Pearson
BTEC Level 3 Nationals in Enterprise and Entrepreneurship

First teaching September 2017

Sample Assessment Materials:

Unit 12: Principles of Management

For use with Extended Diploma

Version 1.2

PEARSON

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Pearson BTEC Level 3 Nationals	
Enterprise and Entrepreneurship Unit12: Principles of Management	Level **3** Part **A**
Extended Diploma **Sample assessment material for first teaching September 2017**	
Part A contains material for the completion of the preparatory work for the set task. **Part A** is given to learners one week before Part B is scheduled. Learners are advised to spend no longer than six hours on Part A. **Part A** must be given to learners on the specified date so that learners can prepare in the way specified. **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series. **Part B** materials must be issued to learners during the period specified by Pearson.	

Paper Reference(s)
XXXX/XX
PXXXXXA

This paper must be read in conjunction with information on conduct for the task in the unit specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document.

Learners should familiarise themselves with the specific case study given in this Part A booklet.

Learners are expected to spend up to six hours in undertaking Part A.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some or all of the preparation.

The supervised assessment uses the Part B booklet. Learners will need to complete their activities for the set task using a computer.

Learners are not permitted to take notes into the supervised assessment period.

The supervised assessment will take place in a timetabled period specified by Pearson. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Refer carefully to the instructions in this task booklet and the Information for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly so that learners have completed their preparation validly and independently.

Read the set task information carefully.

This contains **Part A** of the information you need to prepare for the set task.

In Part B you will be asked to carry out specific written activities using the information in this Part A booklet.

You will then be given the set task to complete under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher may give guidance on when you can complete the preparation.

Your teacher cannot give you feedback during the preparation period.

Set Task Brief

You are working as a researcher for a management consultancy and you have to prepare papers for your manager to take to a meeting with the board of MetroFlyer.

● You are expected to spend no longer than six hours on this preparatory work

Part A Set Task Information

MetroFlyer case study

The commercial aviation market has been transformed over the last 20 years with the development of low cost carriers (also known as budget or no-frills airlines). Airline de-regulation has led to greater competition resulting in new airlines starting up and using innovative business models and strategies to challenge the previously protected position of national flag carrying airlines.

The commercial aviation market achieves low costs by using standard equipment such as a single aircraft type and engines from one manufacturer. Airports with lower landing and handling charges are used. Routes are predominantly short haul so aircraft can make multiple trips each day yet both aircraft and crews return to their base at the end of the day.

Management practices drive efficiency and control costs and revenues. Airlines specify aircraft with seats that do not recline, have no seat pockets and no pull down window blinds. Not only does this bring down costs it makes cleaning aircraft when they are being turned around easier and quicker.

One airline even prohibits its staff from charging their mobile telephones at work as it is estimated that each charge costs 1.7p. Staff costs are controlled. The number of ground staff is fewer than for the flag carrying airlines. Outsourcing is routinely used. Work forces are often not unionised. Staff are young and cheap to employ. Employees have to be multi-skilled – pilots sometimes load baggage and cabin crew clean the cabins. Employment contracts are less generous than those used by national carriers who often cannot easily change the composition of their workforces.

Requiring booking to be done on-line, which significantly reduces the need for ticket agents, further reduces costs. Software is used to manage seat occupancy, dynamic pricing and yield per passenger so load factors and revenues are maximised.

Management identifies ways to generate additional revenues including the sale of food and scratch cards on board and having preferred partners for car hire and hotel bookings. Consumer demand has grown hand in hand with airline growth. People in many places have enjoyed increases in disposable income and want to holiday abroad.

Greater movement in the labour market has seen people prepared to move around between countries to find work. Markets become saturated so low cost airlines have to find new business in the shape of new routes and new customers. Business travellers value low cost travel but have stayed away from no-frills airlines because of the inflexibility of their booking conditions.

Some low cost carriers have spotted the financial benefits of targeting such niche groups of passengers and have adapted their business strategies accordingly. Airbus, ATR, Boeing, Bombardier and Embraer have 13,000 orders for their aircraft in all markets and are delivering them at the rate of around 2,500 per year.

In growing aviation markets, airlines regularly recruit English-speaking aircrew, as English is the language of international commercial aviation. At regular events at Gatwick, the rapidly expanding middle and far-eastern airlines vigorously recruit staff from United Kingdom based airlines. Some national airlines have gone out of business or been forced to re-structure or find wealthy partners. Sabena, the Belgian national airline, no longer exists, Alitalia is 49% owned by Etihad Airways. Despite the growth of low cost carriers they too have had to deal with competitive pressures. Some have formed alliances with established airlines. Air France/ KLM own KLM Cityhopper which previously was VLM. Others such as Virgin Atlantic Little Red have ceased operations entirely.

MetroFlyer is a low cost carrier with crew bases at Newcastle, Bristol, Gatwick and Rotterdam in the Netherlands. Its engineering base is at Bristol. It has a fleet of ATR and Bombardier turboprop aircraft and has been growing and updating its fleet by purchasing Embraer regional jets. Its route network covers the United Kingdom and North West Europe – France, Belgium, Germany, the Republic of Ireland and the Netherlands using smaller airports with shorter runways.

It has made losses in three of the last five years. Until recently, MetroFlyer was controlled by a family who owned over 50% of the shares. Additional funding came from bond holders and banks. After a takeover the business now has a private equity owner and this is leading to changes in management and culture.The present owners are currently reviewing and re-focusing MetroFlyer's operations.

The Financial Times in January 2015 interviewed the newly installed chief executive who said that under the previous ownership 'Management decisions were "knee-jerk" and route selection was done by "witchcraft", while relationships between senior management were "fractious and fraught". The company needed to decide on its strategic direction – was it an airline, a white label carrier flying routes for other airlines or an engineering business? Management could not decide whether the business model should be "lean and mean" or "bells and whistles" and as a result MetroFlyer lacked focus with "fuzzy" objectives'.

She went on to explain that as part of its 'Science of Excellence' programme, MetroFlyer was rebranding its products. The aircraft have a new green livery, employees have green crew uniforms and were being motivated 'with a ceremony involving green candles and music'. As part of the plan to create a better and stronger culture, each month one employee will be chosen as a 'Green Champion' and disembarking passengers are offered chocolates in green foil wrappers. Green was chosen because, in addition to being eye-catching, it 'signals re-generation, innocence and eco-friendliness'.

Intellavia, an industry consultancy, observed that MetroFlyer management required rapid improvement. MetroFlyer needed better cost controls and Intellavia has produced data showing that labour costs as a percentage of turnover are 19.7% compared to 12.4% at Easyjet and 9.5% at Ryanair. Load factors needed to be driven up as the average for no frills airlines is 87.7% whereas for MetroFlyer it has yet to exceed 70%. The high staff turnover rates affect service quality, business efficiency, productivity and impose additional training costs on the company. The airline needed to broaden its appeal and generate both more passenger traffic and more revenue per passenger. As the Financial Times concluded in its story 'The transformation of MetroFlyer has only just begun. It is far from complete'.

MetroFlyer performance indicators					
Year	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
Turnover (£m)	126.6	166.4	191.2	201.7	206.4
Profit/loss after tax (£m)	(5.4)	11.4	2.3	(3.2)	(13.7)
Average number of employees	635	1082	942	879	867
Passenger numbers (million)	1.8	2.4	2.6	2.4	2.8
Average load factor (%)	62.3	65.6	61.7	62.8	67.4
Number of aircraft at year end	27	25	28	27	33

MetroFlyer staff data					
Year Recruitment	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
Pilots / first officers	36	37	3	25	25
Cabin attendants	106	660	20	70	97
Professional / technical / administrative	87	195	0	12	47
Departures					
Pilots/first officers	38	31	16	31	29
Cabin attendants	126	294	120	111	103
Professional / technical / administrative	92	120	27	28	49

Over 5 years the average composition of the workforce has been:
Pilots/first officers   21%
Cabin attendants   47%
Professional / technical / administrative   32%

Pearson BTEC Level 3 Nationals		
Enterprise and Entrepreneurship Unit 12 : Principles of Management	Level **3** Part	
Extended Diploma **Sample assessment material for first teaching September 2017**	**B** **88** Marks Controlled hours **3**	
Part A will need to have been used in preparation for completion of **Part B**. The **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely. **Part B** materials must be issued to learners during the two-day period and under the conditions specified by Pearson. The period will allow centres to timetable appropriate supervised sessions for all learners. **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.		

Paper Reference(s)

XXXX/XX

PXXXXXA

This paper must be read in conjunction with information on conduct for the task in the unit specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document.

The Part B set task is undertaken under supervision in a single session of three hours in the timetabled days. Centres may schedule a supervised rest break during the session. In order to enable learners to have access to computer resources, a period of two days is provided for centres to timetable assessment. Centres should schedule all learners in the same sessions if possible and must release Part B to individual learners only for their scheduled sessions.

Work should be completed on a computer.

All learner work must be completed independently and authenticated before being submitted to Pearson by the Teacher/Tutor and/or Invigilator.

Refer carefully to the instructions in this task booklet and the Information for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work..

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval. Learners are **not** permitted to take notes into the Part B supervised assessment.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During supervised assessment periods, the assessment area must only be accessible to the individual learner and to names members of staff.
- Learners can only access their work under supervision.
- During any breaks materials must be kept securely.
- Learner work is backed up regularly.
- Any work learners produce under supervision must be kept secure.

Outcomes for Submission
Two documents will need to be submitted by each learner

- a report
- presentation slides with speaker notes.

A fully completed authentication sheet must be completed by each learner.

Read the set task information carefully.

This session is of three hours. Your tutor/invigilator will tell you if there is a supervised break. Plan your time carefully.

You have prepared for the set task given in this Part B booklet. You are **not** permitted to take notes into the Part B supervised assessment

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for Submission
You will need to submit two documents on completion of the supervised assessment period:

- a report
- presentation slides with speaker notes

You must complete a declaration that the work you submit is your own.

Set Task

You must complete ALL activities.

Activity 1
With reference to the performance indicators and staff data provided in the Part A Set Task Information below, you have been asked to produce a report for the HR manager highlighting the motivational issues facing managers at MetroFlyer with recommendations about the importance of motivation and the actions that might be taken to improve it.

(Total for Activity 1 = 44 marks)

Activity 2
Prepare a maximum of six slides with speaker notes for a presentation to be given by your manager to the board in which you:
- Explain how the cultural issues facing MetroFlyer affect its business performance
- Recommend the steps that can be taken to change the culture at MetroFlyer in order to improve its business performance.

(Total for Activity 2 = 44 marks)

TOTAL FOR PAPER = 88 MARKS

MetroFlyer case study

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Unit 12: Principles of Management – sample mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.
Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.

- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

This grid will be applied twice (i.e. for Activities 1 & 2)

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Information/data analysis and interpretation	0	1–3	4–6	7–9	10–12
	No rewardable material.	• References will be made to the case study but they will lack detail and relevance to the context. • Analytical approach is limited and any conclusions provided are generic.	• References will be made to the case study but in places will lack direct relevance to the context. • Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.	• References will be made to the case study which are relevant to the context. • Detailed analytical approach leads to relevant and balanced conclusions.	• Sustained references will be made to the case study which are entirely relevant to the context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.
Assessment focus	**Band 0**	**Band 1**	**Band 2**	**Band 3**	**Band 4**
Key principles of management	0	1–3	4–6	7–9	10–12
	No rewardable material.	• Learners provide some key management principles but there is little development/ explanation relevant to context.	• Learners provide relevant key management principles, with development/ explanation relevant to context and business goals.	• Learners relevant key management principles, with clear linkage to context and business goals.	• There is comprehensive coverage of relevant rationalised key management principles in context and linked to business goals.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Suggested alternative management approaches	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• Suggested alternative approaches to management are generic and/or unrealistic in the context of the scenario. • Any justifications for alternative approaches are limited in the context of business goals.	• Suggested alternative approaches to management are appropriate but may occasionally be generic and/or unrealistic in the context of the scenario. • Justifications for alternative approaches are provided and generally in the context of business goals.	• Suggested alternative approaches to management are appropriate and applied in context. • Justifications for alternatives offered are balanced and in the context of business goals.	• Suggested alternative approaches to management are entirely appropriate and applied in context. • Balanced justification for alternative suggestions made and in context of business goals.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Structure/ Presentation	**0**	**1–2**	**3–4**	**5–6**	**7–8**
	No rewardable material.	• The response lacks structure, with isolated references to management principles and/or concepts. • Contains many communication errors. • Uses generic management terminology of limited relevance.	• The response has a basic structure and attempts to apply relevant management principles and/or concepts. • Contains occasional communication errors. • Contains references to appropriate management terminology.	• The response has a logical structure and applies a variety of relevant management principles and/or concepts. • Contains few communication errors. • Uses relevant management terminology.	• The response is well written and has a logical structure. Applies a variety of relevant management principles and concepts. • Contains no communication errors. • Appropriate management terminology is used throughout.