

Edexcel BTEC Level 4 Diploma in Management (QCF)

BTEC Professional qualifications

Specification

First teaching February 2013

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BTEC Professional qualification titles covered by this specification

Edexcel BTEC Level 4 Diploma in Management (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

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

The QN for the qualification in this publication is:

Edexcel BTEC Level 4 Diploma in Management (QCF) 600/7442/5

This 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.

This qualification is accredited by Ofqual as being Stand Alone and part of Apprenticeships.

Welcome to the Edexcel BTEC Level 4 Diploma in Management (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from February 2013. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 4 Diploma in Management (QCF)

In this qualification, learners will develop the underpinning skills, knowledge and understanding they will need to work in management.

This qualification gives learners the opportunity to progress to the Edexcel Level 5 NVQ Diploma in Management (QCF) and the Edexcel BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF).

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 learner 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 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, structure 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 4 Professional qualifications?

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

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeship 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 4 Diploma

The Edexcel BTEC Level 4 Diploma extends the work-related focus from the Edexcel BTEC Level 3 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 4 Diploma in Management (QCF)

The Edexcel BTEC Level 4 Diploma in Management (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, level 4 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 4 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 4 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 4 Diploma in Management (QCF) relates to the National Occupational Standards in Management and Leadership.

Rules of combination

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

Rules of combination for Edexcel BTEC Level 4 qualifications

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

Edexcel BTEC Level 4 Diploma in Management (QCF)

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 28 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 4 Diploma in Management (QCF)

The Edexcel BTEC Level 4 Diploma in Management (QCF) is a 37 credit and 183 guided learning hour (GLH) qualification that consists of five mandatory units **plus** optional units that provide for a combined total of 37 credits (where at least 28 credits must be at level 4 or above).

Edexcel BTEC Level 4 Diploma in Management (QCF)			
Unit	Mandatory units	Credit	Level
1	Key Principles of Management and Leadership	5	3
2	Managing Self development	4	3
3	Understand how to Manage Work Activities to Improve Business Performance	11	4
4	Improving the Management of Communications, Knowledge and Information	11	4
5	Understanding Stakeholder Expectations	6	4

Assessment

All units within this qualification 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.

Qualification grade

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

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

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

Quality assurance of centres

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

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

For all centres delivering Edexcel BTEC qualifications at Levels 4–7, Edexcel allocates a Standards Verifier 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 Edexcel BTEC Level 4–7 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 4 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from 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 4 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

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 4 Diploma in Management is accredited on the QCF for learners aged 18 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

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

Each unit has the following sections.

Unit title

The unit title is 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

Units

Unit 1:	Key Principles of Management and Leadership	17
Unit 2:	Managing Self Development	29
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Unit 4:	Improving the Management of Communications, Knowledge and Information	47
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Unit 1: Key Principles of Management and Leadership

Unit code: R/602/0413
QCF level 3: BTEC Professional
Credit value: 5
Guided learning hours: 50

Unit aim

The aim of this unit is to give learners knowledge and understanding of leadership and how it links to the process of management.

Unit introduction

This unit gives learners the knowledge that underpins approaches to leadership and management. Learners will be introduced to the debate about leadership and management and they will learn about the differences and similarities between the two.

Learners will investigate some of the key issues that leaders have to deal with in the workplace. Two of these issues focus on people and learners will gain a valuable insight into ways of managing conflict and the important link between leadership skills and motivation. The other issue they will investigate focuses on ways of allocating work and this links in with the process of delegating work to others. This theme continues when learners look at the value of setting objectives for team members, how to give them support and how to monitor progress towards objectives

Learners are introduced to the concept of quality in the workplace through looking at the different approaches to quality systems. The importance of developing a quality culture will be investigated and learners should be encouraged to bring their own experiences to the discussions. Learners will need to understand that developing quality systems and embedding a quality culture often takes time. When an organisation focuses on quality improvement, barriers such as resistance to change may be present and learners need to understand that strategies have to be devised to overcome these barriers to promoting quality improvements.

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 differences between leadership and management	1.1 outline the functions of management 1.2 describe the skills associated with leadership 1.3 describe the differences between leadership and management
2 Understand key issues of leadership	2.1 describe methods of allocating work to others 2.2 compare ways of managing conflict 2.3 analyse the links between leadership and motivation
3 Understand the implications of delegating work to others	3.1 describe the purpose of delegation 3.2 describe ways of coordinating delegated work 3.3 analyse possible psychological barriers to delegation
4 Understand the purpose of setting work objectives with team members	4.1 describe the value of setting agreed work objectives with team members 4.2 compare ways of providing support to meet work objectives with team members
5 Know the importance of promoting quality in the workplace	5.1 outline ways of developing a quality culture in the workplace 5.2 describe possible barriers to promoting quality in the workplace

Unit content

1 Know differences between leadership and management

Functions of management: theories of management (Henri Fayol's seven functions – planning, organising, leading, coordinating, controlling, staffing, monitoring); management definitions such as Mary Parker Follett – the art of getting things done through people; management by objectives

Areas of management responsibility: leading, mission statements, tactics; organisational structures, divisions, coordination, information flows, control of tasks, distribution of authority to job holders, staffing, recruitment, training, evaluating; directing, motivating, group dynamics, communications, discipline; control, measuring performance, reporting performance, improving performance

Management skills: technical skills (use of tools, techniques, specialised knowledge); human skills (build positive interpersonal relationships); conceptual skills (problem solving, analytical, creative, intuitive)

Management styles: autocratic, democratic, paternalistic, *laissez-faire*

Leadership and management differences: theories (great man, trait, contingency, behavioural, participative); situational theories (Adair's task, team and individual; Tannenbaum and Schmidt's tell, sell, consult, share, delegate model; Handy's best-fit approach); universal theories (Transformational Leadership, Transactional Leadership; Bennis, Bass; charismatic leadership – Conger and Kanungo, Shamir, House and Arthur 1994); current theories, models and principles of leadership: types of power and authority (coercive, reward, legitimate, referent, expert (French and Raven)); situational theories (levels of leadership, varying importance of factors in sectors, organisations and sub-units – efficiency, reliability, innovation, adaptation and human resources (Zajac, Kraatz and Bresser); size and stage of development of organisation (business start-up versus established business); difference between direction and vision and controlling and directing

Leadership skills: becoming a leader, leadership qualities, power and authority, types of authority (French and Raven – coercive, reward, legitimate, referent, expert), authority and responsibility, team, task and individual needs (Adair); people skills; models of different leadership styles such as the continuum of leadership behaviour (Tannenbaum and Schmidt); different methods of developing leaders (training courses, coaching, mentoring, organisations' own universities, action learning, partnerships with key academics)

2 Understand key issues of leadership

Allocation of work: methods (develop plans); the stages of planning to include defining and agreeing objectives; SMART objectives (specific, measurable, achievable, realistic, time-based), specifying the resources required to achieve the objectives, checking availability of resources, agreeing appropriate working methods, scheduling work for individuals and teams, agreeing individual and team responsibilities, keeping relevant people informed, negotiation skills; monitoring progress by listening, observing, asking others, dealing with problems, taking corrective action, reviewing progress on allocated work and adjusting plans, provide learning and development opportunities; provide support; brief team members and teams on the allocation of work (team briefings, team meetings, encourage questions, suggestions and clarification)

Managing conflict: identifying conflict at work, individual conflict (personality clashes, differences of opinion, bullying or harassment); group conflict (rivalry between groups, disagreement over team goals, unfair treatment between groups, unclear job roles); conflict between groups of employees and management (specific issues such as pay or health and safety, general issues such as poor motivation or management styles); signs of conflict, heated exchanges, stand-offs, cutting off from colleagues, motivation drops, behaviour changes, productivity falls, sickness and absences increase

Ways of managing conflict: quiet word approach, communication, education, networking, participation, negotiation, building alliances, creating positive attitudes; fight it, challenge it: flight from it, ignore it; freeze it, indecision, prolonging; face it, problem-solving cycle – identify the problem and set goals, analyse the problem, collect data, analyse data, search for solutions, analyse solutions, create action plan, evaluate the plan, action the plan; formal investigation, use of internal procedures; use of outside agencies

Approaches to motivation: definition and importance of motivation, intrinsic and extrinsic motivation, needs-based motivational theory such as Maslow's hierarchy of needs, Herzberg's two factor theory – motivators and hygiene factors, Alderfer's (existence, relatedness and growth) ERG theory, Edward Deci and Richard Ryan's self-determination theory, cognitive theories – Edwin Locke's goal-setting theory; Victor Vroom's expectancy theory; Douglas McGregor's Theory X and Theory Y; role of rewards, financial rewards (pay, commission, piece rates, performance-related pay, individual bonuses, team bonuses, salary increases, profit sharing, share ownership); fringe benefits (travel allowances, free meals, company cars, expense accounts, private health insurance); non-financial rewards (job enrichment, job enlargement, teamwork, empowerment); practical measures to motivate staff, recognition, providing effective feedback, mentoring, showing appreciation, respect for others, treating people equally

3 Understand the implications of delegating work to others

Purpose of delegation: definition of delegation, benefits of delegation to manager, organisation and staff, delegation and motivation, responsibility and authority, levels of decision making (Tannenbaum and Schmidt's tell, sell, consult, share, delegate model), identification of work to delegate, identification of potential delegates, matching of work to delegates, gradual delegation models such as recommend/act/delegate, principles of learning such as learning curve, learning styles, conscious/unconscious competence (Johari Window)

Psychological barriers: manager's psychological barriers to delegation (loss of control, lack of trust, reluctance to take risks, loss of stature, fear of loss of position, lack of confidence in others, lack of skills needed to delegate effectively, resistance to change); staff member's psychological barriers to delegation (fear of criticism, lack of skills, being 'dumped on', lack of rewards, dislike of responsibilities, increased workload, fear of failure, resistance to change)

Coordinating delegated work: one-to-one meetings, processes for briefing staff, model/checklist such as TRUST ME, importance of defining desired outcomes, resources, benefits, responsibilities, timescales, SMART objectives, determination of critical review points; coordination tools such as simple project management methodology – activity lists, to-do lists, Gantt charts, milestones, work schedules, regular reporting systems, exception reporting, one-to-one progress review meetings, budgetary control

4 Understand the purpose of setting work objectives with team members

Value of setting objectives: importance of setting objectives for individuals and teams, the link between individual, team and organisational objectives; agreeing objectives; SMART objectives (specific, measurable, achievable, realistic, time-based); improves motivation; increases empowerment; provides clarity; provides focus; improves decision making; encourages prioritisation of activities; provides direction; encourages responsibility; allows personal growth; encourages an achievement culture, encourages trust

Support: coaching models (GROW model – Goal, (current) Reality, Obstacles/Options, Will/Way Forward; Pinnacle Performance Model for Effective Leadership – Humphrey and Stokes), conduct of one-to-one review meetings, skills in providing feedback, review of learning, dealing with critical incidents; providing group support, group meetings, resources support, mentoring support, support through giving guidance and advice, sourcing external support if appropriate, support from colleagues, support through motivation, support through providing manuals and job-related documents, training support, educational support, support through flexible working arrangements

Monitoring progress: establish clear performance expectations; standardise performance processes and practices; use monitoring tools such as simple project management methodology – activity lists, to-do lists, Gantt charts, milestones; work schedules (monitoring quality, monitoring production volumes, checking customer orders, monitoring delivery schedules, monitoring sales figures, monitoring customer satisfaction surveys, monitoring progress on health and safety issues, monitoring progress relating to externally set targets, monitoring organisational employment statistics); regular reporting systems, exception reporting, one-to-one progress review meetings, team and group progress meetings, written progress reports, analysis of statistical information, budgetary control; importance of planning for things that could go wrong, importance of reviewing work and plans on a regular basis, importance of providing regular feedback, contingency planning

5 Know the importance of promoting quality in the workplace

Approaches to quality: customer based, manufacturing based, product based, value based, user based, transcendent: excellence, lack of defects, fitness for purpose, value for money, conforming to customer expectations, performance, features, reliability, conforming, durability, serviceability, consistency, courtesy, responsiveness, reliability, efficiency, safety; service versus product quality, Kaizen and continuous development, zero defects; workplace context: links to business plans, objectives and markets; quality as everyone's responsibility, quality chain; internal customer concept; measuring quality: financial or cost of conformance measures – operational costs of non-conformance measures – costs of exceeding requirements; customer-based measures – customer satisfaction, customer surveys, handling complaints; benchmarking, e.g. informal benchmarking, formal benchmarking, performance benchmarking, best practice benchmarking

Theoretical approaches: advantages and disadvantages of approaches – benchmarking, continuous improvement, quality inspection and control, quality assurance; Total Quality Management (TQM), Six Sigma, quality management systems, ISO 9000, European Foundation for Quality Management's Business Excellence Model, Failure Mode and Effects Analysis, Peters and Waterman's Eight Attributes of Excellence, Investors in People (IiP)

Promoting a quality culture: quality assurance team, self-managed teams and quality circles; focus groups (process improvement group, process review group, technology improvement group, knowledge transfer group); 'interlocking teams', need for senior management commitment, need for workforce commitment, need to set quality standards, no successes or failures – just learning experiences, focus on processes, importance of open and honest communication, open access to information, workforce empowerment, partnerships with suppliers, external auditing, customer service policies, internal customers, external customers, feedback from customer surveys, feedback from audits

Barriers to quality: inflexible policies, procedures and processes; organisational culture and structure, limited management perspectives, lack of commitment from senior management, changing customer expectations, lack of organisational vision and objectives, closed communication systems, closed knowledge channels, limited staff development, inadequate support mechanisms, poor supplier support

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could introduce leadership and management through an overview of the debate about the differences and similarities between the roles. A useful starting point in the debate could be a discussion around the qualities and attributes of well-known leaders in different situations, for example Winston Churchill and Richard Branson. This will give learners opportunities to discuss and compare leadership attributes in different contexts. Learners will experience being part of a team, either in a workplace or in social situations, and they should be encouraged to draw on their experiences during tutor-led discussions.

Learning outcome 2 could require tutor input, particularly in the areas of motivation and the allocation of work. A useful starting point could be a tutor-led discussion on what motivates each learner in the group in their place of work. Learners could again be encouraged to draw on their own experiences when looking at the link between motivation and leadership skills. It would be useful to introduce mini case studies to facilitate small discussion groups on conflict resolution. This approach will give the tutor opportunities to draw on learners' experiences in the workplace or in social situations.

Learners could be introduced to the theories and models of delegation in learning outcome 3 through tutor input and discussion. This could be followed by small-group work with a case study looking at ways of coordinating delegated work. In the scenario, the case study could give learners the opportunity to describe possible psychological barriers to delegation. Groups can be asked to feed back and compare their findings.

There are opportunities to link learning on delegation from learning outcome 3 and the allocation of work from learning outcome 2 to learning outcomes 4 and 5.

Tutor input may be required on methods of setting objectives, providing support and monitoring progress towards the objectives. Learner experiences either as a leader or a team member should be utilised to encourage discussion. This could be followed by a case study where learners are asked to set objectives for a team in a work situation, for example to set sales targets for a sales team. Learners could be asked to follow this up by suggesting ways in which support the sales team could be supported to help them meet their targets. Finally, learners could describe practical and appropriate ways of monitoring progress towards objectives. Tutor input will be required on the theories and models of quality. Mini case studies on companies such as Toyota and Marks and Spencer are a good vehicle for generating discussion on developing a quality culture. They are a useful starting point for introducing issues that focus on barriers to promoting quality in the workplace. Topical examples from the press on organisations that have problems developing a quality culture are also good starting points for this topic.

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 – introduction to leadership and management
Tutor input and discussion – leadership styles
Tutor input and discussion – functions of management
Tutor input and discussion – leadership and management theories
Small group activity – case studies on leadership and management
Assignment 1 – What is a Leader?
Tutor input and discussion – introduction to the concept of work allocation
Tutor input – conflict management
Small-group activity – case studies on conflict management
Tutor input – motivation theories
Assignment 2 – Motivating the Team
Tutor input and discussion – delegation
Tutor-led discussion – benefits of delegation to managers and staff
Tutor input – psychological barriers
Assignment 3 – Delegating Work
Tutor input and discussion – objective setting
Tutor input and discussion – providing support: models and practical issues
Role-play activity – feedback skills
Tutor input and mini case studies – monitoring progress
Tutor input – introduction to quality
Tutor input and discussion – quality models
Tutor input with business examples and discussion – promoting quality culture
Assignment 4 – Delegation and Quality
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to outline the functions of management, showing that managers are responsible for performing a range of functions in the workplace. It is not necessary for learners to go into great detail about each function.

For AC 1.2 and 1.3, learners need to describe the skills associated with leadership and link these to a description of the differences between leadership and management. This will require some knowledge of the debate surrounding the issue of leadership and management and the perceived differences.

For AC2.1, learners need to describe methods that managers/leaders can use to allocate work to others. Descriptions should include reasons why planning and agreeing allocations is important if objectives are to be met.

For AC2.2, learners need to compare practical and workable ways of managing conflict, demonstrating an understanding of the importance of identifying causes of conflict in a team.

For AC2.3, learners need to analyse the links between leadership skills and motivation, demonstrating some background knowledge of motivational theories such as those of Maslow and Herzberg. They need to identify appropriate leadership skills and show how these skills link to the practical application of motivating people in the workplace.

For AC3.1, learners need to describe the purpose of delegation, demonstrating an understanding of what the process of delegation involves in the workplace, taking into account the benefits to managers/leaders, staff and the organisation.

For AC3.2, learners need to describe ways of coordinating delegated work that are appropriate to the situation they are working with, either through a case study or their work experience.

For AC3.3, learners need to analyse possible psychological barriers to delegation, showing an awareness that barriers to delegation can come from several quarters including individual staff, teams and managers.

For AC4.1, learners need to describe the value of setting agreed work objectives with team members, demonstrating an understanding of SMART objectives and recognising the importance to managers/leaders and staff of agreeing the objectives.

For AC4.2, learners need to compare practical and workable ways of providing team members with support to meet work objectives that are appropriate to the situation they are working with, either through a case study or their work experience.

For AC5.1, learners need to outline ways of developing a quality culture in the workplace, demonstrating knowledge of theoretical approaches to quality. They need to include quality processes and procedures that have been implemented in a workplace, providing examples to support their outline.

For AC5.2, learners need to describe possible barriers to promoting quality in the workplace including reasons why the barriers may exist at different levels throughout the workplace.

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
1.1, 1.2, 1.3	What is a Leader?	Analyse the role of a leader through a real-life example or a case study	Presentation
2.1, 2.2, 2.3	Motivating the Team	Analyse how allocation of work causes conflict, why this will need to be resolved and why a motivation boost may also be needed	Report
3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Delegating Work	Case study part 1: delegation and setting objectives	Report
5.1, 5.2	Delegation and Quality	Case study part 2: quality issues	Report

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Textbooks

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

Adair J and Thomas N (ed) – *The Best of Adair on Leadership and Management* (Thorogood, 2008) ISBN 1854186086

Bennis W and Goldsmith J – *Learning to Lead* (Basic Books, 2010) ISBN 0465018866

Brooks I – *Organisational Behaviour: Individuals, Groups and Organisations, 4th Edition* (Financial Times/Prentice Hall, 2008) ISBN 0273715364

Crainer S (ed) – *Leaders on Leadership* (Institute of Management, 1996) ISBN 0859462676

Frohman D and Howard R – *Leadership the Hard Way: Why Leadership Can't be Taught - And How You Can Learn it Anyway* (Jossey-Bass, 2008) ISBN 0787994375

George B, McClean A and Craig N – *Finding your True North* (Jossey-Bass, 2008) ISBN 0470261366

Humphrey B and Stokes J – *The 21st Century Supervisor: Nine Essential Skills for Frontline Leaders* (Pfeiffer & Co, 1999) ISBN 0787946842

Lefton R and Buzzotta V – *Leadership Through People Skills* (McGraw-Hill, 2004) ISBN 0071420355

Nahavandi A – *The Art and Science of Leadership, 5th Edition* (Pearson Education, 2008) ISBN 0132089955

Pedlar M, Burgoyne J and Boydell T – *A Managers Guide to Leadership* (McGraw-Hill Professional, 2004) ISBN 0077104234

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

Thomas N (ed) – *The John Adair Handbook of Management and Leadership* (Thorogood, 2004) ISBN 1854182048

Journals

Academy of Management Perspectives (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)

Unit 2: Managing Self Development

Unit code:	R/602/1285
QCF level 3:	BTEC Professional
Credit value:	4
Guided learning hours:	20

Unit aim

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

Unit introduction

This unit gives learners the knowledge on how to manage self-development so that it contributes to the achievement of career and personal goals and learn how it links to the work role and professional development. Learners will consider how to identify own development needs by understanding how to carry out a skills audit and how to evaluate the current and evolving requirements of the work role in order to inform self-development.

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

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

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
<p>1 Understand own values, career and personal goals in relation to a work role and professional development</p>	<p>1.1 describe why it is important to consider own values, career and personal goals and how these relate to your job role and professional development</p> <p>1.2 describe how to evaluate the current requirements of a work role and how the requirements may evolve in the future</p> <p>1.3 describe how to identify gaps between current knowledge and skills required for achieving objectives</p> <p>1.4 explain how to set objectives which are SMART</p> <p>1.5 explain how to identify your own development needs</p>
<p>2 Understand how to plan development effectively</p>	<p>2.1 describe how to develop an effective development plan</p> <p>2.2 identify the different types of learning styles and how these contribute to own performance systems</p> <p>2.3 describe a range of development activities and how these contribute to performance</p>
<p>3 Understand how to monitor and evaluate development activities</p>	<p>3.1 identify how to monitor the quality of own work and progression against plans</p> <p>3.2 identify how to evaluate your performance against the requirements of your work role</p> <p>3.3 explain how to use feedback on your own performance</p>

Unit content

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

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

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

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

2 Understand how to plan development effectively

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

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

3 Understand how to monitor and evaluate development activities

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

Essential guidance for tutors

Delivery

It is expected that learners will be self-motivated to enquire into the topics covered by this unit, to question related theory and to compare and contrast theory with their own professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on practical experience and experience from the workplace. It is expected that learners will be self-motivated and able to identify and develop the understanding and practical skills required in the management of their self- development.

Unit delivery will be through blended learning that uses business resources as well as class-based face-to-face teaching and e-learning. Use can be made of standard tuition materials, texts, business simulations, exercises and formative assessments. In addition, other delivery techniques such as practical work, role play, tutorials, seminars, discussion groups, where personal and professional practice are shared and discussed, can be used. Learners are encouraged to engage in social learning to:

- carry out practical work
- discuss problems
- consider experiences
- work on cases studies
- prepare reports for presentation
- carry out research into managing self-development.

Learners in work will be expected to use their working context and roles to learn about the practical techniques associated with managing self-development.

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
Presentation on values, career and personal goals in relation to a work role and professional development
Research, discussion and case studies/exercises on values, career and personal goals in relation to a work role and professional development
Research, discussion and exercises on skills gap analysis
Assignment 1 – Personal and Professional Development
Work on assignment. Tutor support and feedback
Presentation on planning personal and professional development
Research, discussion and inventories on learning styles
Assignment 2 – Planning Professional Development
Work on assignment. Tutor support and feedback
Presentation on monitoring and evaluating self-development plans
Research, discussion and case studies/exercises on monitoring and evaluating self-development plans
Assignment 3 – Evaluating Development
Work on assignment. Tutor support and feedback
Review of unit and programme of assignments

Assessment

Learners are assessed against the learning outcomes and assessment criteria of the unit. Learners have an opportunity to display knowledge and understanding, together with skills and competency development through their application to managing self development.

A range of assessment instruments (assignments), can be used such as (but not confined to) practical work, presentations, projects, examinations, displays, articles, diaries, reflective accounts, reports, proposals, plans, professional discussions, observations, debriefings on investigative activities, case studies, exercises and simulations. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

It is possible to assess work orally through learners explaining and describing 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 details of the evidence presented that is aligned to the assessment criteria. Evidence must support achievement of the assessment criteria. When there is sufficient evidence from an oral assessment or 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
1.1, 1.2, 1.3, 1.4, 1.5	Personal and Professional Development	You have been asked by your line manager to produce plans for your professional development to bring to an appraisal and review of your performance at work. You should identify: <ul style="list-style-type: none"> • your goals • the requirements of your work • a skills gap analysis on which to base a self-development plan 	A document setting out your values, career and personal goals in relation to your work role and professional development The assignments in the unit can be combined and carried out in stages
2.1, 2.2, 2.3	Planning Professional Development	You have been asked by your line manager to produce plans for your professional development and to discuss how these can be put in to action	Notes for the discussion Discussion on planning professional development Learning styles inventory This could be stage two of a three-part assignment

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3	Evaluating Development	You have been asked by your line manager to produce plans for your professional development and to discuss how to monitor and evaluate development activities	Notes for the discussion Discussion on how to monitor and evaluate development activities This could be stage three of a three-part assignment

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Textbooks

Blackwell J O – *Engage: The Trainer's Guide to Learning Styles* (John Wiley & Sons, 2012) ISBN: 978-1118029435

Cottrell S – *Skills for Success: Personal Development and Employability*, (Palgrave Macmillan, 2010) ISBN: 978-0230250185

Forde C, McMahon, McPhee A D and Patrick F – *Professional Development, Reflection and Enquiry* (Sage Publications Ltd, 2006) ISBN: 978-1412919371

Journals

The Economist (The Economist Group) has articles on management and management development from time to time and an extensive archive of up-to-date materials and examples.

Websites

www.cimaglobal.com/Members/

CIMA-Professional-Development

Chartered Institute of Management Accountants – most professional bodies have advice and guidance on professional development.

www.cipd.co.uk/cpd

Chartered Institute of Personnel and Development

www.managementhelp.org

A free management library with articles on personal and professional development

www.vark-learn.com/english/page

A learning styles questionnaire. This is one asp?p=questionnaire of many that are available at no cost

Unit 3: Understand How to Manage Work Activities to Improve Business Performance

Unit code:	M/504/5373
QCF level 4:	BTEC Professional
Credit value:	11
Guided learning hours:	43

Unit aim

The aim of this unit is to give learners the knowledge and understanding of the skills needed to manage work activities and to improve business effectiveness and efficiency.

Unit introduction

Managing activities involves planning and monitoring work activities to deliver agreed outputs to ensure organisational quality requirements are met. This unit aims to develop knowledge and understanding of the importance of managing work activities by using resources effectively. Learners will examine ways of designing and implementing operational systems to improve effectiveness and efficiency, and to achieve the desired results.

Learners will consider the importance and interrelationship of business processes and the implementation of operational work plans, focusing on the role and responsibilities involved. Learners will also have the opportunity to investigate the principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently, and the importance of customer requirements and quality issues.

Involving and motivating team members and colleagues is important in helping to improve efficiency, and in this unit learners will examine the importance of providing effective leadership and direction.

Effective management of work activities also involves maintaining a healthy, safe and productive work environment and continuously looking for ways to improve the processes involved. Learners will examine the organisational and legal requirements for maintaining this type of environment through developing an understanding the principles of risk assessment.

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
<p>1 Understand the importance of business processes in delivering outcomes based upon business goals and objectives</p>	<p>1.1 evaluate the inter-relationship between the different processes and functions of the organisation</p> <p>1.2 analyse the effect of the mission, aims and objectives of an organisation on its structure and culture</p> <p>1.3 explain the methodology used to map processes to the organisation's goals and objectives</p>
<p>2 Understand how work plans are developed for own area of responsibility</p>	<p>2.1 explain the importance of identifying and prioritising outcomes for work plans</p> <p>2.2 explain the purpose of agreeing objectives which are specific, measurable, achievable, realistic and time-based to align people and other resources in an effective and efficient way</p> <p>2.3 assess the usefulness of techniques used to manage activities</p> <p>2.4 explain factors to be taken into account when allocating and agreeing work with team members</p> <p>2.5 explain how to produce a work plan for own area of responsibility which promotes goals and objectives</p>

Learning outcomes	Assessment criteria
<p>3 Understand how to monitor appropriate work plans and systems to improve organisational performance</p>	<p>3.1 assess the importance of implementing quality audit systems/practice to manage and monitor quality to standards specified by the organisation and process operated</p> <p>3.2 explain the importance of embedding a quality culture to improve organisational performance</p> <p>3.3 explain the importance of providing leadership and direction for own area of responsibility</p> <p>3.4 evaluate methods used to monitor progress and provide feedback to team members</p>
<p>4 Understand health and safety requirements when managing business activities</p>	<p>4.1 explain the impact of health and safety legislation on work activities</p> <p>4.2 explain the purpose and benefits of carrying out a risk assessment when managing work activities</p> <p>4.3 assess the importance of reviewing organisational health and safety policies and procedures</p>

Unit content

1 Understand the importance of business processes in delivering outcomes based upon organisational goals and objectives

Functions: different functions, e.g. operations, marketing, finance, human resources, interrelationship of functions; mission, aims and objectives, e.g. purpose of organisation, mission and mission statement, vision

Organisational structure: purpose and meaning of organisational structure; span of control; types of structure, e.g. matrix, tall and flat, project teams

Culture: importance of culture; types of culture, e.g. Handy's power, role, task and person culture; interrelationship with processes

Processes: processes, e.g. manufacturing, purchasing, sales; background of business process modelling; principles and models of effective process management; types of business process measure, output; quality gateways; how to evaluate suitability

2 Understand how work plans are developed for own area of responsibility

Work plans: purpose of a work plan; product and service specifications and standards; meeting quality, quantity, time and cost objectives; systems, e.g. Just-in-Time; value-added chains; statistical process control; coordinating activities; working within organisational and legal constraints and limitations; preparing work plans, e.g. identifying and prioritising outcomes, identifying roles, responsibilities, activities and resources

Areas of responsibility: internal and external customers; customer orientation, e.g. segmentation, bottom-up approaches; market research; product development; operational management techniques, e.g. principles and methods of short- to medium-term planning, business process modelling, lean management techniques; project management, e.g. Gantt chart, PERT (Program Evaluation and Review Technique), critical path analysis; work flow, prioritising workloads; developing SMART objectives; time management; analysing and managing risk; how to align resources with objectives; legal, regulatory and ethical requirements

Allocating and agreeing work: identifying team member responsibilities for identified work activities; agreeing SMART objectives

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

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

Organisational performance: principles of models which underpin organisational performance; type of performance measures and how to determine and set them; cost/benefit analysis; risk analysis; the importance of prevention rather than correction; planning, proposing, implementing and evaluating change; identifying wider implications of change within the organisation; Business Process Improvement (BPI), Six Sigma

Quality culture: importance of developing a continual improvement culture and how to involve others; value of a customer-focused culture

Leadership and direction: identifying strengths and abilities to lead in a leadership role; benefits of delegation; identifying work that cannot be delegated; matching work to team; barriers to delegation

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

4 Understand health and safety requirements when managing business activities

Health and safety: legislation and regulations relating to health and safety at work, e.g. 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 (COSHH), Regulations 2002 main provisions of each piece of legislation; organisational policies and procedures regarding health and safety; importance of reviewing policies and procedures, implications of non-review; risk assessment and monitoring; practical application of regulations; public attitudes and concerns relating to health and safety

Essential guidance for tutors

Delivery

This unit will enable learners to develop an understanding of the issues relating to the management of work activities in their own area of responsibility with a particular emphasis on leadership and direction. Learners should be directed to undertake research and investigation within their own workplace but this could be supplemented by visits to organisations where a range of operational processes may be considered. This would be useful for learners with little experience of managing activities. There is also scope to use 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 an 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. The topic on business processes should include theoretical input and opportunities for learners to practise drawing process maps.

There is some theory in learning outcome 2 and learners would 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. It would be useful for learners to explore customer orientation through a case study of an organisation which is currently recognised as a leader in this field. For the topic on lean management techniques, visits to organisations or videos/DVDs of processes using these techniques could be beneficial. 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 they can see why the techniques are needed.

The topic of quality in learning outcome 3, although very important, can be 'dry' to deliver 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. Providing leadership and direction involves delegation and learners could practise their management skills through making delegation decisions and role playing delegating work. If role play is used as a technique it is important to negotiate ground rules covering the general approach and conduct, especially in respect of learners giving feedback to one another.

Learning outcome 4 focuses on understanding the application of health and safety legislation to work activities and learners would benefit from practical exercises and from applying the law to different situations. Learners should have the opportunity to practise developing risk assessments for business activities.

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 on mission and vision followed by group discussions using case studies of contrasting organisations
Tutor-led discussion on organisational structures with a consolidation exercise based on learners' own organisations
Tutor input on models for developing culture in organisations with learners completing a 'culture' questionnaire to evaluate the culture of an organisation they are familiar with
Tutor input on business process mapping using case study examples followed by learner exercises to map a simple process
Tutor input – the development of customer orientation followed by an activity for learners to evaluate the extent to which organisations they are familiar with are customer oriented
Guest speaker or visit to an organisation to research lean management techniques followed by case study exercises to analyse processes and make recommendations for improving customer service through improved processes
Tutor input on project management techniques followed by activities to apply these to a simple project
Assignment 1 – Planning for Improvement
Tutor input on quality standards and concepts followed by learner activities to formulate action plans based on case studies
Guest speaker on the benefits of embedding a quality culture and group discussions on the importance of delegation
Assignment 2 – Monitoring Activities to Improve Performance
Tutor input on health and safety legislation followed by group research activities on the implications for different work environments
Tutor input on risk assessment followed by learner activities conducting a health and safety risk assessment
Assignment 3 – Importance of Health and Safety
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 the learner's organisation or case studies. An organisation whose systems for managing work activities are not fully developed would give learners opportunities to analyse, evaluate and make recommendations for improvements.

For AC1.1, learners need to evaluate the interrelationship between the different processes and functions of the organisation. Examples can be used from a selected organisation to illustrate the different processes and functions.

For AC1.2, learners must examine how the mission of their selected organisation has influenced its structure and culture. 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 AC1.3, learners need to explain the methodology used to map processes to the organisation's goals and objectives. They should select at least one process and draw a diagram showing the business process model.

For AC2.1, learners need to explain the importance of identifying and prioritising outcomes for work plans. They should describe the purpose of a work plan, as well as explain the role of objectives in justifying actions to be taken.

For AC2.2, learners need to develop at least four SMART objectives that satisfy organisational needs and follow good practice guidelines for motivating staff.

For AC2.3, learners need to explain at least two operational and two project management techniques, relating them to a specific context, explaining how they could improve business activities and assessing their usefulness in the situation.

For AC2.4, learners need to explain at least two factors to be taken into account when allocating and agreeing work with team members, for example identifying roles and responsibilities.

For AC2.5, learners need to include at least two aspects of developing work plans in their own area of responsibility, and link these to organisational goals and objectives.

For AC3.1, learners need to assess the importance of implementing quality audit systems/practice to manage and monitor quality to standards specified by the organisation and process operated.

For AC3.2, learners need to explain the importance of embedding a quality culture, for example, to ensure continuous monitoring and development of the process.

For AC3.3, learners need to explain the importance of providing leadership and direction in their own area of responsibility. Evidence should include at least four factors to be taken into account when making decisions about delegating work to team members.

For AC3.4, learners need to evaluate methods used to monitor progress and provide feedback to team members. They should identify at least two methods used to monitor work activities of the group from AC3.3. If no methods are used, learners can propose the methods before evaluating them.

For AC4.1, learners need to explain the impact of health and safety legislation on work activities. They should select at least two activities.

For AC4.2, learners need to explain the purpose and benefits of carrying out a risk assessment when managing work activities. Evidence should include an assessment they have carried out in a situation where they assess the severity and likelihood of risks.

For AC4.3, learners need to assess the importance of reviewing organisational health and safety policies and procedures. This should include an explanation of the implications of non-review.

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
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	Planning for Improvement	Prepare information on the link between business processes and organisational objectives, explaining techniques used to develop work plans	Report or presentation
3.1, 3.2, 3.3, 3.4	Monitoring Activities to Improve Performance	Investigate the factors involved when monitoring work plans to improve organisational performance	Report or presentation
4.1, 4.2, 4.3	Importance of Health and Safety	Investigate the impact of health and safety requirements on work activities	Brochure or presentation

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Textbooks

Damelio R – *The Basics of Process Mapping 2nd Edition* (Productivity Press, 2011) ISBN 978-1563273766

Hughes P, Ferrett E – *Introduction to Health and Safety at Work 5th Edition* (Butterworth-Heinemann, 2011) ISBN 978-0080970707

Slack N et al – *Operations Management 6th Edition* (FT Prentice Hall, 2009) ISBN 978-0273731603

Slack N et al – *Operations and Process Management with EText: Principles and Practice for Strategic Impact 3rd Edition* (Pearson, 2012) ISBN 978-0273768807

Journals

Journal of Operations Management (Elsevier)

Production, Planning & Control Journal (Taylor and Francis)

The TQM Magazine (Emerald Insight)

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills
www.businesscasestudies.co.uk	Times 100 business case studies, including organisational structure
www.healthandsafetyatwork.com	Links to articles and information on all aspects of health and safety in the workplace
www.hse.gov.uk	Health and Safety Executive – information on risk assessments
www.praxiom.com	Praxiom Research Group – information on ISO 9001:2000 quality standards
www.quality.co.uk	Network providing advice on quality management

Unit 4: Improving the Management of Communications, Knowledge and Information

Unit code: T/504/5374
QCF level 4: BTEC Professional
Credit value: 11
Guided learning hours: 44

Unit aim

The aim of this unit is to give learners knowledge and understanding of the importance of managing communications to improve the flow of knowledge and information in the workplace for the success of the organisation.

Unit introduction

Information and work-based knowledge is the most valuable resource that an organisation possesses. The effective gathering, protection, analysis, processing and dissemination of information are vital to the success of any organisation. As globalisation and the 24-hour economy develops and increases, organisations must ensure that their information systems are reliable, efficient and able to cope with rapid change. This unit is designed to develop understanding of the interaction between communications, knowledge and information.

This unit will help learners to understand that communications do not automatically take place effectively in organisations and that both information and work-based knowledge is often insufficient when decisions are made. Managers can improve the planning of their communications processes as well as their communication skills. This unit will help learners to understand why managers need to adopt a more inclusive approach to stakeholders affected by their decisions and why they need to network on a more structured basis. Learners will also examine how managers can make the information and knowledge they gain accessible to other parts of the organisation.

Organisations whose information systems previously dealt purely with data processing have now introduced systems to support strategic management and decisions. 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. In this unit learners will develop an understanding of the importance of analysing the information needs of an organisation at different levels and within different functional areas such as financial analysis, econometrics, auditing, production and operations, including services improvement and market research.

On completion of this unit, learners will understand the importance of effective information systems and how these systems contribute to the decision-making process.

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
<p>1 Understand how to assess information and knowledge needs</p>	<p>1.1 describe the characteristics and sources of data that a selected organisation needs</p> <p>1.2 describe sources of information and knowledge needed to ensure effective decision taking</p> <p>1.3 evaluate the importance of information and knowledge in the management decision making process</p>
<p>2 Understand how to create strategies to increase personal networking to widen involvement in the decision-making process</p>	<p>2.1 assess the benefits of personal networking</p> <p>2.2 evaluate the suitability of methods used to develop business relationships</p> <p>2.3 evaluate strategies for improving personal networking</p>
<p>3 Understand how to develop communication processes to improve the gathering and dissemination of information and organisational knowledge</p>	<p>3.1 evaluate the effectiveness of the current communication processes in an organisation</p> <p>3.2 recommend improvements to ensure greater integration of systems of communication in that organisation</p> <p>3.3 explain the importance of producing a personal plan to improve own communication skills</p>

Learning outcomes	Assessment criteria
<p>4 Understand ways to improve systems relating to information and knowledge</p>	<p>4.1 assess existing approaches to the collection, formatting, storage and dissemination of information and knowledge in an organisation</p> <p>4.2 recommend improvements to the collection, formatting, storage and dissemination of information and knowledge in that organisation</p> <p>4.3 assess the benefits of developing a strategy to improve access to systems of information and knowledge, taking into account any legal, ethical and operational issues</p>

Unit content

1 Understand how to assess information and knowledge needs

Information needs: requirements analysis, e.g. strategic, tactical, operational; data requirements, e.g. inputs, outputs, processing activities; information distribution

Sources: internal, e.g. financial, personnel, marketing, purchasing, sales, manufacturing; external, e.g. government, trade groupings, commercially provided, databases, research; data collection; primary sources, e.g. survey methodology, questionnaire design, sample frame, sampling methods, sample error; secondary sources, e.g. internet research, government and other published data; by-product data; official and unofficial sources

Characteristics of information and knowledge: types, e.g. qualitative and quantitative, tacit and explicit, official and unofficial, policy and opinion; formal and informal; quality of data and information, e.g. valid, complete, accurate, timely, fit-for-purpose, accessible, cost-effective, intelligible

Decision making and taking: decision-making tools and techniques; problem-solving process; types of problem, e.g. rational/logical/bounded, rational/messy/fuzzy/unbounded; communicating decision to stakeholders

2 Understand how to create strategies to increase personal networking to widen involvement in the decision-making process

Networking: identifying opportunities to build business relationships through networking; benefits of networking; skills to build business relationships, e.g. communication skills, body language, creating good first impressions, building rapport, empathy, courtesy, respect, acting with integrity; importance of confidentiality

Potential contacts: stakeholders, e.g. owners, managers, employees, team workers; customers, suppliers, debtors, creditors, government; formal, e.g. through general membership organisations, trade or industry associations, business/enterprise clubs; informal, e.g. through instant messaging, social networking

Strategies: formal and informal, direct or via media, relating and interacting trust and confidentiality, forming business relationships

3 Understand how to develop communication processes to improve the gathering and dissemination of information and organisational knowledge

Communication process: communication system, e.g. encoder, decoder, channel, message, noise, direction; purpose of communication, e.g. to inform, confirm, promote, make a request, instruct; perceptions; components of communication; verbal communication; barriers to communication, e.g. noise, language, environment; communicating in teams; communicating in a diverse environment; ethics and communication; communicating through email

Types of communication: meetings and conferences; workshops and training events; internet and email, written, e.g. letter, fax, invoice, flow chart; telephone; video conferencing one-to-one meetings

Developing communication skills: identifying own skills, e.g. verbal, non-verbal, written; areas for improvement; development of communication skills, resources required, timescales, criteria for success; self-perception and perceptions of others, e.g. Johari Window; feedback from others

Approaches: structured and coordinated, planned, formal and informal; investigate a decision-making system; stakeholders; gathering information; analysing performance, e.g. strengths, weaknesses; performance indicators; system evaluation; need for change; recommendations for change

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

Strategy: advantages, disadvantages; meeting objectives; informal, e.g. face to face; formal in writing; sustainability

4 Understand ways to improve systems relating to information and knowledge

Storage: manual records; electronic records, e.g. management information systems (MIS); format, e.g. hard and soft copies; websites and mailings, access and dissemination

Style: presenting data, e.g. written, tabular, graphical, images, paper based, electronic; analysing data, e.g. trends, patterns and averages, consistency and reliability, validity and currency; communication channels; meeting audience needs

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

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

Operational issues: security of information and access, e.g. password levels, protection; backups; health and safety; organisational policies and procedures; business continuance plans; costs, e.g. additional resources required, cost of development; impact of increasing sophistication of systems, e.g. more trained personnel, more complex software

Essential guidance for tutors

Delivery

This unit focuses on the use of information and knowledge as a decision-making tool. Learners should be encouraged to develop ways of collecting, analysing, recording and storing information, and make use of communication techniques and channels to disseminate information.

Learners should 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 highlight how such difficulties can be avoided. Using their own experiences of work, learners can then investigate the sources of information that are available in organisations. Case studies and simulated activities involving learner groups collecting data from a variety of primary and secondary sources, using different methods, will enable learners to make management decisions and review and improve the functioning of a management decision-making system.

For learning outcome 2, learners need to understand that communications do not automatically take place effectively in organisations and that information and work-based knowledge is often insufficient when decisions are made. Case studies can be used to show how managers can improve the planning of their communications processes, as well as their communication skills, by identifying stakeholders and making contact with them to develop business relationships through networking. Group work and discussions can enable learners to research into the different networks which exist to help businesses – these can include guest speakers, for example from Business Link, or visits to the local Chamber of Commerce, local trade associations, professional bodies and personal networks. Learners could then work in smaller groups and examine the personal qualities that are important when networking with others. Learners could produce a table of their results which identifies the key features of the personal qualities essential to building business relationships. In the workplace, learners may need support in developing the interactions which are relevant for the business.

For learning outcome 3, learners should examine the communication processes used in different organisations. Visits to appropriate organisations will help learners examine a range of communication systems, as well as explore those used in their own workplace. Small-group activities will help learners analyse the purpose of different communications systems used and show why different channels and techniques are used in different situations, and the effectiveness of these. Role-play activities could be used to cover this. Guest speakers can explain why communication is ineffective, giving examples of the problems this causes and the communication barriers that exist. Learners can audit their own communication skills using examples from the workplace.

For learning outcome 4, the recording and storage of information should be explored through a number of formats. Tutor-led discussions could examine the legal and regulatory issues that control the use of information in businesses and the need to ensure the security and confidentiality of information held in computer-based systems used in the decision-making process. A guest speaker can lead a discussion on ethical issues followed by small groups researching

ethical issues related to the use of email and the internet. Case studies and newspaper reports can be used to extend learner understanding of issues and constraints in relation to the use of information in business organisations. The internet can be a useful tool, as many larger organisations provide web pages, specifically for learners, on how they control information and their corporate communications strategies.

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 on management decision making followed by learner activities collecting information for decision making
Guest speaker on networking sources followed by learner research on available and suitable networks
Tutor input on the role of communications and communication processes followed by a visit to an organisation to investigate its systems and processes
Assignment 1 – Communications in Business
Individual research on processes in own workplace
Role-play activities on communication techniques
Learner activities to audit own communication skills
Tutor input on the recording and storage of information followed by a group discussion and learner activities to research legal issues
A guest speaker to discuss ethical issues followed by learner activities on the security of information and searching the internet to identify information systems
Assignment 2 – The Way Forward
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to describe the characteristics and sources of data needed by a selected organisation. They should include 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 AC1.1, 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 AC2.1, learners must assess the benefits of personal networking in order to widen involvement in the decision-making process.

For AC2.2 and 2.3, learners should research at least two networks which are relevant to their own work and business and provide evidence explaining the importance of creating a good impression and building rapport with business contacts. Evidence for AC2.1–2.3 could be in the form of additional information for the guidance booklet for learning outcome 1.

For AC3.1, learners need to evaluate the effectiveness of communication processes used in a selected organisation. The organisation can be their own workplace but must allow a range of communication systems to be considered. Learners need to show why different processes are used in different situations and the effectiveness of this.

For AC3.2, learners need to recommend improvements to ensure greater integration of systems of communication in the selected organisation. They should consider any communication barriers and the problems this causes.

For AC3.3, learners need to explain the importance of producing a personal plan to improve own communication skills. Evidence can include an audit of their own communication skills, identifying areas for improvement, timescales and resources needed.

For AC4.1 and AC4.2, learners need to assess existing approaches to the collection, formatting, storage and dissemination of information and knowledge in an organisation, making recommendations for improvements. Examples which support conclusions to improve the flow of communications, knowledge and information, can be chosen from any sphere of activity such as marketing, production, human resources or finance.

For AC4.3, learners need to assess the benefits of developing a strategy to improve access to systems of information and knowledge, taking into account any legal, ethical and operational issues.

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
1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Communications in Business	Investigation into the types of information used to inform decision making	Presentation or report
3.1, 3.2, 3.3, 4.1, 4.2, 4.3	The Way Forward	Investigation of the communication and information processes and systems in an organisation and how these could be improved, taking account of legal and ethical issues	Presentation or report

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Textbooks

Beynon-Davis P – *Business Information Systems* (Palgrave Macmillan, 2009) ISBN 978-0230203686

Boddy D, Boonstra A and Kennedy G – *Managing Information Systems: Strategy and Organisation* (FT Prentice Hall, 2008) ISBN 978-0273716815

Cornellison J – *Corporate Communication: A Guide to Theory and Practice* (Sage Publications, 2008) ISBN 978-1847872463

Davenport T, Prusak L – *Working Knowledge: How Organizations Manage What They Know* (Harvard Business School Press, 2000) ISBN 978-1578513017

Laudon J, Laudon K – *Essentials of Management Information Systems 8th Edition* (Pearson, 2007) ISBN 978-0135013533

Journals

Management Today (Haymarket Business Media)

Professional Manager (Chartered Management Institute)

Websites

www.thetimes100.co.uk

www.managementhelp.org

The Times 100 case studies

Free management library; with links to articles on communication

Unit 5: Understanding Stakeholder Expectations

Unit code: H/503/8243
QCF level 4: BTEC Professional
Credit value: 6
Guided learning hours: 26

Unit aim

The aim of the unit is to give learners an understanding of business stakeholder expectations and the methods used to develop and improve business offerings to stakeholders.

Unit introduction

This unit will help learners understand that stakeholders are individuals or organisations that shape the operation of a business and/or are affected by the actions of the business. For example, if a retail chain decides to open a new store in a town centre location then the business itself, local government, construction companies, financiers, transport operators, customers and environmental groups are some of the stakeholders who have an interest in the development.

Primary stakeholders are those who are directly involved with the economic transactions of the business such as suppliers, employees and customers. Secondary stakeholders are not directly involved with the economic transactions of the business but have an indirect link to the business and its decisions. These stakeholders would include the general public, community groups and the news media.

Learners will understand that the interests of stakeholders may overlap. The retail store's shareholders want to see growth and trade unions support the creation of new employment opportunities. However, the interests of stakeholders may also conflict. A new store may cause traffic congestion and retailers in other locations will see trade drawn away by any new retail development. Businesses will want to manage and reconcile the interests and expectations of different stakeholders. For example, a developer may be given permission to build new homes on condition of also building a new school and a leisure complex. Improving offerings to stakeholders and satisfying their varying interests as far as possible will ultimately support the achievement of business objectives.

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 stakeholders	1.1 discuss the differences and similarities between organisational customers and organisational stakeholders 1.2 describe the features that differentiate primary and secondary organisational stakeholders
2 Understand primary and secondary stakeholder expectations	2.1 compare the differences and similarities between expectations of primary and secondary organisational stakeholders 2.2 evaluate methods of measuring achievement of primary and secondary organisational stakeholder expectations
3 Understand methods to develop and improve offerings to organisational stakeholders	3.1 analyse current offerings to organisational stakeholders 3.2 propose an improved offering to organisational stakeholders 3.3 evaluate the impact of improved offerings to organisational stakeholders

Unit content

1 Understand organisational stakeholders

Stakeholders: owners, e.g. proprietors, partners, shareholders; government (international, national, regional, local); employees; customers (internal, external); suppliers; community organisations; pressure groups, e.g. Confederation of British Industry (CBI), Friends of the Earth, Consumers' Association; trades unions; investors, e.g. banks, venture capital providers, debenture holders; importance of stakeholders; primary stakeholders (persons/organisations directly involved with the economic transactions of businesses); secondary stakeholders (persons/organisations indirectly involved with the transactions of the business but can either shape or be affected by the business and its decisions); key stakeholders; (persons/organisations with significant influence on a business); roles; responsibilities; interests; concerns

2 Understand primary and secondary stakeholder expectations

Stakeholder expectations: shared purpose; environment of trust; mutual respect; primary stakeholders; owners; owner interests, e.g. profits, growth, liquidity, stability, return on investment; government; government interests, e.g. taxation, legal and regulatory compliance (Companies Acts, employment practices, health and safety), creating employment; employees; employee interests, e.g. remuneration, job security, career prospects, respectful treatment; customers; customer interests, e.g. value, quality, range of products/services, customer care, ethical behaviour; suppliers; supplier interests, e.g. credit scores, continuing/new contracts, equitable business opportunities, liquidity; secondary stakeholders; community organisations; pressure groups; interests, e.g. jobs, local involvement, environmental protection, ethical behaviour, charitable donations, truthful communication; trades unions; trades union interests, e.g. employee protection, jobs, conditions of employment, remuneration; investors; investor interests, e.g. financial stability, liquidity

3 Understand methods to develop and improve offerings to organisational stakeholders

Stakeholder engagement: move from a transaction basis for business towards relationship basis for business; interdependence of stakeholders; recognition of needs of stakeholders; recognition of interests and motivations of stakeholders; developing capacity for stakeholder engagement (capabilities, conditions, processes), e.g. construction organisations signing up to the Considerate Constructors Scheme, train operating companies' Passenger Charters, J Sainsbury's Corporate Social Responsibility Reports

Stakeholder engagement offerings: internally, e.g. teambuilding, consensus building, fair and transparent employment practices; externally; cooperation among allies, e.g. trade associations such as the British Beer and Pub Association; winning stakeholder friendship, e.g. customer loyalty scheme and loyalty rewards; inclusivity, e.g. involving suppliers and customers in product packaging (Courtauld Commitment); respect for alternative viewpoints such as allowing employees to wear religious symbols; collaborative working, e.g. partnerships with education; funding research, e.g. renewable energy, genetically

modified foods; sponsorship, e.g. sporting events, entertainment events; promoting responsible and ethical behaviour, e.g. promoting sustainable practices amongst all stakeholders; benefits, e.g. increased profits, increased productivity; sustainability; reputational enhancement

Essential guidance for tutors

Delivery

It is expected that learners will be self-motivated to enquire into the topics covered by this unit, to question relevant theory and to compare and contrast theory with their own professional knowledge and experience. For some learners this will mean building on existing knowledge and earlier studies, whilst for others it will mean drawing on experience from the workplace. It is expected that learners will be self-motivated and able to identify and develop an understanding of stakeholder expectations.

Unit delivery will be through blended learning that uses business resources as well as class-based face-to-face teaching and e-learning. Use can be made of standard tuition materials, texts, business simulations, exercises and formative assessments. In addition, other delivery techniques can be used such as practical work, role play, tutorials, seminars, and discussion groups where personal and professional practice can be shared and discussed. Learners are encouraged to engage in social learning to:

- carry out practical work
- discuss problems
- consider experiences
- work on cases studies
- prepare reports for presentation
- carry out research into stakeholder expectations.

Learners in work will be expected to use their working context and roles to learn about and understand stakeholder expectations.

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
Presentation on organisational stakeholders
Research, discussion and case studies/exercises on organisational stakeholders and their interests
Research, discussion and case studies/exercises on key, primary and secondary stakeholders
Assignment 1 – Stakeholders
Work on assignment. Tutor support and feedback
Presentation on key, primary and secondary stakeholder expectations
Research, discussion and case studies/exercises on primary and secondary stakeholder expectations
Research, discussion and case studies/exercises on reconciling stakeholder expectations
Assignment 2 – Stakeholder Expectations
Work on assignment. Tutor support and feedback
Presentation on methods to develop and improve offerings to organisational stakeholders
Research, discussion and case studies/exercises on stakeholder engagement
Research, discussion and case studies/exercises on improving stakeholder engagement
Assignment 3 – Enhancing Stakeholder Engagement
Work on assignment. Tutor support and feedback
Review of unit and programme of assignments

Assessment

Learners are assessed against the learning outcomes and assessment criteria of the unit. They have an opportunity to display knowledge and understanding, together with skills and competency development through their application to examining stakeholder expectations.

A range of assessment instruments (assignments) can be used such as (but not confined to) practical work, presentations, projects, examinations, displays, articles, diaries, reflective accounts, reports, proposals, plans, professional discussions, observations, debriefings on investigative activities, case studies, exercises and simulations. All assessment methods are acceptable provided the

assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

It is possible to assess work orally through the learner explaining and describing 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 details of the evidence presented that is aligned to the assessment criteria. The evidence must support achievement of the assessment criteria. When there is sufficient evidence from oral assessments 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
1.1, 1.2	Stakeholders	<p>You have been asked to contribute to the <i>Business Journal</i> a series of three articles that provide a stakeholder analysis of businesses</p> <p>You should select suitable businesses to investigate and report on:</p> <ul style="list-style-type: none"> • the differences and similarities between organisational customers and stakeholders • the differences and similarities between primary and secondary organisational stakeholders 	An article describing the different business stakeholders

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2	Stakeholder Expectations	You have been asked to contribute to the <i>Business Journal</i> a series of three articles that provide a stakeholder analysis of businesses. You should select suitable businesses to investigate and report on primary and secondary stakeholder expectations	An article describing primary and secondary stakeholder expectations
3.1, 3.2, 3.3	Enhancing Stakeholder Engagement	You have been asked to contribute to the <i>Business Journal</i> a series of three articles that provide a stakeholder analysis of businesses. You should discuss the methods used to develop and improve offerings to organisational stakeholders	An article describing methods used to develop and improve offerings to organisational stakeholders

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Textbooks

Friedman A L and Miles S – *Stakeholders: Theory and Practice*, (OUP, 2006)
ISBN 978-0199269877

Richards C, Dransfield R, Goymer J and Bevan J - *BTEC Level 3 National Business Student Book 1 (Level 3 BTEC National Business)* (Edexcel; 2010)
ISBN 978-1846906343 (This is one of a number of business textbooks that has a brief account of business stakeholders.)

Journals

The Economist (The Economist Group) has articles on businesses and their stakeholders from time to time and an extensive archive of up-to-date materials and examples.

Websites

www.businesscasestudies.co.uk/	The Times 100 has case study material on stakeholders
www.j-sainsbury.co.uk	J Sainsbury plc – number of items relevant to stakeholders and their expectations. Other business corporate websites offer similar information
www.bized.co.uk/search/node/	Business education site with stakeholders material on business stakeholders
www.bbc.co.uk/bitesize/higher/	BBC business education site with business_management/business_enterprise/material on business stakeholders business_contemporary_society/revision/9/

Further information

For further information please call Customer Services on 0844 463 2535 (calls may be recorded for quality and 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

Please contact:

The Council for Administration
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 020 7091 9620
Email: info@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 number is 0844 463 2535.

Calls may be recorded for quality and 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.

Annexe A

The Edexcel/BTEC qualification framework for the management and leadership sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
8				
7			BTEC Level 7 Award in Strategic Management and Leadership (QCF) BTEC Level 7 Certificate in Strategic Management and Leadership (QCF) BTEC Level 7 Diploma in Strategic Management and Leadership (QCF) BTEC Level 7 Extended Diploma in Strategic Management and Leadership (QCF)	Edexcel Level 7 NVQ Diploma in Management (QCF)
6				

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
5		BTEC Level 5 HND Diploma in Business (QCF) BTEC Level 5 HND Diploma in Business (Management) (QCF)	BTEC Level 5 Award in Management and Leadership (QCF) BTEC Level 5 Certificate in Management and Leadership (QCF) BTEC Level 5 Diploma in Management and Leadership (QCF)	Edexcel Level 5 NVQ Diploma in Management (QCF)
4		BTEC Level 4 HNC Diploma in Business (QCF)		Edexcel Level 4 NVQ Certificate in Business and Administration (QCF) Level 4 NVQ Diploma in Business and Administration (QCF)
3	GCE in Business Studies GCE in Economics and Business Studies GCE in Applied Business	BTEC Level 3 Certificate in Business (QCF) BTEC Level 3 Subsidiary Diploma in Business (QCF) BTEC Level 3 Diploma in Business (QCF) BTEC Level 3 Extended Diploma in Business (QCF)	BTEC Level 3 Award in Principles of Business and Administration (QCF) BTEC Level 3 Certificate in Principles of Business and Administration (QCF) BTEC Level 3 Award in Management (QCF) BTEC Level 3 Certificate in Management (QCF)	Edexcel Level 3 NVQ Certificate in Business and Administration (QCF) Edexcel Level 3 NVQ Diploma in Business and Administration (QCF) Edexcel Level 3 NVQ Certificate in Management (QCF)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
2	GCSE in Applied Business GCSE in Business Studies GCSE in Business Communications GCSE in Business Studies and Economics	BTEC Level 2 Certificate in Business (QCF) BTEC Level 2 Extended Certificate in Business (QCF) BTEC Level 2 Diploma in Business (QCF)	BTEC Level 2 Award in Principles of Business and Administration (QCF) BTEC Level 2 Certificate in Principles of Business and Administration (QCF) BTEC Level 2 Award in Team Leading (QCF) BTEC Level 2 Certificate in Team Leading (QCF)	Edexcel Level 2 NVQ Award in Business and Administration (QCF) Edexcel Level 2 NVQ Certificate in Business and Administration (QCF) Edexcel Level 2 NVQ Diploma in Business and Administration (QCF) Edexcel Level 2 NVQ Certificate in Team Leading (QCF)
1		BTEC Level 1 Award in Business Administration (QCF) BTEC Level 1 Certificate in Business Administration (QCF) BTEC Level 1 Diploma in Business Administration (QCF)		Edexcel Level 1 NVQ Award in Business and Administration (QCF) Edexcel Level 1 NVQ Certificate in Business and Administration (QCF)
Entry		BTEC Entry Level 3 Award in Business Administration (QCF)		

Annexe B

Wider curriculum mapping

Edexcel BTEC Level 4 qualifications give 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 this qualification 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 this qualification 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 4 Diploma in Management (QCF) against the underpinning knowledge of the Edexcel Level 4 NVQ in Management (QCF).

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5
Edexcel Level 4 NVQ in Management (QCF)					
Manage Own Professional Development Within an Organisation	#	#			
Develop Working Relationships with Colleagues and Stakeholders				#	#
Plan, Allocate and Monitor Work in Own Area of Responsibility	#		#		
Provide Leadership and Direction for Own Area of Responsibility			#		

Annexe D

Glossary of accreditation terminology

The following information about this qualification can also be found on the Edexcel website – see: 'Accreditation Information' (link).

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).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
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.

Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe E

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

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional 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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For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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