers to achieve marketing and organisational goals in today's consumer-driven markets, where consumer wants are the drivers of all strategic marketing 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 contribution of marketing principles in achieving organisational aims and objectives	1.1 explain how marketing principles can be used to achieve organisational aims and objectives 1.2 analyse the contribution of marketing principles in a given organisation to the achievement of their aims and objectives
2 Be able to produce marketing mix proposals for marketing opportunities	2.1 analyse the marketing mix of an identified marketing opportunity 2.2 develop a proposal to meet the needs of a defined group in the marketing mix 2.3 apply the concept of segmentation to a target market
3 Be able to develop strategies for implementing marketing mix proposals	3.1 identify the resources required to implement a marketing mix proposal 3.2 use marketing tools to inform the approach to branding in a marketing mix proposal 3.3 create a strategy for implementing a marketing mix proposal

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Unit content

1 **Understand the contribution of marketing principles in achieving organisational aims and objectives**

Marketing definitions: current accepted definitions including those of the Chartered Institute of Marketing; the contribution marketing can make to organisational performance; how marketing strategies and objectives emanate from the organisational mission statement; how marketing has changed organisational focus towards a greater awareness of and interest in changing consumer needs/wants

Principles: market analysis eg use of macro-market analysis techniques such as SWOT (strengths, weaknesses, opportunities, threats) and PESTLE (political, economic, social, technological, legal, environmental); consideration of micro-environment factors such as stakeholder pressures and the influence of direct and indirect competitors; buyer behaviour analysis; selecting target markets eg segmenting consumer markets, segmentation of industrial markets; designing marketing strategies eg setting marketing objectives linked to organisational goals; positioning, new product strategies; planning marketing programmes eg marketing campaigns, advertising campaigns, designing sales promotions; organising, implementing and controlling the marketing effort eg customer relationship management (CRM); use of information technology and CRM effort; organising resources; controlling the budget

2 **Be able to produce marketing mix proposals for marketing opportunities**

Coherence and marketing mix: role of market research; buyer behaviour; positioning in design of marketing mix, 4Ps (Product, Price, Place, Promotion)

Product: product or service – product mix and benefits, life cycle, product strategy and new product development; branding, brand identity, brand recognition, brand awareness, brand image, brand experience, brand extension

Price and pricing processes: pricing strategies, positioning, demand elasticity

Place: consumer convenience and availability, physical distribution management and integration, online channels, supply chains, disintermediation/re-intermediation

Promotion: awareness and image, the communication process, promotional mix

Advertising: above and below the line, public relations, sponsorship, branding, direct marketing, online methods

7Ps: the significance of the 7Ps, adding the 'people, physical evidence and process management' dimensions to the standard 4Ps

3 **Be able to develop strategies for implementing marketing mix proposals**

Strategies: current corporate and marketing situation; key market factors; nature and potential of key market segments; corporate objectives and strategy considerations; marketing activity objectives and strategies; marketing ethics; corporate social responsibility; resource requirements including marketing budgets; allocation of budgetary limits to marketing-related expenditure; timescales; monitoring, review and control mechanisms; project management techniques; use of internal marketing principles; marketing control systems; measures of marketing performance eg sales channels, share of market, footfall; strategy options eg market leadership, market challenger, market follower, market niche, market pioneer, offensive, defensive and value-based marketing strategies

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Essential guidance for tutors

Delivery

This unit introduces learners to the principles of marketing and the techniques involved in putting those principles into practice. Learners will benefit from the opportunity to complement tutor input with discussion on areas such as segmentation and branding. Topical case studies will be a useful way of illustrating how different organisations develop the marketing mix to help them achieve their marketing and organisational goals. Marketing practitioners could be brought in as visiting speakers as they are a valuable resource to show learners how marketing principles work in practice in their organisations.

For learning outcome 1, learners will learn that the marketing function in an organisation does not operate in isolation. It is important that learners understand the links that marketing has to other functional areas of an organisation. An interesting starting point is to ask learners about the marketing function in their own organisations to determine if they are aware of the links between marketing and the aims and objectives of the organisation.

Topical case studies are a useful way of demonstrating how applying the principles of marketing can contribute to the achievement of an organisation's aims and objectives. For example, it is estimated that the Jamie Oliver campaign launched by Sainsbury's generated an extra £1.12 billion in sales. Learners need to have the opportunity to practise using marketing principles such as SWOT and PESTLE analysis through case studies, or through profiles of organisations that are available on the internet or in good quality newspapers and business journals.

For learning outcome 2, tutor input will be required on the individual elements of the marketing mix and the extended marketing mix. Tutors can use case studies effectively to develop understanding of the marketing mix and how the elements of the marketing mix are interlinked. For example, BIC, the manufacturer of razors, pens and lighters, seeks to provide world markets with products at affordable prices. An organisation's pricing decision is often aimed at attracting a particular market segment. Learners could discuss the possible market segments that BIC would wish to target and what pricing strategies should be adopted in each segment.

Visiting speakers who are involved in the marketing function in local organisations are a valuable resource. Different organisations will have different approaches to how they use the marketing mix and how they segment the market for their products. It is important that learners are exposed to real-life examples of the marketing mix. Visiting speakers can provide practical examples of marketing principles in practice. This will provide a stimulus for discussion and further research for learners.

For learning outcome 3, a useful starting point is a case study of a marketing mix proposal. Learners could then discuss the resource implications of the proposal. It is important that learners understand that the marketing mix proposal will have resource implications beyond the marketing department.

Branding is an area dominated by marketing terminology. A simple list of branding terms, with practical examples, is a useful starting point and will help learners overcome the terminology barrier. Case studies can be used to explore ways in which organisations have used branding to their advantage. Websites such as the Design Council's have good examples of how organisations such as Ikea, John Smith's, easyJet and Pret A Manger have used branding to support their marketing strategies.

Learners may need tutor support and guidance when selecting their marketing mix proposals and the strategies they will develop. Learners may wish to use their own organisation or an organisation they are familiar with.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input with examples and discussion – marketing principles and organisational aims and objectives
Assignment 1: The Contribution of Marketing Principles to Achieving Organisational Aims and Objectives
Tutor input and discussion – market analysis techniques
Tutor input, case studies, discussion – marketing strategies and programmes
Tutor input, case studies, visiting speakers, discussion – marketing mix: Product
Tutor input and discussion – marketing mix: Price
Tutor input and discussion – marketing mix: Promotion
Tutor input, case studies, discussion – marketing mix: Place
Tutor input, case studies, discussion – market segmentation
Tutor input, case studies, visiting speakers, topical examples – branding and marketing tools Discussion groups, learner research, tutor support
Assignment 2: Applying Marketing Principles and Techniques in an Organisation
Review of unit and programme of assignments

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Assessment

For AC1.1, learners need to explain how marketing principles can be used to achieve organisational aims and objectives. They need to show that they have a clear understanding of marketing principles. They also need to have a clear understanding of what is meant by organisational aims and objectives. This will then allow them to develop practical examples to support their explanation of how marketing principles can be used to achieve organisational aims and objectives.

For AC1.2, learners need to analyse the contribution of marketing principles in a given organisation to the achievement of its aims and objectives. This may be the organisation where they are employed or an organisation they are familiar with. Learners will need to demonstrate that they have conducted sufficient research to support their analysis. For example, this could include discussions with marketing personnel or information from company reports or other reliable sources. Learners need to analyse the contribution of marketing principles to the achievement of aims and objectives. This will involve making judgements which should be supported by research findings and analysis.

For AC2.1, learners need to analyse the marketing mix of a marketing opportunity they have identified. This could be from their own organisation or in another organisation for a product that interests them. It is important that learners use the traditional marketing mix in their analysis. They may wish to use the extended marketing mix but this is not essential for assessment purposes. The key focus should be to ensure that the analysis is appropriate to the identified marketing mix.

For AC 2.2 and 2.3, learners need to apply the concept of segmentation to a target market identified in the marketing mix created for AC2.1. They will need to demonstrate that they have a clear understanding of the principle of segmentation and show that they understand that consumer market segmentation is quite different from industrial market segmentation. Their application of the concept of segmentation should be appropriate to the consumer or industrial market their chosen product lies in. They will be expected to show that they understand that, while theoretically there may be 'ideal' market segments, in reality every organisation engaged in a market will develop different ways of defining its own market segments. Once learners have completed their segmentation of the market, they need to use the marketing mix to develop a proposal to meet the needs of a defined group within the segment.

For AC3.1, learners need to identify the resources required to implement the marketing mix proposal developed for AC2.2. The proposals could impact on a range of resources, including financial, physical or human resources. Learner identification of the required resources needs to be comprehensive and appropriate to the marketing mix proposal.

For AC3.2, learners need to use marketing tools to inform the approach to branding in their marketing mix proposal. They are not expected to include all the terminology associated with branding in their marketing mix proposal. They should be selective in their use of the terms and develop their proposals to make the product or service relevant to the target audience, showing an understanding of their needs.

For AC3.3, learners need to create a strategy for implementing their marketing mix proposal. It is important that their proposals are appropriate and manageable with sufficient scope to develop a realistic implementation strategy. Learners need to understand that, for realistic market strategy implementation, measurable goals should be set. Goals can be defined in a variety of terms, for example, in monetary terms doubling the sales revenue in six months.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	The Contribution of Marketing Principles to Achieving Organisational Aims and Objectives	The learner prepares an overview as an introduction to their report in Assignment 2.	Introduction to a report
AC 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Applying Marketing Principles and Techniques in an Organisation	The learner produces a marketing mix proposal and a strategy for implementing their proposal in a selected organisation.	Main body of a report

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Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Armstrong G et al – *Marketing: An Introduction* (Financial Times/Prentice Hall, 2009) ISBN 978-0273713951

Baines P, Fill C and Page K – *Marketing* (Oxford University Press, 2008 ISBN 978-0199290437

Blythe J – *Essentials of Marketing, 4th Edition* (Financial Times/Prentice Hall, 2008) ISBN 978-0273717362

Grewel D and Levy M – *Value-Based Marketing* (McGraw-Hill Higher Education, 2007) ISBN 978-0071109055

Jobber D – *Principles and Practice of Marketing, 6th Edition* (McGraw-Hill Higher Education, 2009) ISBN 978-0077123307

Kerin R et al – *Marketing* (McGraw-Hill, 2006) ISBN 978-0071116084

Kotler P et all – *Principles of Marketing, 5th Edition* (Financial Times/Prentice Hall, 2010) ISBN 978-0273743279

Levens M – *Marketing* (Pearson Education, 2009) ISBN 978-0137013296

Pride W F and Ferrell O C – *Marketing* (Houghton Mifflin, 2007 ISBN 978-0618799701

Solomon M R et al – *Marketing: Real People, Real Decisions* (Financial Times/Prentice Hall, 2009) ISBN 978-0273708803

Wood N T – *Marketing in Virtual Worlds* (Prentice Hall, 2010 ISBN 978-0136117179

Journals

Admap (World Advertising Research Centre)

B2B Marketing (Crain Communications)

Campaign (Haymarket Publishing)

European Journal of Marketing (Emerald Group Publishing)

Journal of the Academy of Marketing Science (Academy of Marketing Science)

The Journal of Customer Behaviour (Westburn Publishers Ltd)

Journal of Strategic Marketing (Routledge)

The Marketer (Journal of the Chartered Institute of Marketing)

Marketing Business (The Chartered Institute of Marketing Magazine)

Marketing Intelligence and Planning (Emerald Group Publishing)

Marketing Week (Centaur Communications Ltd)

Revolution (Haynet)

Websites

http://knowledgebank.marketingweek.co.uk/	*Marketing Week*
www.businesslink.gov.co.uk	How to create a marketing strategy
www.cim.co.uk	Chartered Institute of Marketing – resources available only to members
www.hbsp.harvard.edu	Extracts from *Harvard Business Review* articles
www.knowthis.com	a marketing virtual library with many free articles
www.managers.org.uk	Chartered Management Institute — searchable database with access to articles and books for members only
www.marketingpower.com	American Marketing Association with access to searchable free resources
www.westburn.co.uk	*Journal of Marketing Management*

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Unit 17: Customer Relationship Management

Unit code: M/602/2055

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the importance of customer relationship management in organisations and the skills to be able to recognise where improvements can made.

Unit introduction

The combined effects of the growth of technology and the spread of globalisation mean that economies are moving away from the industrial age to the third age or knowledge era. Two interrelated features result from this. One is the continuous development of market expectations for customisation, rather than mass production of products and services, and the other is ever increasing levels of competition to supply them. Consequently, organisations are realising that they must get closer to their customers in order to survive. Customer orientation, customer service, relationship marketing, network management, customer value added, corporate inclusiveness and customer relationship management all share a common thread in enabling organisations to develop a nurturing relationship with their customers.

Customer relationship management (CRM) is a strategy used to learn about customer needs and their behaviour in order to build relationships with them. Customer relationship management encompasses marketing, sales, customer service, after sales service and technical support. The use of technology has enhanced the organisation, development and harmonisation of customer relationship management processes.

By considering customer relationship management learners will understand how the use of customer-related activities, and the associated customer involvement, contribute to the achievement of organisational purposes.

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 customer relationship management in organisations	1.1 explain the importance of customer relationship management in organisations 1.2 discuss the movement from industrial to post-industrial economy in the development of customer relationship management 1.3 compare the benefits of market and customer orientation processes when managing customer relationships 1.4 explain the link between effective customer relationship management and competitive advantage
2 Be able to propose ways to improve the management of customer relationships in an organisation	2.1 evaluate customer relationship management in an organisation 2.2 propose ways to improve the management of customer relationships in an organisation
3 Be able to evaluate improvements to the management of customer relationships in an organisation	3.1 develop measures for monitoring a recently implemented improvement to the management of customer relationships in an organisation 3.2 monitor a recently implemented improvement to the management of customer relationships in an organisation 3.3 evaluate the outcomes of a recently implemented improvement to the management of customer relationships in an organisation

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Unit content

1 **Understand the importance of customer relationship management in organisations**

Need to enhance customer value: industrial/post-industrial society; Fordism and mass production; post-Fordism/third age/knowledge era; excellence theory; quality assurance; Total Quality Management (TQM); Kaizen/quality circles; business process re-engineering; culture and organisational development; customer loyalty; market versus customer orientation; customer service; differentiation; enhancing customer value; competitive advantage; customisation of products and services; customer expectations; goodwill; learning organisations

Customer relationship management: managing organisation - customer interactions; developing organisation - customer relationships; sales; marketing; product promotion; technical support; after sales service; value added products and services; customer profiling; benefits (understanding customer requirements, growing the customer base, retaining customers, winning back customers, growth, profitability, efficient customer management); integrating and synchronising customer management activities; customer satisfaction

2 **Be able to propose ways to improve the management of customer relationships in an organisation**

Reviewing customer relationship management: qualitative and quantitative research; organisational audit (SWOT analysis) of customer relationship management techniques; environmental audit (PESTLE analysis) of customer relationship management activity; feedback from stakeholders; performance criteria; performance against the criteria

Improvements: customer relationship management strategy; links to organisational strategy; customer relationship management policy; customer relationship management procedures; techniques; external customers; internal customers; value chain; adding value; customer interaction centres; multiple channelling; customer databases; call centres; helpdesks; networks; websites; mailers; customer relationship management software; customer relationship management monitoring; organisational learning, feedback loops; service levels; targeted customer relationship management

3 **Be able to evaluate improvements to the management of customer relationships in an organisation**

Monitoring, review and evaluation: performance indicators; primary and secondary data; research techniques, cost-benefit analysis; gathering information from stakeholders; customer satisfaction; judging performance using performance indicators; evaluate performance; identify problems; propose improvements

Essential guidance for tutors

Delivery

All the learning outcomes in this unit can be delivered flexibly. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups researching and gathering information about customer relationship management. Research, investigations and case studies all offer approaches to learning about customer relationship management. Using an organisation's marketing manager or a guest speaker could provide a practical insight into current customer relationship management activities. Up-to-date materials are available on the internet and many organisations provide material on customer relationship management. In addition, as customers, learners will experience being the recipient of customer relationship management processes and techniques.

No previous knowledge of customer relationship management is assumed and learners can use experiences from work or from being a customer.

Learners need to be introduced to the importance of customer relationship management. Presentations and research can identify why the focus in organisations has been to move away from supplying products and services the organisation has the capacity and the ability to provide, towards orienting the organisation towards identifying what the customer wants and adjusting supply to meet customer requirements. Case studies and investigations can be used to look at how managing customer relationships gives organisations benefits that bring a competitive advantage, by ensuring customer requirements are paramount, customer loyalty is created and a market for value added services and products is created.

Research, case studies and presentations from visiting speakers will enable learners to examine customer relationship management and consider how to improve it. Traditional techniques for customer relationship management have been augmented through the development of network technologies that are easier, quicker and provide more direct communication with customers. The development of software to analyse customer behaviour has enabled automated customer management. Viewing and reviewing the web-based operations of an online retail operation will give learners an insight into what customer relationship management software in a networked environment offers an organisation.

Learners will be introduced to the practicalities of customer relationship management by carrying out practical work based around simulations and case studies. These require the monitoring, measurement and evaluation of customer relationship management activities to ensure that they contribute to the achievement of organisational objectives.

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Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of assignments
Tutor presentation – the importance of customer relationship management
Practical work, research and discussion – the development of customer relationship management Practical work, research and discussion – examining the contribution of customer relationship management to organisational objectives
Assignment 1: Customer Relationship Management
Tutor support and feedback
Tutor presentation – assessing the value of customer relationship management
Practical work – considering ways to develop customer relationship management Review of online customer relationship management techniques
Assignment 2: Improving Customer Relationship Management
Tutor support and feedback
Tutor presentation and discussion – the techniques used to monitor, review and evaluate the effectiveness of customer relationship management activities
Assignment 3: Evaluating Customer Relationship Management
Tutor support and feedback
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to explain the importance of customer relationship management in organisations, showing how good customer relationships create a positive image of an organisation as well as providing the basis for an enduring relationship with customers that will generate additional revenue and create goodwill.

For AC1.2, learners need to discuss the movement from industrial to post-industrial economy in the development of customer relationship management.

For AC1.3, learners need to compare the benefits of market and customer orientation processes when managing customer relationships. The benefits need to be examined and illustrated with examples showing how organisations have gained from developing stronger customer relationships.

For AC1.4, learners need to explain the link between effective customer relationship management and competitive advantage. They should explain the benefits of effective customer relationship management and identify how organisations use appropriate techniques to manage these relationships to gain a competitive advantage.

For AC 1.1, 1.2, 1.3 and 1.4, a presentation can be used to explain the importance, the development and the benefits for an organisation of good and effective customer relationship management techniques.

For AC 2.1 and 2.2, learners need to evaluate customer relationship management in an organisation before proposing improvements. This needs to be based on a real organisation for learners to show they can apply the concepts and ideas to evaluate customer relationship management in the selected organisation. Evidence needs to be in a format that could be taken to and tabled at a meeting in the marketing department and discussed with senior managers.

For AC3.1, learners need to develop measures for monitoring a recently implemented improvement to the management of customer relationships in an organisation. They will need to devise performance indicators and other measures to assess improvements to customer relationship management and then gather information about the improvement. They will then need to monitor the recently implemented improvement (AC3.2) and evaluate the outcomes (AC3.3). This information can be judged against their performance indicators to evaluate the effectiveness of the improvement in the management of customer relationships.

For AC 3.1, 3.2 and 3.3, evidence needs to be a report that specifies and applies the use of performance indicators against the outcomes arising from implementing an improvement to customer relationship management activities.

It is possible to assess work orally with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to each learner. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work, or from observations, to make an assessment decision then the assessment decision should be shown.

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Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 1.4	Customer Relationship Management	The learner works as an adviser to small businesses for a business development agency and prepares a presentation for entrepreneurs.	Presentation
AC 2.1, 2.2	Improving Customer Relationship Management	The learner is a section head in the marketing department who has been asked to review the effectiveness of customer relationship management.	Report
AC 3.1, 3.2	Evaluating Customer Relationship Management	The learner is a section head in the marketing department who has proposed changes to improve customer relationship management. Following the implementation of the changes, they have been asked to review their effectiveness.	Report

Essential resources

There are no essential resources required for this unit.]

Indicative resource materials

Textbooks

Anderson K and Kerr C – *Customer Relationship Management* (McGraw-Hill Professional, 2001) ISBN 978-0071379540

Buttle F – *Customer Relationship Management: Concepts and Technologies, 2nd Edition* (Butterworth-Heinemann, 2008) ISBN 978-1856175227

Harvard Business Review on Customer Relationship Management (Harvard Business School Press, 2001) ISBN 978-1578516995

Journal

Management Today (Haymarket Business Media)

Websites

www.businesslink.gov.uk	Business Link – advice on customer relationship management
www.managementhelp.org	Free management library with links to marketing articles

Unit 18: Principles of Strategic Management

Unit code: A/602/1488

QCF Level 6: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the concepts of strategic management as a tool for improvement and the skills to apply this understanding through the process of developing and implementing an organisational plan.

Unit introduction

Managers today need to take a longer-term view, beyond their immediate and operational level, to develop the information needed to improve their decision making and ensure direction for staff. This process has had several names over the years – strategic management, long range and corporate planning, business planning and policy. There are similarities and differences in approach that depend on the needs of the organisation and the context it operates in.

This unit is designed to introduce operational managers to the idea of strategic management as a tool for redirecting or repositioning the organisation in what it perceives, through analysis, to be more advantageous areas. Learners will explore how this can be achieved through setting clear business objectives and priorities. Learners will gain an understanding of how management needs to take a proactive rather than a reactive stance to a changing business climate.

This unit requires learners to have access to organisational plans and to senior managers who are implementing them. This unit involves theory and practice and will help learners to develop a basic understanding of how strategic management operates in organisations. Through this, learners will realise that strategic management is dynamic and ongoing.

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 organisational strategic plans	1.1 explain the processes for developing strategic elements of an organisational plan 1.2 assess the strategic elements which affect an organisational plan 1.3 evaluate an organisational plan for future direction
2 Understand the strategic effects of an organisational plan	2.1 explain how an organisational plan will be implemented 2.2 assess the effects of the impact of an organisational plan on stakeholders
3 Be able to develop a strategy to communicate organisational plans	3.1 develop a strategy to communicate an organisational plan to key stakeholders
4 Be able to evaluate the implications of an organisational plan for an operational area	4.1 create an action plan for implementing planned changes in an operational area 4.2 evaluate the effects of change on an operational area

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Unit content

1 **Understand organisational strategic plans**

Strategic elements and terminology: strategic analysis eg environmental analysis, strategic choice, strategic implementation; strategic thinking; tools used for analysis eg SWOT (strengths, weaknesses, opportunities, threats) analysis, PESTLE (political, economic, social, technical, legal, environmental) analysis, Porter's Five Forces, value chains, stakeholder analysis; benefits of taking a strategic approach; creating visions and missions; basic terminology – drift, diversification, gap analysis

Organisational plans: types of plan eg strategic, management, operational; timescale, degree of detail, management level for each type of plan; development of the plan eg consultation, level of commitment, who is involved, structures and systems needed; evaluating plan for future direction

2 **Understand the strategic effects of an organisational plan**

Strategic implementation: effectively fitting organisational structure and activities to the environment; action planning, monitoring and control; links to budgets, human resources planning, operations, marketing; importance of developing infrastructure; allocating responsibility

Stakeholders: identifying stakeholders and their values; stakeholder mapping eg based on urgency, relationship, influence; importance of managing stakeholder relationships

3 **Be able to develop a strategy to communicate organisational plans**

Communicate organisational plan: communicating the plan to ensure commitment; achieving 'buy-in', ownership and understanding; ensuring everyone involved is aware of plan; providing a means for problems to be raised and dealt with; establish communication flows

4 **Be able to evaluate the implications of an organisational plan for an operational area**

Implications: effects on stakeholders; identifying any necessary adjustments; effects on operational area eg on systems and working patterns, decision making and taking, organisational culture

Evaluate: overall effectiveness of strategy; reviewing the strategy for flexibility to accommodate future change; reasons strategies fail

Essential guidance for tutors

Delivery

This unit gives learners the understanding and skills they need to develop and implement an organisational plan. Learners need to develop an investigative, analytical and participative approach to meet the learning outcomes and they can reflect on their own experiences and workplace roles.

Wherever possible, a link needs to be made between underpinning knowledge and its practical application. The evaluation of current external environmental issues could be developed as a means of strategy formulation for an identified or given organisation. Preferably this will be the learner's own organisation but where this is not possible, it could be achieved via a tutor-developed case study or an evaluation of a local organisation. Tracking studies via newspapers could also be used to monitor the external environment and strategic moves of organisations, such as mergers and fragmentation. Visiting speakers and visits to organisations, where appropriate, could give practical examples of how organisations are monitoring the external environment and producing strategies to ensure business success.

Where possible, material indicating the strategy of learners' own organisations needs to be used. To support both the suggested assessment and their broader understanding of strategic management, learners could prepare a log or portfolio of relevant materials. This will help them to analyse the strategic management of their own organisation (or the organisation they are researching). Among the materials that might be relevant are:

- mission statements
- planning documents – operational (short term or one year) to strategic (long term or five year plus) plans, including targets
- articles – a collection of media and specialist press cuttings about the organisation and/or its industry
- cultural artefacts – evidence of the organisation's culture (for example internal newsletters, briefings, notes of interactions)
- diary – part of their log could consist of a diary recording occasions when strategy was, or should have been, discussed (overtly or covertly).

The reluctance of some organisations to share information of strategic importance means that this unit is particularly suitable for the use of case studies. Visiting speakers from industry can also help by providing real-life examples. The importance of engaging the whole organisation in strategic planning and implementation needs to be emphasised. Group work, involving detailed analysis of the strategic management of diverse organisations, is an integral part of delivering this unit. Providing opportunities for learners to visit industry could also assist this. Organisations that have become heavily involved in (or are responding to) delivery of products or services on the internet may be useful, for example local supermarkets or bookshops (especially members of national chains).

Where learners do not have relevant employment experience, they need to be encouraged to seek it. They could also 'adopt' an organisation as a case-study throughout the course. The benefits of this approach can be enhanced through job shadowing (through industrial contacts, friends or relatives) and arranging interviews within the chosen organisation. If learners cannot develop these links

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they need to be given the opportunity to study strategic management within the centre where they are studying. Interviews with staff responsible for strategic management (rather than just operations) at the centre could be included as part of the learning programme.

Outline learning plan

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of learning
Tutor-led discussion – terminology of strategic management and strategic elements
Case study activities – analysing strategic elements
Activity – evaluating an organisational plan, contributing to **Assignment 1: Organisational Strategic Plans**
Tutor input – implementation of organisational strategic plans
Tutor input – stakeholders Activity – assessing the effects of organisational strategic plans on stakeholders
Guest speakers from local business who work in an area of strategic management
Learner research – strategic plans in own organisation or using case studies
Tutor input – communicating organisational plans Activity – developing strategies to communicate organisational plans to stakeholders, contributing to **Assignment 2: Stakeholders and Strategic Plans**
Learner research and analysis of the effects of strategic plans at an operational level
Learners prepare action plan for implementing planned changes, evaluating the effects on the operational area, contributing to **Assignment 3: Implementing Change in an Operational Area**
Review of unit and programme of assignments

Assessment

Assessment for this unit should be evidenced through research carried out on strategic plans either in a selected organisation or using a case study approach.

For AC1.1, learners need to explain the processes for developing strategic elements of an organisational plan. They need to define what is meant by strategic elements and identify three different types of organisational plan and then develop this further for AC1.2 by assessing how these elements affect the plan. For AC1.3, learners need to select an organisational plan and evaluate how well it informs the future direction of the organisation.

For AC 2.1 and 2.2, learners need to use the plan for learning outcome 1 and explain how it will be implemented, assessing the effects of the impact of the plan on stakeholders. Evidence needs to be a report with diary entries of discussions with senior management or tutors acting as such. Learners will then use this evidence to develop a strategy to communicate the organisational plan to key stakeholders (AC3.1).

For AC 4.1 and 4.2, learners need to create an action plan for implementing planned changes in an operational area of an organisation and evaluate the effects of these changes.

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Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Organisational Strategic Plans	The learner evaluates an organisation's strategic plan.	Report
AC 2.1, 2.2, 3.1	Stakeholders and Strategic Plans	The learner assesses the effects of a plan on stakeholders.	Report and portfolio of evidence
AC 4.1, 4.2	Implementing Change in an Operational Area	The learner creates an action plan to implement changes.	Action plan and evaluation

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Johnson G, Scholes K and Whittington R – *Exploring Corporate Strategy: Text and Cases, 8th Edition* (Financial Times/Prentice Hall, 2007) ISBN 978-1405887328

Grant R M – *Contemporary Strategy Analysis: Texts and Cases, 7th Edition* (John Wiley and Sons, 2010) ISBN 978-0470747094

Williams K – *Strategic Management* (Dorling Kindersley, 2009) ISBN 978-1405336918

Journals

Journal of Business Strategy (Emerald)

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.management-standards.org.uk	Chartered Management Institute — searchable database with access to articles and books for members only
www.sps.org.uk	Strategy Planning Society – news and articles
www.strategy-business.com	Articles on current strategies and tools

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Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)
- functional skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards for Management and Leadership

The Council for Administration
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 020 7091 9620
Email: info@cfa.uk.com
Website: www.cfa.uk.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Management and Leadership sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7				BTEC Award/Certificate/ Diploma/Extended Diploma in Strategic Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
6					
5			BTEC HND Diploma in Business (Management)	BTEC Award/Certificate/ Diploma in Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
4			BTEC HNC Diploma in Business		Level 4 NVQ Certificate/Diploma in Business and Administration (QCF)

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Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3	GCE Applied Business GCE Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Business (QCF)	BTEC Award/Certificate in Management (QCF)	Level 3 NVQ Certificate/Diploma in Business and Administration (QCF) NVQ Certificate in Management (QCF)
2	GCSE Business GCSE Applied Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/Extended Certificate and Diploma in Business (QCF)	BTEC Award/Certificate in Team Leading (QCF)	Level 2 NVQ Award/Certificate and Diploma in Business and Administration (QCF) NVQ Certificate in Team Leading (QCF)
1		Principal Learning in Business, Administration and Finance			Level 1 NVQ Award/Certificate in Business and Administration (QCF)
Entry					

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Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 5 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 5 Professional qualifications in Management and Leadership against the underpinning knowledge of the Level 5 NVQ in Management.

KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level 5 NVQ in Management																			
B1	Develop and evaluate operational plans for own area of responsibility (Mandatory)	#						#	#	#	#								
B6	Provide leadership and direction for own area of responsibility (Mandatory)	#			#					#			#						
C5	Plan change in own area of responsibility (Mandatory)						#									#			
D2b	Work productively with colleagues and stakeholders (Mandatory)	#	#		#					#								#	
B10a	Establish risk management processes for an organisation								#					#					

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Units		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
B12	Promote equality of opportunity, diversity and inclusion across an organisation									#		#	#						
D3b	Examine staff turnover issues in own area of responsibility									#		#							
D17	Developing collaborative relationships with other organisations					#										#		#	
E4	Promote the use of technology within an organisation		#				#		#		#								
E7	Manage health and safety across an organisation							#						#					
F3b	Monitor and review business processes						#	#								#			#
F10	Develop a customer-focused organisation																	#	
F15	Conduct a quality audit													#					
F16	Manage product development and marketing															#	#		
A3	Develop, maintain and review personal networks		#	#															
B8b	Ensure compliance with legal, regulatory, ethical and social requirements					#		#											
B10b	Manage risk in own area of responsibility							#		#									

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Units		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
B10c	Review risk management processes in own area of responsibility							#											
C6	Implement change in own area of responsibility						#												
D2a	Develop working relationships with colleagues and stakeholders									#								#	
D3a	Recruit staff in own area of responsibility											#							
D6	Plan, allocate and monitor work in own area of responsibility									#			#						
D7	Support learning and development within own area of responsibility												#						
D8	Address performance problems affecting team members												#						
D9	Build, support and manage a team									#									
D13	Support individuals to develop and take responsibility for their performance									#			#						
D14	Know how to follow disciplinary procedures											#	#						
D15	Managing grievances											#	#						
D16	Support the management of redundancies in own area of responsibility											#							

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Units		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
E6	Develop and implement a risk assessment plan in own area of responsibility							#											
E8	Manage physical resources								#										
E9	Manage the environmental impact of work activities				#			#	#										
E16	Manage a tendering process																		
F1	Plan and manage a project								#										
F4	Develop and implement marketing plans																#		
F9	Analyse the market in which your organisation operates																#		
F11	Manage the achievement of customer satisfaction																	#	
F14	Prepare for and support quality audits													#					
B2	Inform strategic decision-making																		#
B9	Support the culture of an organisation				#														
C3	Lead innovation within an organisation															#			

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Units		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
E1	Manage a budget for own area or activity of work					#													
E17	Outsource organisational processes																		
F2	Manage a programme of complementary projects																		

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Annexe D

Unit mapping overview

BTEC Level 5 Professional Short Courses in Management Studies legacy (specification end date 31/08/2010)/new QCF versions of the BTEC Level 5 Professional qualifications in Management and Leadership (specification start date 01/08/2010).

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Unit 1	P		P															
Unit 2		F																
Unit 3	P																	
Unit 4																		
Unit 5				F														
Unit 6					F													
Unit 7						F												
Unit 8							X											

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Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Unit 9								F										
Unit 10									P	P								
Unit 11											x							
Unit 12												x						
Unit 13													x					
Unit 14														F				
Unit15															x			
Unit 16																x		
Unit 17																	x	
Unit 18																		x

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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Annexe E

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
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 (GLH)	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 time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.

Annexe F

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

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BTEC qualifications on the NQF	Level	BTEC Professional and Specialist qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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