

# **BTEC Level 4 Diploma in Business and Administration (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 Business and Administration (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/](http://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 Business and Administration (QCF)	600/7898/4
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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 Business and Administration (QCF)

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

## Focusing on the Edexcel BTEC Level 4 Diploma in Business and Administration (QCF)

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

The qualification gives learners the opportunity to progress to the Edexcel BTEC Level 4 HNC Diploma in Business (QCF), Edexcel BTEC Level 5 HND Diploma in Business (QCF) or the Edexcel BTEC Level 5 HND Diploma in Business (Management) (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 Business and Administration (QCF)**

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

# 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 Business and Administration (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Edexcel BTEC Level 4 Diploma in Business and Administration (QCF)**

- 1 Qualification credit value: a minimum of 40 credits.
- 2 Minimum credit to be achieved at, or above the level of the qualification is 38 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 4 Diploma in Business and Administration (QCF)

The Edexcel BTEC Level 4 Diploma in Business and Administration (QCF) is a 40 credit and 194 guided learning hour (GLH) qualification consisting of six mandatory units **plus** optional units that provide for a combined total of 40 credits (where at least 38 credits must be at level 4 or above).

Edexcel BTEC Level 4 Diploma in Business and Administration (QCF)			
Unit	Mandatory units	Credit	Level
1	Supporting Business Activities	5	4
2	Communicating in Business	5	4
3	Culture and Ethics in a Business Environment	5	4
4	Business Administration Systems	5	4
5	Personal Effectiveness in a Business Environment	5	4
6	Managing People and Performance in a Business Environment	5	4
Unit	Optional units		
7	Understanding Sustainability and Environmental Issues in an Organisation	3	3
8	Managing Business Facilities	5	4
9	Understanding Stakeholder Expectations	6	4
10	Principles of Administration for Executive Assistants	10	4
11	Managing Quality	10	4
12	Finance for Administrative Managers	10	4
13	Principles of Customer Service Management	8	4
14	Principles of Management and Leadership	10	5
15	The Internet and E-business	15	4
16	Human Resource Management	15	4
17	Principles of Project Management for Business	10	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, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

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

In 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](http://www.edexcel.com)) under Signposts to Quality ([www.edexcel.com/quals/BTEC/quality/Pages/default.aspx](http://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 Business and Administration (QCF) 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](http://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.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

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

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from 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:	Supporting Business Activities	17
Unit 2:	Communicating in Business	29
Unit 3:	Culture and Ethics in a Business Environment	39
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Unit 5:	Personal Effectiveness in a Business Environment	57
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Unit 7:	Understanding Sustainability and Environmental Issues in an Organisation	81
Unit 8:	Managing Business Facilities	91
Unit 9:	Understanding Stakeholder Expectations	101
Unit 10:	Principles of Administration for Executive Assistants	111
Unit 11:	Managing Quality	123
Unit 12:	Finance for Administrative Managers	133
Unit 13:	Principles of Customer Service Management	143
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Unit 15:	The Internet and E-business	167
Unit 16:	Human Resource Management	177
Unit 17:	Principles of Project Management for Business	189



# Unit 1: Supporting Business Activities

Unit code: A/503/6143  
QCF level 4: BTEC Professional  
Credit value: 5  
Guided learning hours: 24

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## Unit aim

This unit gives learners knowledge and understanding of supporting specific administrative services, including filing, ordering goods and services, supporting meetings and events, and project management.

## Unit introduction

Every business needs effective administrative support in order to survive the competitive world. Usually, the administrative role is situated in an office environment, as part of a larger team or working for an individual.

Administrative support always involves working with other people, as well as planning, communicating and organising work tasks through establishing requirements. Every business organisation has a structure requiring administrative support to enable it to work efficiently and effectively.

In this unit, learners will understand the business environment in which they work, particularly in relation to the diverse range of administrative services provided, and the skills and knowledge needed to support these services, such as the organisational procedures for procurement. The workplace environment needs to be organised in such a way as to meet organisational requirements for procedures as well as being conducive to safe and effective working.

This unit will enable learners to develop knowledge and understanding of the structure of administrative systems and procedures that are in place within an organisation so that the work area is organised appropriately. There are responsibilities and activities involved in supporting meetings and events, and learners will investigate the administrative needs of different types of meetings and events.

Learners will understand the importance of providing effective support for projects through identifying needs, analysing options, implementation planning, evaluation and follow up post-project. They will develop knowledge and understanding of the different stages of a project. Planning and managing activities is key to project success and efficiency and learners will examine activities to support this by comparing the different types of diary systems used and the information needed to maintain diary systems.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the structure of administrative systems to support business	1.1 describe the factors to be taken into account when setting up a filing system 1.2 explain the stock control ordering and purchasing system in an organisation 1.3 analyse the benefits of a computerized stock control system 1.4 outline the nature of support offered by administrative management to human resources processes
2 Understand support for the office environment	2.1 outline the factors to be taken into account when designing an office layout that optimizes the use of space 2.2 analyse the benefits and drawbacks of modern office working practices 2.3 evaluate measures of effectiveness and efficiency used in office environments
3 Understand how to support business meetings and events in an organisation	3.1 analyse the role of meetings in promoting effective internal and external organisational communications 3.2 analyse the role of events in organisational promotion and branding 3.3 explain the administrative needs of different types of statutory meetings 3.4 explain the nature of support needed to service a range of meetings

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<p>4 Understand how to support projects in an organisation</p>	<p>4.1 explain the stages of a project</p> <p>4.2 explain the importance of identifying needs, the analysis of options, implementation planning, evaluation and follow up post project</p> <p>4.3 analyse the likely reasons for project failure</p>
<p>5 Understand effective diary management in an organisation</p>	<p>5.1 describe the distribution and limits of responsibility in relation to diary management</p> <p>5.2 analyse the interface between project management and diary management and its potential contribution to project success</p> <p>5.3 evaluate models and technologies used to promote effective diary management</p>

## Unit content

### 1 Understand the structure of administrative systems to support business

*Filing system:* factors to consider when developing systems: types of files and information filed, e.g. active files, archived files, orders, sales, customer/employee records; legal and organisational requirements for security and confidentiality; importance of procedures for filing, e.g. updating records, retrieving and removing information; features and benefits of different types of information system, e.g. manual and electronic; manual classification and index systems; storage in suitable locations; monitoring, reviewing and evaluating systems

*Stock control system:* for ordering and purchasing to achieve best value for money, e.g. stationery, office equipment; meeting organisational needs; sourcing products and services, e.g. gathering information and knowledge of products and services, writing specifications, evaluating suppliers, negotiating best value for money; types of contracts and agreements; meeting legal, regulatory and organisational procurement procedures; health and safety requirements; building effective relationships with internal and external customers; understanding the supply chain

*Computerised stock control system:* benefits: improves efficiency by linking to software and emails; fast and easy access; real time assessment of stock; generating documents; disadvantages: reliance on technology, fraud issues; importance of having procedures in place for validation of data

*Providing administrative support for human resources processes:* recruitment and selection process, e.g. job analysis activities, job description, person specification, preparing materials for interview, assessment tests, references; meeting employment legislation; effective communication skills written and oral; policies and procedures for recruitment and selection, diversity and equality; proposing improvements to processes; performance management of employees; training and development; employee welfare and counselling; keeping employee records

### 2 Understand support for the office environment

*Office layout:* organising work area efficiently, e.g. locating information, having chair/monitor/copyholder placed to work comfortably; meeting organisation's requirements, e.g. open plan or separate offices; preventing waste due to environmental issues, expense, safety, e.g. recycling of paper and toners; legal requirements, e.g. meeting health, safety and security requirements

*Modern office working practices:* benefits and drawbacks of different methods for organisation and for individuals, e.g. flexible working, teleworking, home working, job sharing; importance of work-life balance

*Effectiveness and efficiency measures:* reviewing systems and procedures; feedback from users and customers; making sure equipment and facilities are maintained

### 3 Understand how to support business meetings and events in an organisation

*Meetings:* types and purpose of formal meeting, e.g. annual general meeting (AGM), executive, standing, sub-committee, advisory, ad hoc and joint; types and purpose of informal meeting, e.g. team meetings, briefings, staff training; internal and external meetings; types of events, e.g. exhibitions, receptions, conferences, trade fair stands; purpose, e.g. organisational promotion and branding; promoting effective organisational communications, e.g. informing, exchanging information, sharing information, motivating; administrative needs of statutory meetings, e.g. legal requirements of written notice, formal minutes

*Support for meetings:* planning to meet agreed aims and objectives; agreeing roles and responsibilities; briefing the chair; identifying suitable venues; resources needed for different meetings; health, safety and security requirements; meeting documentation; special requirements; records of meeting and follow-up actions; organisational procedures for clearing and vacating meeting venue; identifying types of problems and how these can be resolved; meeting evaluation

### 4 Understand how to support projects in an organisation

*Project purpose, aims and objectives:* definition, e.g. to improve administrative procedures, to improve customer service, to develop new products; background research; clear project statement; difference between managing operations and managing projects; types, scale, formality; project lifecycle (definition, planning, implementation, completion and evaluation)

*Stakeholder needs and expectations:* customer; client; beneficiary; workforce; contractors; suppliers; managers; outside agencies and authorities; team members; local community; the role of the project manager and other project roles; project team membership; networks and communication systems

*Implementation and monitoring:* reporting systems; recording project activities; controlling costs; budgets and variance analysis; flow charts; basic statistical analysis; benchmarking; evaluation methods; periodic and milestone evaluation; adjusting targets; team performance evaluation; project handover procedures; use of ICT within project; identifying risks and contingency planning

*Review and evaluation:* completion of milestones and outputs; success criteria; comments from third parties; lessons learned; reasons for project failure; justification of method

*Methods of reporting:* presentations; reports; visual communication, e.g. charts, diagrams; conclusions; implications; recommendations, e.g. guidelines, timescale, costing

### 5 Understand effective diary management in an organisation

*Diary management:* purpose of using diary systems; types, e.g. manual, electronic; advantages and disadvantages of using different types; limits of responsibility

*Information to maintain a diary system:* obtaining relevant information about requested diary entries and changes; types of information required, e.g. date, timing, venue and people involved; importance of prioritising requests; ways of prioritising requests, e.g. deadlines, negotiation

Effective diary management: role in relation to project management; importance of communicating changes to those affected; problems that can occur when new requests are made, e.g. conflicting demands, competing priorities; problem solving; balancing the needs of all those involved, e.g. shared objectives, teamwork and customer requirements; keeping the system up to date; importance of security and confidentiality; types of security, passwords and confidentiality issues that arise with diary systems, ways these can be managed; models and technologies used to promote effective diary management

## Essential guidance for tutors

### Delivery

Discussion groups can explore different ways that work areas can be organised and the different procedures for different departments or organisations, such as stock control ordering and purchasing. Examples could be brought in from the workplace or organised by the tutor. Visits to different business environments could be made. Likewise, procedures from different organisations need to be available so that discussion can take place on differences and similarities. The impact and importance of external procedures need to be highlighted, especially those relating to health, safety and security.

Tutors should ensure that learners see examples of filing systems, for example in the centre library or admin office. Learners can work in groups and consider the kinds of filing systems they have experienced and decide what is good and not so good about them (for example address book, bank details, library). Each learner group can then research different types of manual and electronic systems and plan a five-minute presentation on a different kind of filing system demonstrating how it works, how information is stored and its main strengths and weaknesses. They should use visual aids such as a set of cards to illustrate a card system or a printout of a computerised filing system and explain how items are stored alphabetically or otherwise. Completion of in-tray exercises for filing documents in each of three classifications – alphabetical, numerical and chronological would be useful.

Discussion groups can be used for learners to explore, and possibly share, experiences of the different types and purposes of events such as meetings, conferences, exhibitions, receptions, trade fair stands etc. Learners need to know the importance of forward planning and of keeping accurate records when organising a meeting or event. Depending on the type of meeting or event, the administrative support role will vary, for example selecting appropriate venues, identifying supporting resources, budgetary responsibilities, arranging travel and accommodation for attendees, producing an agenda. All of these require communication with relevant parties about progress etc. Role-play scenarios and in-tray exercises would be useful to help reinforce learning and highlight potential problems for a range of meetings and events. The use of guest speakers, such as an event organiser and visits to different types of event if feasible, are encouraged so that learners gain first-hand experience. The success of the event should be evaluated so that any lessons can be learned and actioned for the future.

Many business activities are run as projects and it would be beneficial for learners to have some exposure to realistic business projects to fully appreciate the value and importance of project management methodology, including diary management. Learners will begin to appreciate the challenges involved in satisfying a range of stakeholders and be aware that projects are often conducted alongside a range of competing priorities.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Discussion on types of business activities that need admin support
Tutor-led discussion on work areas followed by activities to improve the layout
Tutor input on filing systems followed by group/pair activities
Visit to different business work environments to examine layouts and filing systems
<b>Assignment 1 – Structure of Admin Systems</b>
Tutor-led discussion on work areas followed by activities to improve the layout
<b>Assignment 2 – Planning the Work Area</b>
Tutor input on activities to support meetings and events, followed by in-tray activities
Role play for different business activities
Tutor input on projects and life cycle followed by activities identifying stakeholder needs and expectations
Small-group activity – research and discussion on project-planning techniques, implementation and problem solving
Tutor input on diary management followed by small-group research on different models and technologies
<b>Assignment 3 – Supporting Meetings and Projects</b>
Review of unit and programme of assignments

## Assessment

Assessment for this unit should be evidenced, wherever possible, through learners' own workplaces in which they perform an administrative role, or if this is not possible, through classroom activities or simulations. Evidence can be submitted through written reports or case studies, records of activities undertaken and oral presentations.

For AC1.1, learners need to describe the factors to be taken into account when setting up a filing system. They should identify at least three factors and show understanding of the information storage and archive by comparing a manual system with an electronic one.

For AC1.2, learners need to explain the stock control ordering and purchasing system in an organisation. This could be through producing instructions for new colleagues at their work placement on procedures for ordering stock, ensuring that they fully explain the company's system. This can be developed for AC1.3 to analyse the benefits of a computerised stock control system.

For AC1.4, learners must outline the nature of support offered by administrative management to human resource processes, drawing on activities covering recruitment, selection, employee welfare and counselling and keeping associated records. Again, evidence can be presented in the form of instructions for new colleagues.

For learning outcome 2, learners need to demonstrate knowledge and understanding of ensuring a healthy, safe and secure workplace conducive to efficient working. Evidence must demonstrate that organisational procedures and legal requirements are followed, this could be assessed through a written report or oral presentation.

For AC2.1, learners need to outline the factors to be taken into account when designing an office layout that optimises the use of space. They could draw a sketch of their workplace (or selected administration workplace) and identify how the work area could be improved for a selected activity such as filing.

For AC2.2, learners must analyse the benefits and drawbacks of modern office working practices, using examples from a selected organisation, for example flexible working and work-life balance.

For AC2.3, learners must evaluate measures of effectiveness and efficiency used in office environments.

For AC3.1, learners need to analyse the role of meetings in promoting effective internal and external organisational communications. Examples should include at least two internal and two external organisational communications.

For AC3.2, learners need to analyse the role of events in organisational promotion and branding, using examples.

For AC3.3, learners need to explain the administrative needs of different types of statutory meetings, including the legal and organisational requirements of each.

For AC3.4, learners need to explain the nature of support needed to service a range of different types of meetings covering at least two activities before, two activities during and two activities after the meeting.

For AC4.1, learners need to explain the stages of a project, using examples from two projects of differing complexity to illustrate their explanation.

For AC4.2, learners need to explain the importance of identifying needs, the analysis of options, implementation planning, evaluation and follow up post-project. Learners should give at least one reason for each point and justify it.

For AC4.3, learners need to analyse the likely reasons for project failure, for example going over budget or time, giving examples of the consequences.

For AC5.1, learners must describe the distribution and limits of responsibility in relation to diary management. This description should compare at least two types of diary systems, including paper based and electronic.

For AC5.2, learners must analyse the interface between project management and diary management and its potential contribution to project success. They should explain the importance of diary systems, relating it to planning and implementing projects.

For AC5.3, learners need to evaluate models and technologies used to promote effective diary management. Evidence could be presented in the form of instructions for new colleagues.

**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.

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2, 1.3, 1.4	Structure of Admin Systems	Prepare instructions for a new employee on how the systems operate in a selected business.	Leaflet or presentation.
2.1, 2.2, 2.3	Planning the Work Area	Plan and draw a suitable work area to improve space.	Sketch and report.
3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	Supporting Meetings and Projects	Prepare information on the admin needs to support meetings, events and projects in a selected organisation.	Report or presentation.

## Essential resources

Access to business administrative work areas is essential for this unit.

## Indicative resource materials

### Textbooks

Craven R and Golabowski L – *Complete Idiot’s Guide to Meeting and Event Planning, 2nd Edition* (Alpha Books, 2006) ISBN 978-1592574629

Lock D – *Essentials of Project Management 3rd Edition* (Gower Publishing Ltd, 2007) ISBN 978-0566088056

Posner K and Applegarth M – *Project Management Pocketbook* (Management Pocketbooks Ltd, 2008) ISBN 978-1903776872

### Journals

*Event* (Haymarket Business Publications Ltd) – exhibitions and live events information

*People Management* (Chartered Institute of Personnel and Development)

*Project Management Journal* (Project Management Institute, John Wiley & Son)

*RSVP* (Haymarket Business Publications Ltd) – magazine that provides advice, leads and tips on how to stage the perfect event

### Websites

<a href="http://www.apm.org.uk">www.apm.org.uk</a>	Association for Project Management
<a href="http://www.cfa.uk.com">www.cfa.uk.com</a>	Council for Administration
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.cips.org">www.cips.org</a>	The Chartered Institute of Purchasing and Supply
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Government’s Health and Safety Executive, providing information on health and safety rights and responsibilities

## **Unit 2: Communicating in Business**

Unit code:	J/503/6145
QCF level 4:	BTEC Professional
Credit value:	5
Guided learning hours:	24

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### **Unit aim**

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

### **Unit introduction**

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

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

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

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the role of communication in organisations	1.1 analyse the features of different models of business communications that support administrative management 1.2 evaluate the strengths and weaknesses of an organisation's communications system 1.3 recommend improvements to an organisation's communications that are consistent with its business objectives
2 Understand the principles of effective communication in organisations	2.1 evaluate the appropriateness and efficiency of different communication channels and tools 2.2 explain the basis for the selection of communication channels and tools 2.3 explain the use of vertical, lateral or networked communication channels and tools 2.4 explain how the use of clear and correct language supports effective communication

## Unit content

### 1 Understand the role of communication in organisations

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

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

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

### 2 Understand the principles of effective communication in organisations

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

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

## Essential guidance for tutors

### Delivery

Learners should enquire into the topics under discussion and question theory and compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on their existing knowledge and earlier studies, while, for others, it will mean drawing on practical and work experience. Learners are expected to be able to identify and develop the theory and practical skills required when communicating in business.

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

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on models of business communication
Research, discussion and case studies/exercises on communications systems
Research, discussion and case studies/exercises on improvements to communications
<b>Assignment 1 – Role of Communication</b>
Work on assignment. Tutorial support and feedback
Presentation on communication channels and tools
Research, discussion and case studies/exercises on selection and use of communication channels and tools
Presentation on effective communication
Practical work on effective communication
<b>Assignment 2 – Effective Communication</b>
Work on assignment. Tutorial support and feedback
Review of unit and programme of assignments

## Assessment

Learners have an opportunity to display a combination of knowledge and understanding, coupled with skills and competency development through their application in business communication.

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

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

**Programme of suggested assignments**

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

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2, 1.3	Role of Communication	You are a manager in the customer relationship management department of a business. Following a number of complaints from customers about the quality of information that has been received about the business' products and services, you have been asked to look at the communication systems in use and to present the information to the marketing manager and other members of the marketing team.	Report to the marketing manager. Presentation.

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2, 2.3, 2.4	Effective Communication	You are a manager in the customer relationship management department and have organised a training session for your team to help make communications more effective. This involves you making a presentation to your team and then providing them with example communications to help them to use clear and correct language in their communications with others.	Presentation. Business communications.

## Essential resources

Learners must have access to a networked computer with standard business software.

## Indicative resource materials

### Textbooks

Bovee C and Thill J - *Business Communication Today* (Pearson Education, 2011)  
ISBN-13: 978-0273761464

Field M - *Improve Your Punctuation and Grammar* (How to Books, 2009)  
ISBN-13: 978-1845283292

McClave H J - *Communication for Business* (Gill & Macmillan, August 2008)  
ISBN-13: 978-0717144556

Seely J - *Oxford Guide to Effective Writing and Speaking* (OUP, 2005)  
ISBN-13: 978-0192806130

### Websites

<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	The BBC has material on business communication
<a href="http://www.bized.co.uk">www.bized.co.uk</a>	Bized has material on business communication
<a href="http://www.managementhelp.org">www.managementhelp.org</a>	Free management library with articles on business communication topics
<a href="http://www.teachitworld.com">www.teachitworld.com</a>	Teachitworld has resources for English for specific purposes (ESP), including business purposes

### Other

Business communications and documents, includes communications sent to learners from businesses and examples of internal communications used in a business.



## **Unit 3: Culture and Ethics in a Business Environment**

Unit code: K/503/6140  
QCF level 4: BTEC Professional  
Credit value: 5  
Guided learning hours: 24

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### **Unit aim**

This unit gives learners an understanding of organisational structure, culture and ethics in a business environment and how they affect individual and group behaviour. Learners will gain this understanding through examining current theories and their application in the workplace.

### **Unit introduction**

This unit considers the behaviour of individuals and groups within organisations. It examines the links between the structure and culture of organisations and how they interact and influence the behaviour of those who work in the organisation. The structure and culture of a large multinational company with thousands of employees worldwide will be very different from a small local business with 20 employees.

The way in which an organisation structures and organises its workforce will have an impact on the culture that develops within it. This unit will give learners an understanding that this system of shared values and beliefs will determine and shape the accepted patterns of behaviour of an organisation's workforce. For example, the culture in organisations that differ in size or that are from different sectors of the economy.

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

In this unit, learners will examine different types of ethical issues a business needs to consider and how the development of ethical values impact on business interests. Learners will understand how taking an ethical stance affects businesses both internally and externally, including the effects on stakeholders. A business also needs to consider the moral dimensions of its activities in relation to its employees. Learners will examine how an individual's ethical stance impacts on the moral relationship between employer and employee and will consider the contractual responsibilities of both parties.

## 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 impact of different organisational structures and cultures on individuals and organisations</p>	<p>1.1 analyse the nature, elements and types of organisational structure</p> <p>1.2 analyse the nature, elements and types of organisational culture</p> <p>1.3 outline different models and classificatory schemes relating to organisational culture and structure</p> <p>1.4 analyse the development of organisational culture and the factors that affect it</p> <p>1.5 analyse the influence on individual and team behaviour of organisational structure and culture</p>
<p>2 Understand the impact of ethical practice and social responsibility on individuals and organisations</p>	<p>2.1 assess the importance of ethical behaviour to business interests</p> <p>2.2 analyse the purpose and benefits of an ethical business code</p> <p>2.3 assess the effectiveness of ethical codes in changing the behaviour of individuals and organisations</p> <p>2.4 explain the relevance of ethics for individual roles and behaviour</p> <p>2.5 evaluate the impact of organisations on the environment</p>

## Unit content

### 1 Understand the impact of different organisational structures and cultures on individuals and organisations

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

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

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

### 2 Understand the impact of ethical practice and social responsibility on individuals and organisations

*Ethical behaviour:* definitions of business ethics; ethical activities; ethical consumerism, values of businesses; professional ethics; individual ethical behaviour; creating an environmentally friendly culture; importance of ethical behaviour, e.g. winning contracts with ethical organisations, good reputation, encourages investment, attracting and retaining employees, enabling planned introduction of changes ahead of being required by legislation

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

*Ethical code:* definition of ethical code; purpose, e.g. identifying responsible behaviour and business practices through mission statements and corporate aims; communicating ethical code to all stakeholders (owners, employees, customers, suppliers, competitors, community, pressure groups); corporate governance; ethical stance between stakeholders

*Benefits of an ethical business code:* positive publicity, enhanced reputation, competitive advantage, customer loyalty, attracting and retaining employees, promoting diversity in the workplace

*Ethics for individuals:* contractual responsibilities; moral obligations in employer/employee relationships; whistleblowing; the psychological contract; good practice in equal opportunities employment; working conditions; individual ethical responsibilities; individual ethical behaviour and beliefs

*Environmental issues:* managing waste and recycling; using sustainable resources; reducing carbon footprint; improving work activities and production processes; monitoring impact of activities; identifying improvements

## Essential guidance for tutors

### Delivery

Most learners will have had some experience of organisational structures and culture to draw on, through their part-time jobs, work experience or voluntary work and they can use these experiences as a starting point for learning outcome 1. Even where a learner has had no previous experience they will be able to draw on the experience of the ways in which the organisational structure and culture works in their own centre.

Learners can be introduced to the different types of structures in organisations of varying complexity and size. Learners could research different models and apply them to their own organisation or the centre. Case studies and web-based research can be used to explore the ways in which different organisations are structured and will provide insight into the cultures that operate in these organisations. Visits to organisations or from guest speakers can provide input on how structure and culture affect individuals and the organisation.

Learning outcome 2 can be introduced with an overview of business ethics in relation to business activities and how businesses identify their ethical practices through their mission statement and corporate aims. The implications for all stakeholders need to be explored. This should include the conflicts of interest that arise from the different concerns and interests of the different groups. Consumers are aware of ethical business practices and learners should examine how a business could suffer because their behaviour is seen as unethical, for example using child labour to make cheap fashion items.

Ethical policies could be explored through investigating well-publicised failures of different organisations' ethical policies. Learners could also investigate how some organisations succeed in using their ethical policies to enhance their brand image, for example the Cooperative Bank. Small groups of learners could each investigate these failures and successes and report their findings back to the main group. Guest speakers could be invited to explain the benefits to the business of having an ethical business code.

Learners need to be familiar with the main provisions of relevant legislation and small groups could investigate their impact on different organisations, including the impact of non-compliance, then present their findings to the rest of the class. It would be useful for learners to see the impact of work activities on the environment, how they are measured and what changes have been made to reduce the various impacts. Visits to suitable organisations could be organised and then learners could examine an ethical policy for their own organisation or for that of the centre and carry out a monitoring exercise of suppliers' practices against the ethical policies and standards.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Tutor input on types of organisational structures followed by group exercise researching theories and making comparisons
Tutor input on different cultures followed by case studies on individual and group behaviour in the workplace
Group activities drawing up organisational charts
Visit to organisation to examine structure and culture
<b>Assignment 1 – Structures and Cultures</b>
Research into effect of ethical activities on stakeholders in a business
Small-group activity examining a series of newspaper articles based on the failure of organisations' ethical policies
Learners visit an organisation that has been innovative in reducing the impact of its activities on the environment
Small-group activity to evaluate the impact of organisation on the environment
<b>Assignment 2 – How Ethical is the Business?</b>
Review of unit and programme of assignments

## Assessment

For learning outcome 1, learners must understand the impact of organisational structure and culture on individuals and organisations.

For AC1.1 and AC1.2, learners need to analyse the nature, elements and types of organisational structure and culture. Learners should be able to make contrasts between different organisational structures and cultures, using examples drawn from different organisations. Ideally, the selected organisations should be sufficiently different in order that meaningful comparisons can be made. For example, they could be different in size, they could be from the public and private sectors or they could be from different sectors of the economy such as retailing and manufacturing. Evidence could be presented as a presentation or written report.

For AC1.3, learners need to outline different models and classificatory schemes relating to organisational culture and structure. Learners can use examples from the organisations used for AC1.1 and 1.2 to link organisational and culture theory to working practices of the selected organisations.

For AC1.4, learners need to analyse the development of organisational culture and the factors that affect it. For example, the size of the organisation, the structure, leadership styles, systems and procedures, the external business environment.

To achieve AC1.5, there needs to be an analysis of how the relationship between an organisation's structure and culture can impact on the performance of the business, focusing on both individual and team behaviour. For example, many technology businesses such as Google and Facebook were founded by students and they have tried to develop a collegiate ethos and style of working together with structures that are less rigidly hierarchical than those found in more traditional businesses.

For AC2.1, learners need to assess the importance of ethical behaviour to business interests. They should define what is meant by business ethics and the types of issues that can impact on business activities. Learners should then examine the ethical behaviour of a selected business through identifying its activities from an ethical viewpoint. Learners will need to consider the implications of these ethical issues, how they are dealt with and the consequences for different stakeholders.

To achieve AC2.2, learners need to analyse the purpose and benefits of an ethical business code. Learners can use the same business or a different one, to examine its ethical code and explain how this has helped the business. This can be developed for AC2.3 to assess the effectiveness of ethical codes in changing the behaviour of individuals and organisations. Learners should consider the possible conflict of interest between different stakeholders that may have an impact on the business.

For AC2.4, learners need to explain the relevance of ethics for individual roles and behaviour and consider the link between business ethics and organisational culture.

To achieve AC2.5, learners must evaluate the impact of organisations on the environment. They should illustrate this by using at least two examples of business activities undertaken, for example printing hard copies of policies and procedures for the staff handbook. Each aspect of purchasing goods, energy waste and other waste, identifying any major environmental impacts of the proposed or actual activities, should be evaluated.

**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.

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2, 1.3, 1.4	Structures and Cultures	Comparison of the organisation structure and culture of two contrasting organisations.	Report or presentation.
2.1, 2.2, 2.3, 2.4, 2.5	How Ethical is the Business?	Investigation of ethics and social responsibility practices of a selected organisation.	Report or presentation.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

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

Fisher C, Lovell A – *Business Ethics and Values: Individual, Corporate and International Perspectives* (FT Prentice Hall, 2008) ISBN 978-0273716167

Mullins, Laurie J – *Essentials of Organisational Behaviour 3rd Edition* (FT Prentice Hall, 2011) ISBN: 978-0273757344

### Journals

*Business Review Magazine* (Philip Allan Updates)

*Economic Review Magazine* (Philip Allan Updates)

*Ethical Consumer* (ECRA Publishing Ltd)

### Websites

[www.business-ethics.com](http://www.business-ethics.com) *Business Ethics* online magazine

[www.ethicalconsumer.org](http://www.ethicalconsumer.org) *Ethical Consumer*

[www.ethical-junction.org](http://www.ethical-junction.org) Ethical businesses directory for the UK and Ireland

[www.ibe.org.uk](http://www.ibe.org.uk) Institute of Business Ethics

# Unit 4: Business Administration Systems

Unit code: L/503/6146  
QCF level 4: BTEC Professional  
Credit value: 5  
Guided learning hours: 24

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## Unit aim

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

## Unit introduction

All businesses have a back office, the places where administration takes place away from the view of customers. Administration is an important fact of business activity. Invoices have to be sent out, money collected, records of hours worked have to be maintained and wages and salaries have to be paid. Initially, the learner will learn about the features of administrative systems employed in different types and sizes of business with an explanation of how information flows are managed. The advent of information and communication technology (ICT) and its increasing sophistication mean that it is now widely used in supporting administration and improving the efficiency of businesses.

This unit will help learners to understand how systems thinking affects the administrative performance of businesses by looking at its contribution to efficient administrative performance, the stages of systems development and the potential drawbacks of systems thinking in a business context. There are significant benefits to implementing systems change, particularly when it improves the administrative performance of a business. For example, systems for online billing and collecting debts with direct debits improve business cash flow whilst at the same time reducing costs. The role and purpose of administration in financial and non-financial systems will be contrasted.

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand administrative systems	1.1 describe the features of administrative systems employed in different types and sizes of organisation 1.2 explain how organisations manage information flows 1.3 evaluate the role of information and communication technology (ICT) in supporting administration
2 Understand how systems thinking affects the administrative performance of organisations	2.1 explain the contribution of systems thinking to efficient administrative performance 2.2 clarify the role and purpose of administration in financial and non-financial systems 2.3 identify the stages of systems development 2.4 analyse the potential drawbacks systems thinking in an organisational context 2.5 evaluate the benefits of implementing systems change
3 Understand the role and function of policies and procedures in meeting customer requirements	3.1 differentiate between administrative policy and procedures 3.2 analyse the purposes of formal and informal administrative policies and procedures 3.3 identify methods for evaluating the effectiveness of procedures 3.4 analyse the relationship between formulating policy and preparing procedures 3.5 evaluate the extent to which the procedures meet customer requirements

## Unit content

### 1 Understand administrative systems

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

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

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

### 2 Understand how systems thinking affects the administrative performance of organisations

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

*Financial and non-financial systems:* role; purpose; financial accounting; management accounting; reporting financial information to interested parties; providing financial information for managerial action; complying with legal and regulatory requirements, e.g. Companies Acts, Statements of Standard Accounting Practice (SSAP); non-financial systems, e.g. personnel, customer relationship management, inventory control; identification of managerial needs; documentation of systems; collection of source data; data analysis; information reporting (financial, non-financial); timing of reports; audit; control; consistent approach to work; providing certainty; eliminating variability

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

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

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

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

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

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

## Essential guidance for tutors

### Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on practical and work experience. Learners are expected to be able to identify and develop the understanding and practical skills required to work with business administration systems.

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

## Outline learning plan

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

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

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on administrative systems
Research, discussion and case studies/exercises on managing information flows
Research, discussion and case studies/exercises on role of information and communication technology
<b>Assignment 1 – Administrative Systems</b>
Work on assignment. Tutorial support and feedback
Presentation on systems thinking
Research, discussion and case studies/exercises on administration in financial and non-financial systems
Research, discussion and case studies/exercises on developing and implementing systems change
<b>Assignment 2 – Systems Thinking</b>
Work on assignment. Tutorial support and feedback
Presentation on administrative policy and procedures
Research, discussion and case studies/exercises on evaluating the effectiveness of procedures
Research, discussion and case studies/exercises on procedures meeting customer requirements
<b>Assignment 3 – Policies and Procedures</b>
Work on assignment. Tutorial support and feedback
Review of unit and programme of assignments

## **Assessment**

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

It is possible to assess work orally, with the learner explaining and describing to the assessor in discussion, group work or 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 including detail of the evidence that is aligned to the criteria. The evidence must support achievement of the criteria. When there is sufficient evidence from the oral work or from observations to make an assessment decision then the assessment decision should be shown.

### Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Administrative Systems	You work as a business efficiency consultant and have been asked to write the content for some web pages by Business Link on the importance of effective administrative systems in business	Content for web pages which covers: <ul style="list-style-type: none"> <li>• features of administrative systems in different businesses</li> <li>• how businesses manage information flows</li> <li>• evaluation of role of ICT in supporting administration.</li> </ul>
2.1, 2.2, 2.3, 2.4, 2.5	Systems Thinking	You are a newly-appointed manager to a business that has a set of fragmented business systems. You have been asked to identify to your team why adopting a systems thinking approach to operations will lead to improved business effectiveness.	Team briefing on systems thinking and how it affects the administrative performance of businesses.

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3. 3.4, 3.5	Policies and Procedures	You work as the customer relationship manager in a business and have been asked to review the need for associated policies and procedures in order to identify what is needed and how they should work.	Report on the role and the function of policies and procedures in meeting customer requirements.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Appleby R.C. – *Modern Business Administration* (Financial Times/Prentice Hall, 1994) ISBN-13: 978-0273602828

Benyon-Davies P – *Business Information Systems* (Palgrave Macmillan, 2009) ISBN-13: 978-0230203686

Sherwood D – *Seeing the Forest for the Trees: A Manager's Guide to Applying Systems Thinking* (Nicholas Brealey Publishing, 2002) ISBN-13: 978-1857883114

### Websites

<a href="http://www.bized.co.uk">www.bized.co.uk</a>	Business education site with materials on business administration
<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link has information on different aspects of business administration
<a href="http://www.managementhelp.org">www.managementhelp.org</a>	Free management library with articles on various aspects of business administration, policies and procedures. Also has materials on finance

# **Unit 5: Personal Effectiveness in a Business Environment**

Unit code: T/503/6139  
QCF level 4: BTEC Professional  
Credit value: 5  
Guided learning hours: 24

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## **Unit aim**

This unit gives learners knowledge and understanding of the relationship between personal development of leadership skills and how it links to effective people management.

## **Unit introduction**

This unit introduces learners to understanding the personal and interpersonal skills needed for effective management and leadership. Learners will examine the skills and attributes of successful leaders and investigate the debate about leadership and management, understanding the differences and similarities between the two.

Applying leadership theories and models to specific situations will enable learners to assess the skills and competencies needed by a leader. Some of the key issues that leaders have to deal with in the workplace will be investigated. One of these is the link between motivation and job design. Learners will examine theories of motivation and the affect of motivation on individual performance.

This unit will help learners understand the personal and interpersonal skills needed for effective management and leadership. Learners will have the opportunity to investigate the importance of good time management through analysing their own use of time and identifying areas for improvement.

Finally, this unit will help learners research a range of Continuous Professional Development (CPD) methods and evaluate their suitability for individual effectiveness.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the relationship between personal effectiveness and effective people management	1.1 analyse the role and nature of management 1.2 analyse the personal and interpersonal skills needed by effective managers 1.3 differentiate between management and leadership 1.4 analyse the relationship between time management and the effective performance of individuals 1.5 identify solutions to problems caused by ineffective time management
2 Understand the relationship between motivation and individual effectiveness	2.1 analyse the underlying concept of motivation 2.2 assess the application of different motivation theories to the individual 2.3 explore the role of motivation theory in assisting effective job design
3 Understand how Continuous Professional Development (CPD) influences personal effectiveness	3.1 assess the role of CPD in organisations 3.2 analyse the influence of CPD on individuals 3.3 assess the effectiveness of different forms of CPD

## Unit content

### 1 Understand the relationship between personal effectiveness and effective people management

*Role and nature of management:* managerial roles, e.g. interpersonal, informational, decisional; functions of management, e.g. planning, organising, commanding, coordinating, controlling; perspectives on leadership, e.g. influencing others, having followers; role of creativity and innovation in management; development of management thought, e.g. scientific management, classical administration, bureaucracy, human relations approach, systems approach, contingency approach; nature of managerial authority, e.g. power, authority, responsibility, delegation, conflict

*Personal and interpersonal skills for managers:* personal skills, e.g. stress management, time management, verbal and non-verbal communication, managing conflict, making decisions, assertiveness; interpersonal skills, communicating with colleagues, e.g. body language, active listening, questioning, negotiation, giving and receiving feedback; adapting method of communication for different audiences; barriers to communication; conducting a skills audit and personal SWOT (strengths, weakness, opportunities, threats)

*Difference between management and leadership:* management and leadership style, e.g. autocratic, charismatic, persuasive, participative; influences on style, e.g. culture of organisation, beliefs and values of manager/leader; current theories, models and principles of leadership; differences between management and leadership in terms of behaviours and situations; impact of leadership on performance of work groups

*Time management and performance:* definition of time management; benefits of effective time management in order to achieve organisational and personal objectives, e.g. meeting goals and deadlines, achieving more goals, becoming less stressed; achieving more job satisfaction; having more time to think, producing better results; time management analysis identifying areas for improvement

*Solutions to problems of ineffective time management:* setting SMART objectives; prioritising; delegating; identifying time stealers; dealing with procrastination; identifying comfort zones; handling interruptions to planned work; using planning aids

### 2 Understand the relationship between motivation and individual effectiveness

*Motivation:* concept – factors that motivate people to perform, e.g. praise, encouragement, recognition, rewards and incentives; importance of motivation, intrinsic and extrinsic; goal setting; self-development; coaching and mentoring; peer groups; organisation culture; leadership and management styles; perception in order to help judge the behaviour of other people; personality, e.g. Jung's Personality Typology; attitude and values

*Motivation theories:* McGregor's Theory X and Theory Y; Herzberg's Motivation-Hygiene theory; Maslow's Hierarchy of Needs; Vroom and Expectancy theories; Maccoby, McCrae and Costa – personality dimensions

*How motivation helps job design:* role of rewards; financial, e.g. pay, commission, bonuses, profit sharing; non-financial, e.g. job satisfaction, job enlargement, empowerment, allocation of work, planning work and job design, beneficiary feedback; developing negotiation and bargaining skills; social factors which impact on job design, e.g. increasing retirement age and how this motivates both older and younger workers

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

*Role of CPD in organisations:* definition of CPD: a learning process aimed at planned continuous improvement and development in a lifelong learning context; assessing how CPD can contribute to the achievement of business objectives; providing support and facilitating learning; encouraging team learning; creating a learning culture

*CPD for individuals:* reflects an individual's particular discipline, work environment and career development objectives; self managed learning; identify skills needed at different levels in career pathway; methods to develop personal qualities and broaden the individual's knowledge and skills, e.g. using professional mentors, attending short courses or e-learning, seminars/conferences, preparing articles or reviews, visits to industry, work shadowing, attending meetings of professional bodies, learning new skills, further education studies

*Effectiveness of different forms of CPD:* devising personal action plans; assessing previous objectives, agreeing and setting new objectives, identifying needs; assessing the effectiveness of CPD; benefits to the individual, e.g. job satisfaction, improved technical competence, career development/progression opportunities; benefits for the organisation, e.g. motivated staff, improved productivity; skills development

## Essential guidance for tutors

### Delivery

This unit introduces learners to the knowledge, understanding and skills required for personal effectiveness in a business environment. The unit gives tutors the opportunity to use as wide a range of teaching and learning strategies as possible, including lectures, discussions, seminar presentations, case studies, role play, video clips, internet research and library resources. Learners should be encouraged to draw on personal and employment experience.

For learning outcome 1, learners need to understand the relationship between personal effectiveness and effective people management. This topic can be introduced through considering styles of leadership, using Tannenbaum and Schmidt's continuum of leadership behaviour. There are many views on the similarities and differences between management and leadership. Tutors could introduce this by leading a discussion on the qualities and attributes of well-known leaders in different situations. Learners can select successful leaders they are familiar with, either through history, the media or their own experience, for example Richard Branson, Winston Churchill, and identify the skills and attributes that made them successful. Learners can share their results with others and compare the qualities of different types of leader. This will give learners opportunities to discuss and compare leadership attributes in different contexts. Learners can identify their own management/leadership style.

Learners can work in groups to list the personal and interpersonal skills that are important for managers/leaders to develop good working relationships. Tutors can show video clips/DVDs of ineffective communication, followed by learners using role-play scenarios to practise skills such as body language, active listening, negotiation, assertiveness and others in a non-threatening environment. If learners are to give feedback to one another, care should be taken to ensure that they are fully versed in the art of giving constructive feedback before they are permitted to practise on one another. Learners should be encouraged to identify potential improvements in their own use of the communication techniques and team skills.

Tutor-led discussions on the importance of effective time management in a business environment can lead into group debates on time stealers such as procrastination, interruptions and habits. In-tray exercises are a useful activity for developing prioritisation of work tasks. Learners can explore the skills and techniques required for effective time management and then undertake activities individually to complete daily logs and timesheets over a realistic period of at least a week to analyse their own use of time.

Learning outcome 2 will require some delivery of the theoretical approaches to motivation. A visiting speaker is useful at this stage to give learners an insight into the practicalities of motivating staff. It is important that learners are given opportunities to explore the application of the theories through case studies, for example, or by discussing their own experiences. The links established in learning outcome 1 on leadership styles and between motivation and leadership can be continued. Topical case studies can be a valuable source of material for learners to compare different leadership styles, particularly in periods of organisational change. Learners can compare the effectiveness of the leadership styles in two organisations and assess their impact on the motivation of staff at different levels.

For learning outcome 3, a useful starting point is to ask learners to carry out a self-assessment (SWOT). It could include knowledge, interests, leisure activities, qualifications, skills and competences. This would generate an initial development/action plan linked to personal and career objectives. Self- and personal development might include a learning diary or log, progress review documentation and records of meetings with others such as careers officers, employers, tutors or voluntary organisations personnel. A visiting guest speaker could lead discussions on the importance of CPD for organisations and the ways they support individual staff.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Tutor-led discussion on differences between management and leadership – group work and exercises
Tutor input on management and leadership styles followed by exercises
Tutor input on interpersonal skills, using video clips/DVDs to illustrate poor communication
Role-play activities to practise personal and interpersonal skills and behaviours, followed by feedback and evaluation
Tutor-led discussion on the importance of effective time management, followed by activities on time stealers
Learner activities to analyse own time-management skills
<b>Assignment 1 – What Skills do Effective Managers Need?</b>
Tutor input on motivation theories, followed by case studies and discussion on the link between motivation and leadership and management
<b>Assignment 2 – How to Motivate Staff</b>
Tutor-led discussion on the role of CPD in organisations with guest speaker input
Self-assessment of skills, knowledge and understanding
<b>Assignment 3 – How can CPD Improve Performance?</b>
Review of unit and programme of assignments

## Assessment

For AC1.1, learners will need to demonstrate that they have researched sufficiently to analyse the role and nature of management. They should use appropriate examples.

For AC1.2, learners will need to show that they understand the different personal and interpersonal skills needed for effective management. Learners can relate this to a given job role or from their own SWOT analysis and provide information that is sufficiently detailed and more than just a list.

For AC1.3, learners need to explain the relationship between management and leadership, including the similarities and differences. They should use examples of at least three different management and leadership styles, analysing how these styles impact on the performance of staff and the achievement of organisational objectives.

For AC1.4, learners need to define time management and explain the benefits of effective time management on work performance. Evidence to support this should include an analysis of their own time spent over a realistic period, preferably a typical working week not including holidays, and identifying what improvements could be made to achieving objectives.

For AC1.5, learners need to identify solutions to problems caused by ineffective time management. They can use supporting examples from their time analysis.

For AC2.1, learners must explain the concept of motivation, drawing on examples of factors that motivate individuals in the workplace.

For AC2.2, learners should do more than simply re-iterate motivational theories such as Maslow or Herzberg. They should demonstrate an understanding of the application and effectiveness of the theories on an individual within the workplace. Learners do not need to use lots of different theories to demonstrate a wide-ranging knowledge but should draw on one or two relevant theories to illustrate understanding in the selected organisational context.

For AC2.3, learners will explore the role of motivation theory in assisting effective job design. They can assess how useful theories are in helping to gain insight into motivation, using examples of how jobs can be designed to get the best performance from the individual while helping achieve organisational objectives.

For AC3.1, learners must assess the role of CPD in organisations, linking it to the achievement of organisational objectives.

For AC3.2, learners must analyse the influence of CPD on the individual, comparing the different methods that can be used. Learners should refer to their own skills and knowledge assessment and how CPD will help them. They should use at least three examples of different methods.

For AC3.3, learners need to assess the effectiveness of different forms of CPD, using examples from their own experiences or from case studies. At least three examples of different forms of CPD should be assessed.

**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.

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1, 1.2, 1.3, 1.4, 1.5	What Skills do Effective Managers Need?	Analyse the people-management skills needed in a given business context.	Report or presentation.
2.1, 2.2, 2.3	How to Motivate Staff	Assess the motivational factors that impact on job design.	Report.
3.1, 3.2, 3.3	How can CPD Improve Performance?	Assess the usefulness of different methods of CPD.	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

Gold G, Thorpe R, Mumford A – *Leadership and Management Development* (CIPD, 2010) ISBN: 1843982447

Megginson D – *Continuing Professional Development, 2nd edition* (Chartered Institute of Personnel and Development, 2007) ISBN-13:978-1843981664

### Journals

*Management Today* (Chartered Institute of Management)

*People Management* (Chartered Institute of Personnel and Development)

*Professional Manager* (Chartered Institute of Management)

### Websites

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.leadershipnow.com">www.leadershipnow.com</a>	Online resource for articles and blogs on leadership challenges
<a href="http://www.managementhelp.org">www.managementhelp.org</a>	Online management library for articles and blogs on leadership development planning
<a href="http://www.managers.org.uk">www.managers.org.uk</a>	Chartered Management Institute – has a searchable database that members can use to access journal articles and other publications
<a href="http://www.peterhoney.com">www.peterhoney.com</a>	Offers a range of questionnaires and trainer packs

# **Unit 6: Managing People and Performance in a Business Environment**

Unit code: M/503/6141  
QCF level 4: BTEC Professional  
Credit value: 5  
Guided learning hours: 24

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## **Unit aim**

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

## **Unit introduction**

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

Motivation at work can take place in different ways and learners will examine motivation theory to explore how intrinsic and extrinsic motivation has an impact on individual behaviour. People working together in teams can benefit organisations and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. If team members cooperate, they can inspire each other. Cooperation helps the team to solve problems and identify the individual skills in the team. Learners will investigate how work can be allocated within the team so that the complementary skills of team members can be used to best effect, the benefits of team development and teamworking. Learners will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams.

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

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

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<p>4 Understand the factors that contribute to successful team development and performance</p>	<p>4.1 analyse the nature and importance of teamwork for an organisation</p> <p>4.2 identify the stages of group development and the factors influencing effective team performance</p> <p>4.3 describe the characteristics of team effectiveness</p> <p>4.4 evaluate the relationship between different group roles and effective team performance</p>
<p>5 Understand problem-solving and conflict resolution when managing people</p>	<p>5.1 explain the potential for conflict caused by different stakeholders' objectives</p> <p>5.2 outline different approaches for dealing with conflict within teams and between individuals</p> <p>5.3 evaluate problem-solving and interpersonal skills needed to manage people</p> <p>5.4 outline Mintzberg's decisional roles</p>

## Unit content

### 1 Understand workplace learning and development methods

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

*Learning and development cycle:* stages, e.g. identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes; research and analyse needs, e.g. Learning Needs Analysis, Training Needs Analysis, programme review, questionnaire, employer contact; plan and prepare, e.g. learning opportunities, course development; facilitate and assess learners achievement, e.g. learning programme, assessment of achievement; evaluate and improve, e.g. programme evaluation, reflection, CPD

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

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

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

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

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

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

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

*Models and theories of leadership:* current theories: types of power and authority, e.g. coercive, reward, legitimate, referent, expert (French and Raven); situational theories, e.g. 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)

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

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

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

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

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

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

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

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

## Essential guidance for tutors

### Delivery

Staff training and development are fundamental activities in all successful organisations. They are very important in ensuring that employees make an effective contribution to the aims and objectives of the organisation. All organisations operate in a dynamic environment, irrespective of their size and sector. They all need to ensure that their staff are well trained to meet the demands of operating in a modern economy.

A useful starting point is a discussion on what methods of learning and development are used in learners' workplaces. This could provide an introduction on the importance for an organisation of having a trained workforce and the benefits of using a systematic approach. Learners will need to be familiar with current theories of motivation and the range of reward systems used by organisations. It is important that learners understand the role that motivation theories play in helping to inform motivational practice. Group discussions using topical examples of current practice from newspapers and journals or case studies will help to contextualise this area of understanding. A visiting guest speaker could discuss current examples of gaining employee involvement, using motivational techniques and the effectiveness of the reward systems currently used in the organisation to bring this learning together.

There are many leadership theories that can be covered and tutors need to be selective when introducing relevant models. Learners should explore the characteristics and style of different team leaders, this could be through activities such as identifying the skills and traits of well-known leaders. It is important that the tutor stresses that an effective team needs to be a mix of capabilities and not consist entirely of those with leadership skills. Tutors should introduce learners to the well-known, action-centred leadership approach of John Adair, this can be represented as a three-circle model showing the responsibilities of the leader in ensuring task, team and individual needs are satisfied. Learners could carry out activities positioning the circles from case studies or from their own experiences. Case studies or video materials of good and poor practices with subsequent discussion and analysis would also be useful.

Learners could explore the characteristics of effective teams, drawing on their own experiences from their workplaces and social lives. Tutor input is required on team-role theories and stages of team development. Learners could discuss examples of teams that have not worked effectively because of a poor mix of roles, applying the models to their own experiences.

Learners should have the opportunity to understand the barriers to effective communication. They can practise the techniques required for active listening through role play. Learners must be able to demonstrate listening and responding behaviours of empathising, analysing and synthesising. Feedback from peers and the tutor will enable learners to reflect on their communication skills and identify areas for development.

Tutors can introduce the topic of conflict by asking 'What is conflict?' and learners can draw on their own experiences. At this point it would be useful for learners to realise that not all conflict is negative, they should research instances when it could have a positive effect. It would also be useful for learners to be able to visit a suitable organisation to assess how it deals with difficult situations. To gather information, learners can prepare a questionnaire for the visit to cover specific conflicts. This should include situations of conflict between two individuals and between an individual and a group.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Tutor-led discussion on methods of learning and importance for the organisation followed by small-group research of learning methods used in organisations
Tutor-led discussion on motivation and reward systems, followed by group activities on motivation theory and practice, examples of reward systems
Visiting speaker from local organisation on motivational practice and reward systems
<b>Assignment 1 – How do Individuals Learn?</b>
Tutor input on theory of leadership, leadership styles, followed by group activities on leadership attributes
Tutor input on team role and stages of team-development theories, followed by group activities applying the models
Tutor-led discussion on the importance of effective communication, barriers to effective communication, followed by role-play activities of communication skills
Tutor-led discussion on conflict, followed by activities on conflict situations using Mintzberg’s model
Visit to an organisation or from a visiting speaker to see how conflict situations are dealt with
<b>Assignment 2 – The Role of Leadership in Developing Effective Teams</b>
Review of unit and programme of assignments

## Assessment

Evidence for learning outcome 1 is likely to be in the form of a report or presentation resulting from an investigation into an organisation. For AC1.1, learners will need to examine the types of learning, training and development that may be appropriate in organisations, using examples to illustrate the benefits of using a systematic approach. This can be built on for AC1.2 to analyse the importance of learning and development for organisations.

For AC1.3, learners need to analyse the nature of learning, development and learning behaviour, applying the concepts of the learning development cycle, and showing how people have preferred methods of learning.

For AC1.4, learners should be aware that organisations use a variety of methods and activities to train their staff and understand key concepts such as on- and off-the-job training. Learners can use their centre, their employer or another suitable organisation to research learning methods. Learners need to outline the key considerations for organisations in planning their training programmes.

For learning outcome 2, learners need to demonstrate understanding of the nature of individual influences on behaviour at work. For AC2.1, learners will show how the ideas of writers on motivation have shaped the way organisations motivate their employees to explain the role of wants, needs and expectations. For AC2.2, learners need to analyse the impact of rewards on motivation and satisfaction and their relationship to morale. Some reward systems emphasise payment by results and are influenced more by ideas of scientific management, whereas other reward systems emphasise the personal and social nature of motivation and draw on ideas from Maslow and Herzberg. Learners need to analyse how organisations use reward systems because they believe they work in motivating employees, so a case study is likely to illustrate why an organisation chooses a particular approach to motivation. Learners can use their employer, the centre where they study or another suitable organisation as a case study.

To manage people effectively, it is necessary to understand factors that affect how people behave at work and for AC2.3, learners need explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour. For AC2.4, learners can draw everything together and evaluate the link between motivation, morale and workplace performance, demonstrating some background knowledge of motivational theories such as those of Maslow and Hertzberg.

For AC3.1, learners must define leadership in terms of influence, people and situations. They can use examples of well-known leaders to illustrate leadership attributes and skills and draw on the importance of adapting leadership style to suit the particular situation, also how leadership skills link to the practical application of motivating people in the workplace. Examples of different types of team can be identified along with the benefits of teams when used in different situations in the workplace.

For AC3.2, learners need to evaluate different models and theories of leadership. This should be related to a specific business situation, learners do not need to use lots of different theories to demonstrate a wide-ranging knowledge but should draw on a couple of them to illustrate understanding in the selected organisational context. This can be developed for AC3.3 to analyse the impact of different leadership styles on leading and communicating within teams.

For AC3.4, learners can use a selected business to identify the different types of communication network, analysing the benefits and drawbacks of each type.

For AC4.1, 4.2 and 4.3, learners should look at key stages in the development of an effective cohesive team. They should analyse the nature and importance of teamwork for an organisation and describe the characteristics of team effectiveness, drawing on examples from their own experiences where possible. This can be brought together with an evaluation of the relationship between different group roles and effective team performance for AC4.4.

For AC5.1, learners need to explain the potential for conflict caused by different stakeholders' objectives. For AC5.2 they can compare practical and workable ways of managing conflict, demonstrating an understanding of the importance of identifying causes of conflict in a team and between individuals.

For AC5.3, learners must evaluate the problem-solving and interpersonal skills needed to manage people, including leadership skills.

For AC5.4, learners need to outline Mintzberg's decisional roles showing how the situations managers deal with differ in the degree of routine, the size and scope and complexity of the activities in which they are involved and the responsibilities associated with these activities.

### 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, 2.1, 2.2, 2.3, 2.4	How do Individuals Learn?	Investigation into factors affecting individual behaviour and how it impacts on workplace learning and development.	Report or presentation.
3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4	The Role of Leadership in Developing Effective Teams	Investigation exploring ways that leadership impacts on team effectiveness.	Report or presentation.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Adair J – *Effective Leadership* (Pan, 2009) ISBN 978-978-0330504195

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 2010)  
ISBN 978-1856178006

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

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 978-902899152

Moskowitz M – *A Practical Guide to Training and Development* (Wiley & Sons,  
2008) ISBN 978-0470189467

### Journals

*Management Today* (Haymarket Business Media)

*People Management* (Chartered Institute of Personnel and Development)

*Professional Manager* (Chartered Management Institute)

### Websites

<a href="http://www.belbin.com">www.belbin.com</a>	Dr Meredith Belbin's website on team role theory
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	Business education website, including learning materials and quizzes
<a href="http://www.businessballs.com">www.businessballs.com</a>	Free materials, articles and ideas for team roles and leadership
<a href="http://www.cfa.uk.com">www.cfa.uk.com</a>	Council for Administration
<a href="http://www.cipd.org.uk">www.cipd.org.uk</a>	The Chartered Institute of Personnel and Development
<a href="http://www.managementhelp.org">www.managementhelp.org</a>	Overview and checklist on conducting appraisals
<a href="http://www.managers.org.uk">www.managers.org.uk</a>	Chartered Management Institute
<a href="http://www.thetimes100.co.uk">www.thetimes100.co.uk</a>	A number of case studies on teams



# **Unit 7: Understanding Sustainability and Environmental Issues in an Organisation**

Unit code: L/503/9368  
QCF level 3: BTEC Professional  
Credit value: 3  
Guided learning hours: 10

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## **Unit aim**

This unit gives learners an understanding of corporate responsibility and the importance of sustainability and environmental issues. It also helps them to understand the impact of work practices on the environment.

## **Unit introduction**

Sustainability and environmental issues are a growing concern for businesses. The impact of business activity on the environment and corporate behaviour has resulted in organisations exercising responsibility by integrating their operations with social and environmental concerns. Waste reduction and resource efficiency are important environmental issues to be addressed and organisations need to implement policies, procedures and audits to manage the impact and damage of work practices on the environment.

This unit investigates managing sustainability and the management of environmental issues within the context of learners' own organisations. Learners will demonstrate their understanding of the main concepts, environmental standards and legislation that apply in a specific workplace. The unit gives learners the opportunity to examine legislation that organisations must comply with to minimise environmental impact and meet the requirements of Duty of Care.

Most organisations choose the most suitable tools and equipment when carrying out work activities in order to be compliant and eco friendly. In this unit, learners will examine relevant environmental standards and look at issues in the workplace and different methods and systems for managing them.

The characteristics of buildings also affect how an organisation responds to the management of environmental issues. Learners will investigate how more environmentally friendly practices are, or could be, initiated to improve working practices and procedures.

## 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 sustainability and corporate social responsibility	1.1 explain the terms sustainability and corporate social responsibility 1.2 identify the key legislation associated with sustainability and corporate social responsibility
2 Understand environmental issues affecting the organisation and how these issues can be managed	2.1 list the environmental standards required in own organisation 2.2 explain the environmental issues affecting own organisation 2.3 describe environmentally friendly ways to manage issues affecting own organisation
3 Understand the constraints and opportunities of an organisation's building(s) in being environmentally friendly	3.1 explain the constraints of own organisation's building(s) on environmentally friendly procedures and practices 3.2 explain the opportunities to enhance own organisation's building(s) environmentally friendly performance

## Unit content

### 1 Understand sustainability and corporate social responsibility

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

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

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

### 2 Understand environmental issues affecting the organisation and how these issues can be managed

*Environmental standards:* ISO14001; Eco-Management Audit System (EMAS), Energy Efficiency Scheme; integration of standards with wider management systems

*Environmental issues:* pollution; climate change; responsible managing of waste and recycling; biodiversity; using sustainable resources; reducing carbon footprint; improving work activities and production processes

*Impact of issues:* legal compliance and statutory duties; loss of reputation, poor publicity; types of damage; methods for minimising impact of damage; corrective actions; monitoring impact of activities; identifying improvements

*Management systems:* methods and systems of waste and energy management, e.g. using suitable tools, materials and equipment, setting targets, regular maintenance of equipment, re-use and recycling; benefits and methods of waste reduction; minimising risk of waste disposal to people and organisations; responsible purchasing; using eco-friendly products; importance of auditing; minimising environment impact through the supply chain; procedures for dealing with environment incidents; policies and practices to improve environmental awareness

### 3 Understand the constraints and opportunities of an organisation's building(s) in being environmentally friendly

*Key features:* suitability of buildings and facilities; efficiency; resources used, e.g. equipment, including ICT, materials, plant and machinery, supplies, services, energy; evaluating effectiveness of building

*Constraints:* listed buildings; type of heating and cooling; structure of roof; level of insulation; solar gain; thermal efficiency; noise or air pollution

*Opportunities:* carbon reduction commitment; eco-design; alternative sources of energy; re-use of building materials; LED lighting; natural ventilation; grey water recycling; rain water harvesting; Building Research Establishment Environmental Assessment Method (BREEAM); energy performance certificates (EPCs); thermo graphic surveys

## Essential guidance for tutors

### Delivery

This unit is intended to be delivered in the workplace. It is advisable that learners base some learning activities on a selected organisation, preferably the one they work for, to gain an appreciation of the responsibilities in managing sustainability and environmental issues. Discussion groups will enable learners to share ideas on the different environmentally-friendly practices undertaken at their workplaces. Visiting guest speakers can provide a valuable input on the impact of environmental issues and their management.

To introduce learners to the concepts of sustainability, they can research current news articles which make reference to environmental issues and then consider the context and how it might have an ecological, social or economic effect and its link with stakeholders and the community. Learners can then draw a mindmap using different meanings of the word 'sustainable'. Many organisations have websites dedicated to their corporate social responsibility and learners can research these to see what actions are taken. Tutors should ensure that learners develop an understanding of relevant environmental legislation and regulations through providing an overview of this topic. Activities can be undertaken to identify the main pieces of legislation that organisations must comply with in order to minimise environmental impact and meet the requirements of the Duty of Care. There is a wealth of information and support material available from the Environment Agency and other advisory bodies. This unit takes a practical approach to managing sustainability and environmental issues.

A guest speaker could provide examples of environmental issues experienced and their impact. It would be useful for learners to compare and contrast issues for different types of organisation, such as a supermarket, a car manufacturer, a fast-food outlet or a local leisure and fitness centre. This will enable learners to consider the environmental impact of the activities, how they are evaluated and reviewed, and ways these issues can be managed. Individual or group research and case studies can be used.

An organisation's buildings can have an impact on the effectiveness of environmentally friendly work procedures and practices. Learners can visit local business premises to examine the characteristics of the buildings and the key features of the working environment that have an impact on the management of environmental issues. This will help them to identify opportunities to enhance the premises' eco performance, such as effective use of energy and waste disposal.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Tutor-led discussion on meaning of sustainability and corporate social responsibility (CSR) followed by group work researching current environmental issues and organisations' CSR policies and practices
<b>Assignment 1 – Sustainability and Corporate Social Responsibility</b>
Guest speaker discussing impact of environmental issues on own organisation, followed by case studies to explore methods to manage them
<b>Assignment 2 – What are the Issues?</b>
Tutor-led discussion on factors which can affect the environmentally friendly performance of an organisation
Visit to a suitable organisation's premises to examine the characteristics of the building on management of environmental issues, followed by discussion on ways to enhance the eco performance
<b>Assignment 3 – Improving Eco Performance</b>
Review of unit and programme of assignments

## Assessment

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

For AC1.1, learners need to provide an overview of the terms 'corporate social responsibility' and 'sustainability', drawing out the wider relationship between the organisation, its stakeholders and the local community; examples should be given of relevant policies and practices. Evidence could be in the form of a presentation or written report. This will follow on to AC1.2, where learners examine the legislative requirements and duty of care in terms of minimising environmental impact and damage on the organisation. Learners should support the explanation with examples of specific legislation, for example waste management, and cover broader legislation where relevant such as Kyoto or building regulations.

For AC2.1, learners should research and list the environmental standards relevant to their own organisation. For AC2.2, learners need to examine the environmental issues affecting the organisation and support their explanation with examples, for example potential impacts on pollution, carbon footprint, or biodiversity, rather than providing an exhaustive list. Learners should be aware of the most suitable choice of materials and equipment given the nature of the work activity undertaken. For AC2.3, learners should give examples of the systems in place to manage issues such as reuse, recycling, reduce, monitoring consumption, promoting better use of space and facilities, encouraging the use of video conferencing. They should explain the methods that may be used to minimise environmental impact and damage, manage waste streams and work with suppliers.

For AC3.1, learners need to describe the characteristics of the organisation's building(s) and explain how they have an impact on the management of environmental issues, such as being a listed building or the structure of the roof. For AC3.2, learners will reflect on the building's characteristics and give examples, not just an exhaustive list, of improvements that could be put in place to improve eco performance, making sure that they are realistic and can be supported

### 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	Sustainability and Corporate Social Responsibility	Examination of concepts of sustainability and corporate social responsibility.	Report or presentation.
2.1, 2.2, 2.3	What are the Issues?	Investigation into environmental practices in an organisation and ways any issues can be managed.	Report or presentation.
3.1, 3.2	Improving Eco Performance	Investigation into the characteristics of an organisation's buildings to improve eco performance.	Report or presentation.

## Essential resources

Learners must have access to a suitable business premises to examine environmentally friendly practices and procedures.

## Indicative resource materials

### Textbooks

Buckingham S, Turner M – *Understanding Environmental Issues* (Sage Publications, 2008) ISBN 978-0761942368

Dresner S – *The Principles of Sustainability* (Routledge, 2008) ISBN 978-1844074969

Epstein M – *Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts* (Greenleaf Publishing, 2008) ISBN 978-1906093051

### Journals

*ISO Focus* and monthly magazine on the International Standards Organisation, includes environmental issues

*Journal of Environmental Management* (Elsevier)

### Websites

[www.iema.net/](http://www.iema.net/)

The professional membership body the Institute of Environmental Management and Assessment

<http://www.environment-agency.gov.uk>

UK Environment Agency – management toolkits for different sectors

<http://www.iso.org/iso/iso14000>

International Standards Organisation (ISO) – publishes environmental standards



# Unit 8: Managing Business Facilities

Unit code: T/503/6142  
QCF level 4: BTEC Professional  
Credit value: 5  
Guided learning hours: 10

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## Unit aim

The aim of this unit is to give learners an understanding of the role of facilities management in a business. It will also help learners to understand the importance of being able to manage facilities in a way that contributes to improved business performance.

## Unit introduction

This unit will help learners understand the role of facilities management in a business. There is a cost to owning and renting business facilities, whether they are factories, warehouses, offices or retail premises, and the associated resources and services. So the best use needs to be made of accommodation and resources through efficient facilities management.

Facilities management requires identification of the facilities required for all the operational functions of a business. Consideration will be given to the nature of facilities management in a business and its contribution to how businesses work. Facilities management is linked directly to general business functions and to specific operational functions in a business. Mains services, such as power, have to be sufficient but computer servers need dedicated data lines and standby generators in case mains power fails.

Learners will learn about the functions carried out by facilities managers. They manage accommodation by analysing the relationship between the business' needs and space planning. Consideration will be given to ergonomic and other factors when planning and managing the use of space and accommodation. Facilities managers are responsible for ensuring that legislation in areas such as health and safety is complied with. Issues such as energy management, sustainability, environmental impact and security require action from facilities managers as they all have an effect on businesses and a financial dimension, so consequently require monitoring and control. Effective facilities management contributes to improved business performance and the achievement of business goals.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the role of facilities management in a business	1.1 explain the contribution of facilities management to an organisation 1.2 evaluate the relationship between the operations function and facilities management 1.3 analyse the role and responsibilities of facilities managers 1.4 analyse how effective facilities management can contribute to improved organisational performance
2 Understand the management of organisational accommodation	2.1 analyse the relationship between business needs and space planning 2.2 explain the ergonomic considerations when planning improvements to the use of space 2.3 explain the factors to be taken into account when planning and managing changes to accommodation
3 Understand the influence of health, safety and environmental legislation on facilities management	3.1 explain the health, safety, sustainability, energy management, environmental issues and applicable legislation relevant to an organisation 3.2 assess the environmental impact of equipment, energy and consumables used by an organisation 3.3 identify how a business might minimize its impact of the environment 3.4 identify the environmental and security issues to be addressed in an organisation's waste management procedures 3.5 explain how to carry out a risk assessment

## Unit content

### 1 Understand the role of facilities management in a business

*Contribution of facilities management:* objectives of facilities management; aligning facilities management objectives to business goals; efficient use of facilities; minimising costs; generating revenue; space management; managing maintenance; energy management; waste management; managing sustainability

*Operations and facilities management:* managing operational services; heating; lighting; access; security; cleaning; catering; specialist services; routine maintenance; non-routine maintenance; ensuring legal compliance of operations and facilities management

*Role and responsibilities of facilities managers:* planning facilities management; coordinating facilities management; controlling facilities management; financial management; managing human resources; allocate responsibilities to individuals; managing accommodation; health and safety management; environmental management; waste management; liaising with functional area managers; taking action within own area of responsibility; reporting to line managers

*Facilities management and improved organisational performance:* achievement of facilities management objectives contributes to business goals; cost reduction; revenue generation; efficient space utilisation; minimise down time; ensuring facilities are fit for purpose; safe working; competitive procurement of facilities resources and services; benchmarking performance; outsourcing facilities management; bringing facilities management in house; implementing change; monitoring improved performance; measuring improvements; reporting on performance improvements

### 2 Understand the management of organisational accommodation

*Business needs and space planning:* identifying business need for space; defining space requirements; types of accommodation, e.g. manufacturing, office, warehouse, front-of-house, back-of-house; single purpose; multi-purpose; general; specialist, e.g. computer suites, laboratories; access (vehicle, pedestrian); measuring space; stack plans; floor plans

*Ergonomics:* anthropometrics; ergonomics; structural dimensions; functional dimensions; activity spaces; clearance dimensions; layout types, e.g. cellular, single occupation, multi-occupation, regimented, landscaped facilities; layout standards; open planning; fixed services

*Planning changes to accommodation:* factors to be taken into account; potential future needs; efficient space usage; energy use; comfort; safety; access; security; aesthetics, e.g. colour, unity, proportion, corporate image; equal opportunities, e.g. access, exit, movement, work areas; non-work area activities; user needs; compliance with legal requirements; compliance with business requirements; designing solutions

### 3 Understand the influence of health, safety and environmental legislation on facilities management

*Legislation:* health, safety, sustainability, energy management, environmental management; industry specific legislation, e.g. bonded warehouses; Offices, Shops and Railway Premises Act 1963; Health and Safety at Work Act (1974); Equality Act (2010); Corporate Manslaughter and Corporate Homicide Act (2007); European directives for health and safety under Article 118 of the Treaty of Rome; Management of Health and Safety at Work Regulations 1992; Workplace (Health, Safety and Welfare) Regulations 1992; Health and Safety (Display Screen Equipment) Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 1994; guidance from government departments with responsibility on sustainable business, e.g. Department for Environment Food and Rural Affairs (DEFRA), Department of Energy & Climate Change (DECC). The legislation that is currently in force at the time of teaching should be used. This may mean that some law is superseded and new law is added to the statute book. Many areas of the law are amplified through case law and supporting directives and regulations so some statutes are not listed in some areas

*Environmental impact:* environmental impact assessments; energy use; consumables; sustainability; waste management

*Risk assessment:* purposes, e.g. protection of employees while at work; protection of public; protection of business's resources; compliance with current legislation and regulations; identifying sources of risk; problems brought about by legislation change, e.g. Construction (Design and Management) Regulations 2007 (CDM); accessibility requirements; building regulation changes; conducting the risk assessment; recording results; assessing risk; proposing remedial action; reporting matters outside own area of responsibility; implementing changes; notifying others of change

## Essential guidance for tutors

### Delivery

It is expected that learners be self-motivated to enquire into the topics under discussion, to question 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 and work experience. Learners should be able to identify and develop the understanding and practical skills required to manage business facilities.

The programme should be delivered through blended learning that uses business resources and class-based, face-to-face teaching and e-learning. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed. 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 and carry out research on managing business facilities. Learners in work will be expected to use their working context and roles to learn about the practical techniques associated with managing business facilities.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on facilities management
Research, discussion and case studies/exercises on operations and facilities management
Research, discussion and case studies/exercises on role and responsibilities of facilities managers
Research, discussion and case studies/exercises on improving business performance
<b>Assignment 1 – Role of Facilities Management</b>
Work on assignment. Tutorial support and feedback
Presentation on business needs and space planning
Research, discussion and case studies/exercises on ergonomics considerations in the management of business facilities
Research, discussion and case studies/exercises on planning changes to accommodation
<b>Assignment 2 – Management of Accommodation</b>
Work on assignment. Tutorial support and feedback
Presentation on legal issues in the management of business facilities
Research, discussion and case studies/exercises on legal issues
Research, discussion and case studies/exercises on environmental impact
Research, discussion and case studies/exercises on assessing risks
<b>Assignment 3 – Health, Safety and Environmental Legislation</b>
Work on assignment. Tutorial support and feedback
Review of unit and programme of assignments

## **Assessment**

A range of assessment instruments (assignments), can be used, such as (but not confined to) practical work, presentations, projects, tests, 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 as long as they enable the learner to produce evidence that meets the assessment criteria.

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

### Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4	Role of Facilities Management	You work in a business advisory service and have been asked to discuss with a newly established local business the importance of managing business facilities and the contribution it makes to business success.	Presentation on the role of facilities management in a business.
2.1, 2.2, 2.3	Management of Accommodation	You work in a business advisory service and have been asked to identify with the manager of the business how to approach the management of business accommodation.	Report on the management of business accommodation. (Assignments 1 and 2 can be integrated.)
3.1, 3.2, 3.3, 3.4, 3.5	Health, Safety and Environmental Legislation	You work in a business advisory service and have been asked to contribute an article to the monthly newsletter about the influence of health, safety and environmental legislation on facilities management.	Article on the influence of health, safety and environmental legislation on facilities management.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Atkin B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2009)  
ISBN-13: 978-1405186599

Booty F (editor) – *Facilities Management Handbook* (Butterworth-Heinemann, 2008) ISBN-13: 978-0750689779

Martin D – *The A-Z of Facilities and Property Management* (Thorogood Publishing, 2010) ISBN-13: 978-1854187444

### Journals

[www.fm-world.co.uk/](http://www.fm-world.co.uk/) – online journal of the British Institute of Facilities Management

<http://www.pfmonthenet.net/> – *Premises and Facilities Management* online journal

### Websites

[www.bifm.org.uk/bifm/home](http://www.bifm.org.uk/bifm/home)

British Institute of Facilities Management

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business Link has information on sustainable business practices

[www.legislation.gov.uk/ukxi/1992/2051/contents](http://www.legislation.gov.uk/ukxi/1992/2051/contents)

UK legislation website

[www.managementhelp.org](http://www.managementhelp.org)

Free management library with articles on facilities management topics



# Unit 9: Understanding Stakeholder Expectations

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

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## Unit aim

The aim of this 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 to 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, for example suppliers, employees, 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 include the general public, community groups and the 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 might see trade drawn away by a 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

Learners should 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 able to identify and develop an understanding of stakeholder expectations.

The unit should be delivered through blended learning, using business resources and class-based, face-to-face teaching and e-learning. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example practical work, role play, tutorials, seminars, and discussion groups where personal and professional practice can be shared and discussed. Learners are encouraged to engage in social learning to:

- carry out practical work
- discuss problems
- consider experiences
- work on case studies
- prepare reports for presentation
- 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.

<b>Topic and suggested assignments/activities and/assessment</b>
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
<b>Assignment 1 – Stakeholders</b>
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
<b>Assignment 2 – Stakeholder Expectations</b>
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
<b>Assignment 3 – Enhancing Stakeholder Engagement</b>
Work on assignment. Tutor support and feedback
Review of unit and programme of assignments

## **Assessment**

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 as long as they enable learners to produce evidence that can meet the assessment criteria.

It is possible to assess work orally through the learner explaining and describing to the assessor in discussion, group work or 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 for 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> with 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"> <li>• the differences and similarities between organisational customers and stakeholders</li> <li>• the differences and similarities between primary and secondary organisational stakeholders.</li> </ul>	An article describing the different business stakeholders.
2.1, 2.2	Stakeholder Expectations	<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. You should select suitable businesses to investigate and report on primary and secondary stakeholder expectations.</p>	An article describing primary and secondary stakeholder expectations.

Criteria covered	Assignment title	Scenario	Assessment method
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-13: 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-13: 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, from time to time, articles on businesses and their stakeholders and an extensive archive of up-to-date materials and examples

### Websites

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

# **Unit 10: Principles of Administration for Executive Assistants**

Unit code:	J/504/5301
QCF level 4:	BTEC Professional
Credit value:	10
Guided learning hours:	73

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## **Unit aim**

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

## **Unit introduction**

All successful businesses have effective support for their most senior managers. This unit focuses on how executive assistants provide this support for business managers.

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

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

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

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the role, interpersonal skills and behaviours required by executive assistants</p>	<p>1.1 appraise the role of executive assistants in supporting effective management in organisations</p> <p>1.2 analyse the skills and behaviours required by executive assistants to provide support to senior managers</p> <p>1.3 evaluate how collaborative working with other executive assistants support the business</p> <p>1.4 explain the importance of executive assistants evaluating own role to improve performance</p> <p>1.5 explain how managing the administrative needs of senior managers optimises the time and resources of the business</p>
<p>2 Understand the management of diaries and engagements</p>	<p>2.1 evaluate how diary and engagement management supports the business priorities of senior managers</p> <p>2.2 analyse the importance of balancing the input from senior managers with the needs of functional business areas, speaking engagements and customers</p>

Learning outcomes	Assessment criteria
<p>3 Understand how executive assistants support business meetings and events</p>	<p>3.1 analyse the role of executive assistants in facilitating senior management, executive and board level meetings</p> <p>3.2 appraise the operational requirements of executive assistants in strategic meetings including:</p> <ul style="list-style-type: none"> <li>• pre-meeting liaison</li> <li>• research and preparation</li> <li>• post meeting briefs</li> <li>• follow up communication</li> </ul> <p>3.3 explain the remit of executive assistants when attending meetings on behalf of senior management</p>
<p>4 Understand how executive assistants support organisational systems and processes</p>	<p>4.1 evaluate the importance of managing information flow to and from senior managers</p> <p>4.2 explain the role of executive assistants in developing management files and systems to enhance information flow</p> <p>4.3 explain the role of executive assistants in facilitating business projects</p> <p>4.4 explain how executive assistants support human resource processes</p> <p>4.5 analyse the importance of executive assistants following appropriate decision making channels</p> <p>4.6 critically evaluate the different communication channels and tools used by executive assistants to provide support to senior managers</p>

## Unit content

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

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

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

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

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

### 2 Understand the management of diaries and engagements

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

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

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

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

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

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

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

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

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

*Information flow:* executive assistant and senior manager information exchange (suitable methods, frequency, confirmation, follow up)

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

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

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

*Decision-making channels:* organisational structures; chains of command; scope of responsibility (manager, acting manager)

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

## Essential guidance for tutors

### Delivery

Programme delivery should make use of business administration resources and examples to support the development of learners' understanding of the principles of administration. Learners will be expected to work independently to gather the evidence needed for achievement. Textbooks, exercises, case studies and formative assessment should all support the preparation for summative assessment. Individual and small-group tutorials should be held and learners should be encouraged to participate in discussions and share their ideas and experiences. Presentations to the class can support development of knowledge and understanding.

Learners who have access to an employer or work experience are expected to use their role to develop their understanding of the principles of administration for executive assistants in business. Where possible, learners should be encouraged to base their project on this business. If this is not practical, learners could consider basing their project on other business organisations they have contact with. If necessary, case studies can be utilised to support the evidence.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on the role of the executive assistant, interpersonal skills and behaviours required
Case study on developing skills and behaviours to support senior managers
Group exercise on collaborative working to provide support within a given business, including how managing administrative needs will optimise time and resources in the business. To be followed by group evaluation of the group's performance
<b>Assignment 1 – Role, Skills and Behaviours for Executive Assistants</b>
Case study on managing diaries and engagements
Presentation on balancing senior manager input with needs of the functional areas in businesses, including speaking engagements and customer expectations. To be followed by individual research on a selected organisation
Individual tutorial support
<b>Assignment 2 – Managing Diaries and Engagements</b>
Presentation and group discussions on supporting business meetings and events
Presentation on supporting organisational systems and processes
Individual research on providing support in specific situations for a given business
Individual tutorial support
<b>Assignment 3 – Supporting Business Meetings, Events and Organisational Systems and Processes</b>
Review of unit and programme of assignments

## Assessment

A range of assessment instruments can be used, such as presentations, projects, 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 evidence that can be judged against the assessment criteria.

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

Learners are advised to base their work on their own business organisation where possible. If this is not practical, alternative suitable businesses should be researched. A holistic approach to assessment should be encouraged.

Learning outcome 1 evidence must focus on the role of executive assistants in supporting effective business management. This includes the skills and behaviours required by executive assistants, how they can work collaboratively and how their support can optimise the use of time and resources within a business.

Learning outcome 2 should focus on the management of diaries and engagements to support senior management. Learners must ensure they consider the needs of all relevant functional areas for the business or businesses considered and balance this with management input, speaking engagements and customer needs.

Learning outcome 3 needs to address how executive assistants support meetings and events in businesses and their remit and responsibilities when asked to represent senior management at meetings. Learners must consider their role in higher-level meetings and the associated operational requirements. Particular consideration must be given to strategic meetings and the need to ensure adequate pre-meeting liaison, research and preparation, as well as provision for post-meeting briefs and communications.

Learning outcome 4 considers business organisational systems and processes. Learners need to consider how management files and systems can improve the flow of information. Explanations of the role of executive assistants in business projects and HR processes must be provided. Careful consideration must be given to the significance of decision-making channels and the different channels and tools available in the business or businesses.

### 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	Role, Skills and Behaviours for Executive Assistants	The company you work for as an executive assistant has recently merged with another business and additional executive assistants are required. As you have considerable experience, you have been asked to plan and deliver the induction programme for the new recruits. This will be based on the requirements of the role, skills and behaviours.	Plan the agenda for an induction morning using slides with note pages to include: <ul style="list-style-type: none"> <li>• executive assistant role in supporting management, and the skills and behaviours required</li> <li>• how collaborative working with other assistants can support the business</li> <li>• how to evaluate own role to improve performance</li> <li>• how to optimise the use of time and resources in the business through managing senior managers needs.</li> </ul>

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2	Managing Diaries and Engagements	One of the new executive assistants is finding it very difficult to manage diaries and engagements. He seems not to understand the importance, and the senior managers he works for have complained as they have missed important meetings. He has asked for your help.	<p>Role play.</p> <p>The learner must deliver an informal talk to another learner or the tutor, representing the executive assistant seeking help. This must include:</p> <ul style="list-style-type: none"> <li>● advice on diary and engagement management</li> <li>● how it should support the business priorities of senior managers</li> <li>● the importance of balancing the input from senior managers, with the needs of functional business areas, speaking engagements and customers.</li> </ul> <p>A witness statement or lesson observation should be used by the assessor and the learners must provide outline notes.</p>

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Supporting Business Meetings, Events and Organisational Systems and Processes	The HR department has asked for your support in preparing additional training. The focus will be on how the executive assistants can support senior managers. The training will need to cover meetings, events, organisational systems and processes.	<p>Handouts for use at the training to include:</p> <ul style="list-style-type: none"> <li>● how executive assistants facilitate senior management, executive and board-level meetings</li> <li>● operational requirements in strategic meetings</li> <li>● remit of executive assistants representing senior management at a meeting</li> <li>● role of executive assistants in developing management files and systems, facilitating business projects and supporting HR processes</li> <li>● importance of managing senior management information flow</li> <li>● importance of following appropriate decision-making channels</li> <li>● different communication channels and tools used to support senior managers.</li> </ul>

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Duncan M.J – *The New Executive Assistant: Advice for Succeeding in Your Career* (McGraw-Hill Professional, 1997) ISBN-13: 978-0070182417

France S – *The Definitive Executive Assistant and Managerial Handbook: A Professional Guide to Leadership for all PAs, Senior Secretaries, Office Managers and Executive Assistants* (Kogan Page, 2012)  
ISBN-13: 978-0749465827

Friedmann F – *Meeting and Event Planning For Dummies* (John Wiley & Sons, 2003) ISBN-13: 978-0764538599

### Websites

[www.executivepa.com](http://www.executivepa.com)      *Executive PA, UK edition*

<http://hbr.org/magazine>      *Harvard Business Review*

# Unit 11: Managing Quality

Unit code:	H/602/1811
QCF level 4:	BTEC Professional
Credit value:	10
Guided learning hours:	50

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## Unit aim

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

## Unit introduction

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

By managing quality, managers will help improve the performance of businesses. If vehicles are produced with zero defects there will be no costly product recalls, repair and maintenance costs will be lower and customers will be satisfied and may want to tell others about the benefits of a particular model. Sales may increase as more of the manufacturer's vehicles are purchased and the manufacturer may be able to charge a premium price for good quality vehicles. Increased output will lead to lower average costs. All of which contributes to profitability. Learners will understand that administrative systems contribute to the management of quality. An online retailer will remember a customer's profile. Marketing can be targeted in a tailored way at specific customers. Customers do not have to enter the repetitive details of name, address and credit card number. The quality of administrative systems contributes directly to meeting customer needs and ensuring the continuation of profitable commercial relationships so supporting the achievement of business goals.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the activities that make up quality management	1.1 identify the main approaches organisations use to manage quality 1.2 explain how organisations benefit from continuous improvement 1.3 identify the differences between compliance and ownership based approaches to achieving quality
2 Understand how quality management supports performance in organisations	2.1 demonstrate how quality management supports performance in organisations 2.2 evaluate the main approaches to performance evaluation used within business organisations
3 Understand the role administration plays in managing quality	3.1 analyse the role of administrative systems in the effective management of quality 3.2 explain the benefits of adopting a holistic approach to quality management 3.3 critically examine the role of quality management in meeting customer needs 3.4 demonstrate the links between quality and operations management

## Unit content

### 1 Understand the activities that make up quality management

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

*Continuous improvement:* recognition of improvement as a business priority; productivity gains; cost reductions; improving competitiveness; gaining competitive advantage; building in quality; investing in business training; promoting team working; empowering individuals; developing leadership; improving organisational culture

### 2 Understand how quality management supports performance in organisations

*Supporting performance:* business objectives; identifying activities that support business performance; developing a quality culture; managerial commitment; leadership; team processes (building, specifying roles, maintenance); quality circles and Kaizen; empowering individuals; training and development; mentoring, responding to feedback

*Evaluating performance:* quality standards, e.g. ISO 9000 series, Investors in People, The Business Excellence Model, Charter Mark; gathering performance data from diverse sources (employees, managers, customers, suppliers, users); feedback (formal, informal); judging performance; self-assessment; external assessment; making improvements

### 3 Understand the role administration plays in managing quality

*Role of administrative systems:* promoting quality; communicating quality management requirements; monitoring quality (products, services, processes); gathering data; reputational management; managing consequences of poor quality

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

## Essential guidance for tutors

### Delivery

Learners should enquire into the topics under discussion, to question 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 and work experience. Learners are expected to be able to identify and develop the theoretical understanding and practical skills required in quality management.

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

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on the activities that make up quality management
Research and discussion on the main approaches organisations use to manage quality
Research, discussion and case studies on how organisations benefit from continuous improvement
Presentation and discussion on the differences between compliance- and ownership-based approaches to achieving quality
Presentation on how quality management supports performance in organisations
Research, discussion and case studies/exercises on the main approaches to performance evaluation used within business organisations
<b>Assignment 1 – Quality Management</b>
Work on assignment. Tutorial support and feedback
Presentation on the role administration plays in managing quality
Research, discussion and case studies on the role of administrative systems in the effective management of quality
Presentation and discussion of the benefits of adopting a holistic approach to quality management
Practical work on examining the role of quality management in meeting customer needs
Research, discussion and case studies on demonstrating the links between quality and operations management
<b>Assignment 2 – Administration and Quality Management</b>
Work on assignment. Tutorial support and feedback
Review of unit and programme of assignments

## Assessment

Learners have an opportunity to display a combination of knowledge and understanding, and skills and competency development through their application to quality management.

A range of assessment instruments (assignments), can be used such as (but not confined to) practical work, presentations, projects, tests, 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 as long as they enable learners to produce evidence that can be judged against the assessment criteria.

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

**Programme of suggested assignments**

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

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2, 1.3, 2.1, 2.2	Quality Management	<p>You are a section manager in a business that is in the process of developing and implementing an updated, company-wide approach to the management of quality in all of its activities. Your role involves you in briefing your team on quality management, specifically about:</p> <ul style="list-style-type: none"> <li>• the activities that make up quality management</li> <li>• how quality management supports performance in the business.</li> </ul>	Briefing for a team.

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3, 3.4	Administration and Quality Management	You are an administrative section manager in a manufacturing business. Quality management techniques are used in the factory but are less well established in the administrative functions. You have a remit to establish quality management processes in your area of responsibility and to strengthen the role administration plays in the management of quality. As part of the responsibility you have to brief your team on how administrative systems support and contribute to the management of quality.	Presentation.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Hoyle D – *ISO 9000 Quality Systems Handbook* (Butterworth-Heinemann, 2009) ISBN-13: 978-1856176842

Webber L and Wallace M – *Quality Control for Dummies* (John Wiley & Sons, 2007) ISBN-13: 978-0470069097

### Journals

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

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

### Websites

[www.bized.co.uk](http://www.bized.co.uk)

Bized has material on Total Quality Management

[www.managementhelp.org](http://www.managementhelp.org)

Free management library with articles on organisational performance and quality management



# Unit 12: Finance for Administrative Managers

Unit code:	K/602/1812
QCF level 4:	BTEC Professional
Credit value:	10
Guided learning hours:	50

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## Unit aim

The aim of this unit is to give learners an understanding of the role of finance in businesses and the importance of being able to use financial information to plan and control business activity. Financial information supports business decision making and contributes to the achievement of business goals.

## Unit introduction

In this unit, learners will consider the purpose and scope of cost accounting and management accounting in businesses and how they contribute to the effective management and operation of businesses. Businesses operate in a competitive and fluid environment in which effective decision making is central to both survival and growth, as well as providing competitive advantage.

Learners will learn that cost accounting, by collecting and analysing the costs of running a business, provides information about matters such as the point at which a business moves into profit and what prices to charge in order to sell goods and services at a profit. Cost and management accounting use budgetary tools to plan and manage business resources and finances. For example, if it costs a publisher £5 to produce a book then what should the cover price be? Should the publisher want to sell 100,000 copies of a book then it has to print, distribute and market 100,000 books. The sales budget is linked to other budgets such as the production budget, the marketing budget, the distribution budget and when the book sells, to the cash budget. Budgets enable activities to be planned, controlled and coordinated. Managers use cost information to make managerial decisions about production, sales, costs and prices in ways that allow businesses to meet their goals. Cost and management accounting information is used primarily within a business, however, business owners and other interested parties need to know how a business is performing.

This unit will help learners understand that financial accounting collects and analyses financial data in order to prepare financial reports on the performance of a business for its stakeholders. Financial accounting shows the profitability and the financial stability of the business which allows judgements to be made in respect of how well the business is performing and, if necessary, for action to be taken so that its objectives are better met.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the relationship between cost accounting and management accounting	1.1 explain the purpose and scope of cost and management accounting 1.2 use information that can be provided by a cost accounting system to make decisions
2 Understand budgets and how budgetary control operates	2.1 explain the use of and relationships between budgets 2.2 use budgetary techniques to plan and control
3 Understand the application of financial accounting	3.1 explain the nature and purpose of the main financial statements 3.2 prepare a basic set of company accounts

## Unit content

### 1 Understand the relationship between cost accounting and management accounting

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

*Decision making:* supporting operations; supporting strategy; formulating plans; managing performance; controlling business activity; taking action (corrective, exploitative); managing risk; communicating information; decision-making activity (cost, volumes, prices, profits, product mix, outsourcing, make or buy, discontinuation, capital investment)

### 2 Understand budgets and how budgetary control operates

*Budgets:* master budget; subsidiary budgets, e.g. sales, purchasing, manufacturing, labour, cash; interdependence of budgets; choice of period

*Budgetary techniques:* purposes (plan, coordinate, control); types, e.g. activity based, zero based, historic; top down, bottom up; setting targets; budget review; budget sign off; recording actual performance; comparing actual against forecast performance; absolute variations; relative variations; price variances; quantity variances; reasons for variations; frequency of reporting; taking action; re-formulating budgets

### 3 Understand the application of financial accounting

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

## Essential guidance for tutors

### Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on their existing knowledge and earlier studies, while for others it will mean drawing on practical and work experience. Learners should be able to identify and develop the theoretical understanding and practical skills required for finance and financial management.

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

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on cost and management accounting and the relationship between cost accounting and management accounting
Research, discussion and case studies/exercises on the purpose and scope of cost and management accounting
Research, discussion and case studies/exercises that use information that can be provided by a cost accounting system to make decisions
<b>Assignment 1 – Cost and Management Accounting</b>
Work on assignment. Tutorial support and feedback
Presentation on budgets and how budgetary control operates
Research, discussion and case studies/exercises on the use of and relationships between budgets
Case studies/exercises on the use of budgetary techniques to plan and control business activities
<b>Assignment 2 – Budgets</b>
Work on assignment. Tutorial support and feedback
Presentation on financial accounting
Research, discussion and case studies/exercises on the nature and purpose of the main financial statements of a company
Case studies/exercises on preparing company accounts
<b>Assignment 3 – Financial Statements</b>
Work on assignment. Tutorial support and feedback
Review of unit and programme of assignments

## Assessment

Learners have the opportunity to display a combination of knowledge and understanding, and skills and competency development through their application in finance and financial management.

A range of assessment instruments (assignments), can be used such as (but not confined to) practical work, presentations, projects, tests, 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 as long as they allow learners to produce the evidence that can be judged against the assessment criteria.

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

**Programme of suggested assignments**

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

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2	Cost and Management Accounting	You are a newly-appointed finance manager in a small business. You have been asked to review the range and quality of the cost and management accounting information available to other managers. You have also been asked to review the importance of having sufficient good financial information in order to make decisions. You have been asked to present the information to the general manager and the section managers.	Report to the general manager and section managers. Presentation.

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2	Budgets	<p>You are the finance manager in a small business and have organised a training session for section managers to help them draft their section budgets.</p> <p>This involves making a presentation to your team explaining the use of, and relationships between, budgets and then showing examples of how to use budgetary techniques to plan and control business activities.</p>	<p>Presentation.</p> <p>Sample budgets.</p>
3.1, 3.2	Financial Statements	<p>You are a section supervisor and the finance manager wants to involve staff by getting them to understand the business better by considering its financial position. She has given you some financial data about the company and has asked you to prepare a commentary on the company's performance to ensure you understand its current position.</p>	<p>Explanation of the nature and purpose of the main financial statements.</p> <p>A set of company accounts.</p>

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Drury C – *Management Accounting for Business* (Thomson Learning, 2006)  
ISBN-13: 978-1844801527

Dyson J R – *Accounting for Non-Accounting Students* (Financial Times/Prentice Hall, 2010) ISBN-13: 978-0273722977

Siciliano G – *Finance for Non-Financial Managers: A Briefcase Book* (McGraw-Hill Professional, May 2003) ISBN-13: 978-0071413770

Wood F and Robinson S – *Book-Keeping and Accounts* (Financial Times/Prentice Hall, 2008) ISBN-13: 978-0273718055

### Journals

*Accountancy Age* (Incisive Media)

### Websites

<a href="http://www.bized.co.uk">www.bized.co.uk</a>	Has material on finance and accounting.
<a href="http://www.businesscasestudies.co.uk">www.businesscasestudies.co.uk</a>	The Times 100 has case studies on finance and accounting
<a href="http://www.managementhelp.org/">www.managementhelp.org/</a>	Free library with articles on finance topics
<a href="http://www.universalteacherpublications.com/">www.universalteacherpublications.com/</a>	Free library with articles on finance
<a href="http://mba/free-management-library.htm">mba/free-management-library.htm</a>	topics



# **Unit 13: Principles of Customer Service Management**

Unit code: Y/504/6291  
QCF level 4: BTEC Professional  
Credit value: 8  
Guided learning hours: 80

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## **Unit aim**

This unit gives learners knowledge and understanding of customer service principles and the systems required in a management role. The unit also looks at the links between management responsibilities and the key principles.

## **Unit introduction**

Organisations have developed a language and approach for customer service that are recognised and understood as the basic principles for service excellence. This unit will enable learners to understand and explain the key principles of customer service and the way they can be applied in specific customer service management situations in a more strategic way. The basic principles defined in this unit underpin all aspects of making customer service work, they enable learners to put professional customer practice into the context of their occupational sector and organisation.

Management responsibilities in a role directly related to customer service, generally involve a set of skills, knowledge and understanding of systems that might be expected of any manager. However, the nature of customer service means that there are further skills and knowledge needed when specific customer service responsibilities are undertaken. Learners will consider the links between management responsibilities and the key principles of customer service.

Achieving excellent customer service depends on the skills and knowledge of the staff who provide it. To be effective, organisations need to constantly review how effective their customer service is and what improvements should be made. Sometimes customer service improvements will depend on the training and development of staff skills. Learners will consider the development and training needed for staff, what options should be considered, and how the success of the development and training should be monitored.

Improvements to customer service are based on an awareness of customer wishes and expectations. Learners can discover information on customer awareness by seeking structured feedback from customers about their experiences. When this information has been collected it must be analysed and interpreted in order to use it for making improvements to customer service.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
<p>1 Understand the principles of management in customer service</p>	<p>1.1 explain how management and leadership style impacts on customer service</p> <p>1.2 explain how customer service systems and processes balance:</p> <ul style="list-style-type: none"> <li>• customer satisfaction</li> <li>• financial considerations</li> <li>• legislation</li> </ul> <p>1.3 evaluate the importance of developing customer service policies that support the culture and ethics of the organisation</p>
<p>2 Understand how to manage recruitment and training to support customer service</p>	<p>2.1 analyse the personal and professional skills required to deliver effective customer service in the organisation</p> <p>2.2 explain how to recruit and select staff for a customer service role</p> <p>2.3 analyse methods to train and develop staff in customer service delivery</p> <p>2.4 explain the relationship between staff training, experience, personality and customer service delivery</p>

Learning outcomes	Assessment criteria
<p>3 Understand the management of customer service delivery</p>	<p>3.1 analyse the roles and responsibilities of customer service management in relation to:</p> <ul style="list-style-type: none"> <li>• the organisation’s service offer</li> <li>• customer expectations</li> <li>• customer satisfaction</li> </ul> <p>3.2 appraise the use of customer service as a competitive tool by the commercial sector</p> <p>3.3 appraise the use of customer service as a contribution to best value in the public or third sector</p> <p>3.4 evaluate how customer service values and ethics are demonstrated and maintained</p> <p>3.5 appraise the key features of a customer service culture within an organisation</p> <p>3.6 analyse how technology can be used to improve customer service delivery</p>
<p>4 Understand the value of monitoring, evaluation and continuous improvement in customer service delivery</p>	<p>4.1 explain the importance of monitoring the delivery of customer service within the organisation</p> <p>4.2 evaluate the methods for monitoring customer service performance</p> <p>4.3 explain how risk assessment is applied within customer service delivery</p> <p>4.4 evaluate ways in which an organisation can seek continuous improvement in customer service</p> <p>4.5 explain the importance of establishing collaborative partnerships in customer service</p>

## Unit content

### 1 Understand the principles of management in customer service

*Customer service management:* definition of customer service; customer service management role, e.g. setting SMART team objectives, linking performance to customer-focused objectives, creating a customer-focused culture, motivating and leading a team to deliver effective customer service, communicating, building customer relationships, managing conflict, handling customer complaints, effective decision making; identifying key features of good customer service in other organisations; understanding organisation's aims for customer service excellence; translating organisational aims into team actions

*Management and leadership:* definitions of management, e.g. planning, organising, coordinating, controlling; leadership attributes and skills, e.g. delivering results, showing enthusiasm, integrity, courage, sensitivity, commitment; communicating the vision clearly; cultivating key relationships; creating sense of common purpose with team; taking responsibility for making things happen; encouraging and supporting others; application of leadership behaviours and styles to work groups, having a good cultural fit within the organisation; theories of leadership qualities, e.g. Adair, Peters, Kanter, Mintzberg; emotional intelligence

*Impact of management and leadership style:* styles, e.g. autocratic, charismatic, persuasive, participative; influences on style, e.g. culture of organisation, beliefs and values of manager/leader; Blake and Mouton's Managerial Grid

*Organisational systems and processes:* importance, e.g. for developing plans for customer service operations; working within budgets and balancing financial considerations, e.g. investment in staff, materials; compliance with legislation and regulatory organisations, e.g. Ofsted, Ofqual, Financial Services Authority, Office of Rail Regulator, Ofcom; balancing needs of organisation, e.g. role of regulations with setting standards, ensuring parity across sector, ensuring range of services offered, consumer protection, health and safety, equal opportunities and discrimination, data protection; surpassing customer needs/expectations, providing a personal service

*Customer service policies:* types, e.g. staff training, handling customer queries/complaints, keeping customer records, updating customers; procedures for improving or introducing new products/services; pricing strategies; adapting policies and procedures to find solutions to customer problems; communication within organisation; completing financial transactions; importance of developing a customer service strategy, e.g. to gain a competitive advantage, ensure customer satisfaction; contributing to the ethical and values base of the organisation, e.g. sourcing raw materials, reducing carbon emissions, fair trade; being consistent with organisational practice; using ethics base as part of customer service promise; impacts of unethical behaviour, e.g. reduction in customers; recommending changes to policies and procedures

## 2 Understand how to manage recruitment and training to support customer service

*Skills to deliver effective customer service:* personal skills; importance of interpersonal communications, e.g. body language, active listening, questioning, assertiveness, successful negotiation; personal presentation; professional skills; the importance of coaching and mentoring staff; using occupational standards to identify competencies, product knowledge

*Recruitment and selection:* scope of job role; meeting organisational policies and procedures for recruitment and selection; employment legislation relating to pay, discrimination, equality, contractual terms and conditions; policies relating to working time, health and safety, pay, harassment, discipline, grievance, dismissal, redundancy, whistleblowing, smoking, drugs and alcohol

*Training and development:* importance of staff development in customer service delivery, e.g. to improve customer service, implementing standards, to maintain team focus, to motivate; identifying training needs; ways of developing the team, e.g. on-site and off-site training, identifying appropriate qualifications, making it systematic with service standards, service measurement; benefits and drawbacks of different training and development methods; reward and recognition for team members, using technology in the team to support customers, using systems and processes; supporting team, e.g. through delegation and empowerment, motivation and inspiration; assessing impact of training on customer service performance, e.g. planning appraisals, knowing team's strengths and weaknesses, providing feedback via appraisal, meetings, email, newsletter; threats to team development, e.g. high turnover, weak or authoritarian leadership, poor definition of goals; importance of developing own team leader/manager performance; relationship between staff training, experience, personality and customer service delivery

## 3 Understand the management of customer service delivery

*Customer service delivery:* the organisation's service offer; the extent and limits of the offer according to type of sector, e.g. private sector as a competitive tool, public and third sectors to provide best value; aim to be over and above what an organisation would usually do; customer service promise, e.g. several customer service offers packaged together

*Customer expectations:* meeting and exceeding expectations, e.g. anticipating customer needs, prompt and polite service, availability of products, and services, ensuring safe and hygienic products, services and environment, providing accurate and up-to-date information, ensuring appearance meets organisational profile/image

*Establishing customer service culture:* key features of a customer service culture, e.g. having a customer focus, demonstrating good customer service skills, demonstrating communication and listening skills with internal and external customers, managing change, service recovery and complaint handling; importance of maintaining customer service values and ethics, e.g. competitive advantage, enhanced public image, repeat business

*Use of technology to improve customer service delivery:* website forums for customers to access; email for quick responses to customer enquiries and requests; customer relationship management software, e.g. data-gathering tools to analyse customer behaviour; features and functionality of technology; evaluating options for using technology

#### 4 Understand the value of monitoring, evaluation and continuous improvement in customer service delivery

*Monitoring:* purpose, e.g. to evaluate quality of customer service, meeting organisational standards, enhanced public image, customer satisfaction; monitoring customer loyalty, e.g. repeat business, new customers; monitoring techniques, e.g. mystery shoppers, comment cards, observation; monitoring and measuring team performance, e.g. staff turnover, customer feedback via surveys, informal comments, level of complaints; benefits and drawbacks of options for monitoring performance; using financial data, e.g. turnover, repeat business; analysing statistical data; taking corrective action, e.g. supporting and developing under-performing team members, reviewing and evaluating team responsibilities and working arrangements; making recommendations and presenting information

*Risk assessment:* importance of managing risk; carrying out risk assessment and implementing it in relation to customer service problems, e.g. identifying risk in different stages of customer service process and its consequences, probability of the risk occurring; types of customer service risk, e.g. financial, reputational, health and safety, delivering sub-standard services or products; importance of identifying and assessing individual risks so that they can be classified and prioritised; identifying trends and patterns; actions to minimise risks, e.g. carrying out a cost/benefit analysis, SWOT (strengths, weaknesses, opportunities, threats) analysis; developing staff awareness of identified risks

*Continuous improvement:* importance of monitoring for future performance of customer service, e.g. efficiency of operation, to bring about improvements; methods, e.g. staff training, staffing levels, employee of the month, reviewing products and services offered, loyalty schemes' assessment criteria; planning for change in competitive environment, e.g. improvements to quality of service, reliability, keeping staff by improving job satisfaction, working environment, attracting new customers, increasing turnover, complying with legal obligations; establishing collaborative partnerships and network of contacts

## Essential guidance for tutors

### Delivery

This unit examines the knowledge and understanding needed to be effective in customer service management. There is a lot of content to be covered and it is advisable for learners to base some learning activities on an organisation to gain an appreciation of their own possible responsibilities in a customer service job role at this level. Learners who are already working in customer service may be able to apply the principles outlined in content to their organisations. Learners without this type of experience will need to use contacts with organisations or case studies. Alternatively, learners could visit organisations to see how their customer service departments work or visiting speakers could explain how legislation and procedures have an impact on the development of customer service.

Much of the delivery for the unit relies on learners sharing their experience in classroom discussions and undertaking group work. Learners could have a group discussion on leadership and then research and debate views on the differences between management and leadership. Tutor input on management and leadership styles can lead on to discussion comparing the similarities and differences. Learners can then examine their role within the organisation and how their behaviour, communication and leadership can have an impact on customer service performance, either negatively or positively. As a result, learners may reflect on how they could improve their behaviour, communication, management and leadership skills to improve the overall customer service experience.

Some formal tutor input is necessary, particularly in relation to the theoretical content, but learners can work individually and in groups researching and gathering information about customer service management. Research, investigations and case studies all offer approaches to learning about customer service management. Using an organisation's customer service manager or a guest speaker could provide a practical insight into current customer service management activities.

Discussion groups investigating how some organisations prioritise customer culture in their business will put the unit into context for learners who may have different experiences of customer service. Group or individual research on company websites is an effective way of looking at how customer service is portrayed by different businesses. A visit to the training department of a large organisation could give learners relevant and up-to-date information on training and staff development issues in relation to customer service. Copies of customer service standards developed and used by companies would be useful when discussing organisational standards and how the delivery of customer service could be monitored.

Although the unit is largely theoretical, learners could be given the opportunity to develop personal and professional skills, or see themselves on video when giving feedback to colleagues/team members in a role-play situation. Learners could look at examples of how different organisations monitor and, where relevant, a guest speaker from the sector would give an inside management perspective on the subject.

The development of technology through software to analyse customer behaviour has enabled automated customer management. Viewing and reviewing the web-based operations of an online retail operation will give learners an insight into what customer relationship management software in a networked environment offers an organisation.

Learners will be introduced to the practicalities of customer service management by carrying out practical work based around simulations and case studies. These require the monitoring, measurement and evaluation of customer service management activities to ensure that they contribute to the achievement of organisational objectives. Guest speakers can present information on the benefits and limitations of different monitoring methods.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Tutor-led discussion on differences between management and leadership, followed by group activities
Tutor input on management and leadership styles, with activities
Practical work, research and discussions examining the role and responsibilities of customer service management to organisational objectives
Visits to different work environments to examine customer service systems and processes, with investigation on how this supports the culture and ethics of the organisation
<b>Assignment 1 – Leadership and Management in Customer Service</b>
Tutor-led discussion on customer service skills followed by research and self-assessment
Guest speaker on recruitment and selection of customer service staff, followed by research and activities
Practical work, research and discussions on training and development of customer services staff
<b>Assignment 2 – Recruitment and Training</b>
Practical work, research and discussion on customer service delivery
Group research on use of technology to improve customer service delivery
<b>Assignment 3 – How to Manage the Delivery</b>
Practical work, research and discussions on the techniques used for monitoring, reviewing and evaluating to improve deliver
Tutor input on risk assessment, followed by practical work
Practical work, research and discussions on continuous improvement in the context of customer service
<b>Assignment 4 – Evaluating Customer Service Delivery</b>
Review of unit and programme of assignments

## Assessment

Assessment for this unit should be evidenced wherever possible through learners' own workplaces in which they perform an administrative role or, if this is not possible, through classroom activities or simulations. Evidence can be submitted through written reports or case studies, records of activities undertaken and oral presentations.

For AC1.1, learners will need to demonstrate that they have researched enough information to explain the relationship between management and leadership, including the skills and knowledge needed. Learners should explain how management and leadership style impacts on customer service by relating it to a customer service management role and responsibilities. Learners must provide information which is sufficiently detailed and more than just a list.

For AC1.2, learners will need to consider how effective customer service depends on a combination of organisational systems and the skills of those responsible for customer service delivery. Learners should use examples to explain how organisational systems balance customer satisfaction, financial considerations and the requirements of legislation and regulation, for example relating to consumer protection, data protection, health and safety.

For AC1.3, learners need to evaluate the importance of developing customer service policies that support the culture and ethics of the organisation. Learners should examine the ethics and value base of a selected organisation and assess how organisational policies affect the approach to customer service while meeting the needs and objectives of the organisation.

For AC2.1, learners need to analyse the different personal and professional skills needed for effective customer service delivery. They should complete a self-assessment of their skills and use examples from at least two different job roles involving customer service to provide a comparison of key skills and attributes for the different types of role and responsibilities.

For AC2.2, learners need to explain the policies and procedures for recruiting and selecting staff for an identified customer service role in a selected organisation.

For AC2.3 and 2.4, learners need to consider the different methods used by an organisation to train and develop staff in customer service delivery. They should examine how training needs are identified in the organisation and assess the benefits and drawbacks of different methods used, focusing on how this contributes to effective customer service delivery. This will enable learners to explain how effective customer service delivery by staff involves a combination of skills acquired through training, experience and personality.

For AC3.1, learners need to examine an organisation's customer service management role and responsibilities in relation to its customer service offer, customer expectations and customer satisfaction. Learners should identify the policies and procedures used by the organisation to deliver effective customer service and continuously meet the expectations of customers in different customer service situations.

For AC3.2 and 3.3, learners need to consider how customer service is used in different sectors. Examples should be given to illustrate how it is used by a commercial organisation to gain a competitive advantage and deliver a competitive service, as well as how it is used as a contribution to best value in the public or third sectors.

For AC3.4 and 3.5, learners need to evaluate how customer service values and ethics are demonstrated and maintained. This will include an outline of the key features of a customer service culture in an organisation and the importance for the organisation of maintaining the values and ethics.

For AC3.6, learners must analyse how technology can be used to improve customer service delivery. They should evaluate options for technology that will improve customer service delivery, drawing on examples to support it, such as the use of web forums for reviewing products or services.

For AC4.1 and 4.2, learners need to give reasons for monitoring customer service in an organisation and consider the options for monitoring customer service performance, evaluating the benefits and drawbacks of each option.

For AC4.3, learners need to explain how risk assessment is applied to customer service situations and problems. Learners should explain how to evaluate risk according to probability of occurrence and consequences of occurrence, and explain the techniques used for assessing financial, reputational and health and safety risks.

For AC4.4, learners need to outline the steps an organisation takes to monitor and maintain effective delivery of customer service and evaluate how this promotes continuous improvement in customer service delivery.

For AC4.5, learners need to explain the importance of establishing a strong network of contacts with similar interests in customer service, giving examples of collaborative partnerships.

### 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	Leadership and Management in Customer Service	Learners assess the management and leadership skills of a customer services manager.	Self-assessment and report.
2.1, 2.2, 2.3, 2.4	Recruitment and Training	Learners review the recruitment and training process for customer service staff in an organisation.	Presentation or report.
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	How to Manage the Delivery	Learners review how management responsibilities link with the delivery of effective customer service.	Presentation or report.
4.1, 4.2, 4.3, 4.4, 4.5	Evaluating Customer Service Delivery	Learners examine ways an organisation monitors and evaluates its customer service delivery to promote continuous improvement.	Presentation or report.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Buttle F – *Customer Relationship Management: Concepts and Technologies, 2nd Edition* (Butterworth-Heinemann, 2008) ISBN 978-1856175227

Cross A, Hailstone P – *Managing Customer Service* (Management Pocketbooks, 2008) ISBN 978-1903776926

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

### Journals

*Customer First* – Institute of Customer Service

*Management Today* – Haymarket Business Media

*People Management* – Chartered Institute of Personnel and Development

*Professional Manager* – Chartered Management Institute

*Training Journal* – [www.trainingjournal.com](http://www.trainingjournal.com)

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link – advice on customer service delivery and relationship management
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	Institute of Customer Service
<a href="http://www.leadershipnow.com">www.leadershipnow.com</a>	Resource for articles and blogs on leadership challenges
<a href="http://www.managementhelp.org">www.managementhelp.org</a>	Management library for articles and blogs on planning leadership development
<a href="http://www.managers.org.uk">www.managers.org.uk</a>	Chartered Management Institute – a searchable database which members can use to access journal articles and other publications



# **Unit 14: Principles of Management and Leadership**

Unit code: R/602/1366  
QCF level 5: BTEC Professional  
Credit value: 10  
Guided learning hours: 60

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## **Unit aim**

The aim of the unit is to give learners an appreciation of the principles of management and leadership in business. Learners will consider the relationship between management and leadership and develop understanding of the skills required and potential styles. They will use relevant theories to support a plan for the development of leadership and management skills in business.

## **Unit introduction**

Effective leadership and management is critical to the success of any business. The ability of a business to survive, grow and innovate are all impacted by the skills and styles of the individuals in leadership and management roles.

This unit focuses on developing learners' understanding of the link between management and leadership and how leadership styles can impact on the business objectives. Learners will develop understanding of different types of styles and the variety of personal and professional skills required. They will consider the skills and styles used by successful business leaders and then reflect on the impact of their own styles of leadership and management.

Learners will apply theories of management and leadership in a business context to identify the leadership and management needed in given situations, and consider how useful the theories are in these situations.

Finally, learners must demonstrate that they are able to plan the development of leadership and management skills for a given job role. This will require the use of appropriate methods to assess the skills needed in a given business situation and an evaluation of the development methods selected.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

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

## Unit content

### 1 Understand the link between management and leadership

*Management:* functions (planning, organising, influencing, controlling); responsibilities, e.g. controlling budgets, measuring and improving performance, achieving objectives and targets, applying policies and rules, disciplining, establishing structures, recruiting, problem solving, delegating, coordinating, communicating, decision making

*Leadership:* leader's personal attributes; influence of type and purpose of organisation; responsibilities, e.g. establishing vision, aims and targets, developing policies and rules, inspiring, empowering, influencing, motivating, co-ordinating, coaching, accountability

*Management and leadership styles:* autocratic; democratic; laissez-faire; consultative; participative; models, e.g. Tannenbaum and Schmidt continuum

*Business objectives:* influence of business type (private, public, charitable); business purpose, e.g. products, services; aims, e.g. survival, expansion, contraction, innovation, maintaining existing market position; mission; SMART objectives, e.g. specific, measurable, achievable, realistic, time-based

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

*Personal skills:* responsible; cooperative; well presented; articulate; effective communicator (verbal, body language); listening and questioning; well organised; time management; stress management

*Professional skills:* able to negotiate effectively; able to contribute to team; seeks solutions; making judgements; delegation; persuasion; supportive

*Work groups:* teams (size, functional areas, new, established, position in organisational structure); Belbin team roles; effective and ineffective behaviours

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

*Management and leadership theories:* observed classifications of leadership behaviours; influence of personality and aims; models including trait-based, situational and contingency, e.g. Hersey & Blanchard's situational leadership models, Robert House's path-goal theory, behavioural ideals, e.g. Blake and Mouton's Managerial Grid, functional, e.g. John Adair's action-centred leadership theory, integrated psychological, e.g. James Scouller's three levels of leadership model

*Leadership requirements:* influence of organisational structures, size and type of businesses; levels of efficiency; availability of physical, human and financial resources; trade union relations; timescales

*Business situations:* ongoing, e.g. long standing with no imminent resolution; impending, e.g. not yet occurred but likely; presenting opportunities, e.g. for growth and innovation; crisis; localised, e.g. only likely to affect certain functional areas, sections or locations of the business; general, e.g. likely to affect all or most of the business

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

*Methods to assess skills:* skills analysis programmes; identification of skill gaps; self-assessment; peer assessment

*Developing management and leadership skills:* in-house training; mentoring; team-building exercises; external training from specialist providers; undertaking higher-level management and leadership qualifications; identifying and developing staff with managerial or leadership potential; secondments; critical reflection; reflection tools

## Essential guidance for tutors

### Delivery

Delivery should aim to make use of resources and examples to support the development of learners' understanding of the principles of management and leadership in business administration. Learners will be expected to work independently to gather the necessary evidence for achievement. Textbooks, exercises, case studies and formative assessment should all support the preparation for summative assessment. Individual and small-group tutorials should be held and learners should be encouraged to participate in discussions and share their ideas and experiences. Learners carrying out presentations to the class can support their development of knowledge and understanding.

Learners who are employed or who have access to work experience will be expected to use their role to develop their understanding of the principles of management and leadership for business. Learners should be encouraged to base their project on their organisation where possible. If this is not practical, learners might want to consider other organisations they have contact with. If necessary, case studies can be used.

Learning outcomes 1 and 2 require learners to develop understanding of management and leadership, including skills and styles. Learning outcomes 3 and 4 should build on learners' increased understanding to enable them to undertake the application of management and leadership theories and plan how leadership and management skills can be developed. This could be in an administrative capacity.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on management and leadership, including styles
Independent research on management and leadership styles and impact on business objectives
Individual tutorial support
Guidance on preparing to present on personal and professional skills for management
Independent self-analysis of current personal and professional skills and leadership styles
Group discussions using case studies based on successful business leaders, focusing on their skills and styles
Role play focusing on how teams and individual staff may be affected by a manager's leadership styles
Individual tutorial support
<b>Assignment 1 – Successful Management and Leadership</b>
Presentation on management and leadership theories, focusing on management and leadership requirements
Group discussions on management and leadership requirements in given business situations
Independent research on methods to assess skill requirements for leaders
Individual tutorial support
Presentations on developing management and leadership skills
<b>Assignment 2 – Developing Skills in Leadership and Management</b>
Individual tutorial support and feedback
Review of unit and programme of assignments

## Assessment

A range of assessment instruments can be used, for example presentations, projects, 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 as long as they enable learners to produce evidence that can be judged against the assessment criteria.

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

Learners should be advised to base their work on their own business organisation where possible. If this is not practical, alternative suitable businesses should be researched. A holistic approach to assessment should be encouraged.

The assessor should ensure that the given situations used in learning outcomes 3 and 4 are suitable and manageable in the time frame.

Learning outcome 1 must focus on learners demonstrating their understanding of the links between management and leadership, and how a manager's or leader's styles can affect the achievement of business objectives.

Learning outcome 2 should build on learning outcome 1 to demonstrate learners' understanding of the possible skills and styles used in effective management and leadership. This must include consideration of personal and professional skills. Learners must compare the skills and styles of at least two successful business leaders, before assessing how their own leadership styles may impact on their team and colleagues.

Learning outcome 3 requires learners to demonstrate that they are able to apply theory in a business organisation context. They need to identify management and leadership requirements using selected management and leadership theories. They must consider a minimum of two given situations. This work should underpin a report on the use of theories to gain insight into the leadership requirements for the selected situations.

Learning outcome 4 expects learners to be able to plan the development of leadership and management skills. AC4.1 should be based on one of the given situations discussed in learning outcome 3, but a specific, given job role should be used for AC4.2. Suitable methods should be used to assess the skills needed by a leader in the selected situation. The plans for developing management leadership skills must relate to the chosen job role. Learners should then complete a fully-justified evaluation of the selected management and leadership development methods.

### 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, 2.1, 2.2, 2.3	Successful Management and Leadership	You have recently been appointed to your first middle management role and manage a small team of junior managers. You have been given responsibility for improving the administrative function of the business.	<p>An information pack for your team of junior managers, which includes information on:</p> <ul style="list-style-type: none"> <li>• the relationship between leadership and management</li> <li>• management and leadership styles' influence on business objectives</li> <li>• personal and professional skills for effective management</li> <li>• successful leadership skills and styles.</li> </ul> <p>A separate assessment of the potential impact of your own leadership styles on your team.</p>

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 4.1,4.2, 4.3	Developing Skills in Leadership and Management	Your business organisation is considering restructuring the administrative section. Several options have been proposed.	<p>A presentation for senior management, outlining your plans to develop management and leadership skills for the junior managers in your team. This should include:</p> <ul style="list-style-type: none"> <li>● management and leadership theories</li> <li>● leadership requirements</li> <li>● methods to assess skill needs</li> <li>● your evaluation of selected development methods.</li> </ul> <p>You should ensure that at least two situations have been discussed when considering the above.</p>

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Adair J – *Develop Your Leadership Skills (Creating Success)* (Kogan Page; revised edition, 2010) ISBN-13: 978-0749455491

Binney G, Williams C, Wilke G – *Living Leadership: A Practical Guide for Ordinary Heroes* (FT Publishing International, 3rd edition 2012) ISBN-13: 978-0273772163

DuBrin A J – *Principles of Leadership* (South-Western College Publishing; International edition of 7th revised edition, 2012) ISBN-13: 978-1133435297

Gold J, Thorpe R, Mumford A – *Leadership and Management Development* (Chartered Institute of Personnel and Development, 5th edition, 2010) ISBN-13: 978-1843982449

### Journals

<http://epubs.surrey.ac.uk/7876/1/fulltext.pdf> – Dr D. Gray *Facilitating Management Learning – Developing Critical Reflection through Reflective Tools* (University of Surrey, 2006)

### Websites

<http://businesscasestudies.co.uk/#axzz2CrOKcXNE>

The Times 100  
Business Case  
Studies

<http://businessballs.com>

Ethical learning and  
development  
resource

# Unit 15: The Internet and E-business

Unit code:	J/601/1109
QCF level 4:	BTEC Professional
Credit value:	15
Guided learning hours:	60

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## Unit aim

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

## Unit introduction

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

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

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the scope of e-business	1.1 describe the environment in which e-business is conducted and business transaction types 1.2 explain the benefits and barriers to businesses considering an online presence 1.3 assess the security and legislative issues facing an online business organisation 1.4 state the modes of communication available to an e-business and their applications
2 Understand how the internet works	2.1 explain the internet technologies and their importance in making an e-business successful 2.2 explain the main features of HTML 2.3 analyse the functions of client servers and browsers, and the role of the search engine 2.4 evaluate the use of intranets and extranets within business communication
3 Be able to use different e-business models	3.1 illustrate the different e-business models that can be used to generate revenue for a business 3.2 analyse each model in terms of its capacity to generate revenue 3.3 report on future developments in e-business models
4 Be able to use good website design	4.1 use the key elements of good web design structure 4.2 evaluate the impact of a well designed website to an e-business 4.3 report on the issues concerning website usability

## Unit content

### 1 Understand the scope of e-business

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

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

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

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

### 2 Understand how the internet works

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

*Hypertext mark up language (HTML):* internet page display; HTML elements and tags; embedding (text, tags, comments, images, hyperlinks, objects, scripts); create structured documents; interactive forms

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

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

### 3 Be able to use different e-business models

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

### 4 Be able to use good website design

*Web design:* purpose of design; functions of site; design considerations; usability; navigability; stickability; language used; appearance; accuracy of information; web usage efficiencies (number of clicks, value added for user); speed of response; tracking; headings; rules; frames; buttons; text boxes; list boxes, hyperlinks/anchors; graphical images; clickable images; map; privacy; legal issues

*Business impact:* increased sales; lower costs; expanded market; profitability; complementary of clicks and bricks activities

*Usability:* ease of use; ease of navigation; obtaining desired information; visual appeal; secure transaction processing; trustworthiness

## Essential guidance for tutors

### Delivery

Learners should enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on practical and work experience. It is expected that learners be able to identify and develop the theoretical understanding and practical skills required when using the internet for e-business activities.

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

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on the scope of e-business
Research, discussion and case studies/exercises on the environment in which e-business is conducted and business transaction types in the e-business environment
Research and discussion on the benefits and barriers to businesses considering an online presence
Research, discussion and case studies on the security and legislative issues facing online businesses
Research, discussion and case studies on the modes of communication available to an e-business and their applications
<b>Assignment 1 – E-business</b>
Work on assignment. Tutorial support and feedback
Presentation on understanding of how the internet works
Research, discussion and case studies/exercises on internet technologies and their importance in making an e-business successful
Presentation on HTML
Exercises using HTML
Research and discussion on the functions of client servers and browsers, and the role of the search engine
Research, discussion and case studies/exercises on the use of intranets and extranets within businesses for communication
<b>Assignment 2 – The Internet</b>
Work on assignment. Tutorial support and feedback
Presentation on different e-business models
Research, discussion and case studies/exercises on the different e-business models that can be used to generate revenue for a business, with an analysis of the models in terms of their capacity to generate revenue
Research, discussion on future developments in e-business models

<b>Topic and suggested assignments/activities and/assessment</b>
<b>Assignment 3 – E-business Models</b>
Work on assignment. Tutorial support and feedback
Presentation on good website design
Practical work using the key elements of good web design and structure with an evaluation of the impact of a well-designed website on an e-business
Practical work on the issues concerning website usability
<b>Assignment 4 – Website Design</b>
Work on assignment. Tutorial support and feedback
Review of unit and programme of assignments

## Assessment

A range of assessment instruments (assignments) can be used such as (but not confined to) practical work, presentations, projects, tests, 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, as long as they allow learners to produce evidence that can be judged against the assessment criteria.

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

**Programme of suggested assignments**

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

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2, 1.3, 1.4	E-business	You are an IT adviser for the Business Link Helpline. You have been asked to make a presentation to a group of entrepreneurs about how to develop e-business activities by explaining the scope of e-business.	Presentation on the scope of e-business. Support materials (e.g. PowerPoint, handouts) for the presentation.
2.1, 2.2, 2.3, 2.4	The Internet	You are an IT trainer and have been asked to explain to a group of staff in a client business how the internet works and its value to a business.	Script for a presentation.
3.1, 3.2, 3.3	E-business Models	You are an IT adviser for the Business Link Helpline. You have been asked to provide a manual for other advisers to use with customers about different e-business models.	Reference manual.
4.1, 4.2, 4.3	Website Design	You have started a business and are developing a website for your business.	Website pages. Report assessing the importance of a well-designed website and its usability.

## Essential resources

Learners should have access to a networked computer with standard software to work on the worldwide web.

## Indicative resource materials

### Textbooks

Chaffey D – *E-Business and E-Commerce Management* (Financial Times/Prentice Hall, 2011) ISBN-13: 978-0273752011

Daniel I – *E-commerce Get It Right!* (NeuroDigital, 2012) ISBN-13: 978-0956526212

Levine J R and Levine Young M – *The Internet for Dummies* (John Wiley & Sons, 2011) ISBN-13: 978-1118096147

### Journals

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

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

### Websites

<a href="http://www.businesscasestudies.co.uk">www.businesscasestudies.co.uk</a>	The Times 100 has case studies on e-commerce
<a href="http://www.bized.co.uk">www.bized.co.uk</a>	Has material on e-business
<a href="http://www.managementhelp.org">www.managementhelp.org</a>	Free management library with articles on e-commerce topics

# Unit 16: Human Resource Management

Unit code:	K/601/1264
QCF level 4:	BTEC Professional
Credit value:	15
Guided learning hours:	60

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## Unit aim

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

## Unit introduction

Business success depends to a great degree on recruiting the right people. The human resource management process is important as it contributes to the achievement of organisational goals through ensuring that staff of the right calibre are selected to fill vacancies. While they are on the payroll, staff must make a valued contribution to the work of the organisation. Eventually they will leave, more often than not because they find alternative employment or retire. Occasionally employment has to be terminated. Learners will consider how human resource management deals with these aspects of working. However, the focus of human resource management has moved beyond personnel management towards a more proactive approach that, in addition to the traditional roles associated with staff management, also considers how to get the best people and the best out of people so that they work in roles and in ways that are closely aligned to organisational objectives. This often leads to the commonplace assertion by many senior managers that 'Our employees are our most valuable resource'.

Human resource management takes place against a background of organisational needs, policies and procedures, shaped by legal and regulatory requirements. Learners will consider UK, national and European legislation that has, for example, seen the introduction of a range of anti-discriminatory legislation, the significance of which can be seen regularly in high-profile and often expensive court cases.

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the difference between personnel management and human resource management	1.1 distinguish between personnel management and human resource management 1.2 assess the function of the human resource management in contributing to organisational purposes 1.3 evaluate the role and responsibilities of line managers in human resource management 1.4 analyse the impact of the legal and regulatory framework on human resource management
2 Understand how to recruit employees	2.1 analyse the reasons for human resource planning in organisations 2.2 outline the stages involved in planning human resource requirements 2.3 compare the recruitment and selection process in two organisations 2.4 evaluate the effectiveness of the recruitment and selection techniques in two organisations
3 Understand how to reward employees in order to motivate and retain them	3.1 assess the link between motivational theory and reward 3.2 evaluate the process of job evaluation and other factors determining pay 3.3 assess the effectiveness of reward systems in different contexts 3.4 examine the methods organisations use to monitor employee performance

<b>Learning outcomes</b>	<b>Assessment criteria</b>
4 Know the mechanisms for the cessation of employment	4.1 identify the reasons for cessation of employment with an organisation 4.2 describe the employment exit procedures used by two organisations 4.3 consider the impact of the legal and regulatory framework on employment cessation arrangements

## Unit content

### 1 Understand the difference between personnel management and human resource management

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

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

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

### 2 Understand how to recruit employees

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

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

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

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

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

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

### **4 Know the mechanisms for the cessation of employment**

*Reasons:* dismissal (wrongful, unfair, justified); termination of employment (resignation, retirement, termination of contract); redundancy; redeployment; retraining

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

## Essential guidance for tutors

### Delivery

The unit is designed to be taught using practical examples that draw on learners' experiences of employment from their work placement or part-time jobs. Current examples of human resource practices, found in the media and on social networking sites, are a good source of topical examples. The use of guest speakers and links developed with human resource staff in different organisations, and learners' workplaces will ensure that theory and practice can be more easily integrated.

In learning outcome 1, learners need to examine the difference between human resource management (HRM) and personnel management. Tutor input on the development of the concept of human resource management and theoretical models can be followed by small-group activities to research the range of HRM tasks undertaken in different organisations. A guest speaker from an HR department, ideally with management responsibility, can give learners an insight into how HRM contributes to organisational purposes and the legal and regulatory framework that needs to be incorporated into HR policies. Learners can then research the HRM practices in their own workplaces and discuss in groups their own experiences of contracts of employment and employee involvement placement.

Case studies, research, video clips and role-play activities are all approaches that can be used for learning about recruitment and selection in learning outcome 2. An HRM guest speaker can provide a practical insight into the current recruitment and selection activities that give an efficient and effective workforce. Up-to-date materials are available from government agencies and on the internet. Learners can investigate reasons for changing personnel requirements and undertake small-group activities to research the internal and external factors that impact on human resource planning in organisations. A guest speaker or visit to the human resources department of a local business can enable learners to investigate the current issues faced when planning human resource requirements and explore how they are resolved.

Tutor input and presentations from guest speakers can be used to identify the legal requirements associated with recruitment and selection. Activities on researching how organisational policies incorporate legal requirements will help provide insight into this topic. The implications for individuals and society of confronting prejudice, lessening social exclusion, widening participation and recognising ability and potential will be key and sensitive subjects for many learners. Providing information on, and allowing discussion about, legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, may occur will help learners to develop awareness of and sensitivity to employee and employer standpoints. Simulations and practical work on selection techniques will help with the preparation of interview documents, carrying out interviews and the selection of an individual for a vacancy. Case studies can be used to help learners review the effectiveness of the recruitment and selection processes.

Learners will need to be familiar with current theories of motivation and the range of reward systems used by organisations. However, it is important that they understand the role that motivation theories play in helping to inform motivational practice. Group discussions using topical examples of current practice from newspapers and journals or case studies will help to contextualise this area of understanding. Once again, a visiting speaker would be an ideal way to bring this area of learning together. The speaker could discuss the practicalities of managing employee performance giving current examples of ways of gaining employee involvement, motivational techniques used and the effectiveness of the reward systems currently applied in the organisation.

Employers and employees are required to follow correct exit procedures for cessation of employment. Learners should know about these procedures, which should be set out in contracts of employment and, where there are disputes, under disciplinary and grievance procedures. Learners can research reasons for cessation of employment in different organisations and a guest speaker can give examples of the consequences of not following the correct procedures. Case studies can be used to research the effects of law relating to dismissal and redundancy.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Tutor input on development of HRM, including theoretical models, followed by learner activities researching HRM tasks in different organisations
Guest speaker leading discussion on how HR contributes to organisational purposes, followed by case study activities
Tutor input on employment legislation, followed by small-group research on legal and regulatory framework related to organisational human resources and employment policies
<b>Assignment 1 – What is HRM?</b>
Tutor input on reasons for human resource planning, followed by guest speaker and group activities on current issues related to planning
Tutor input recruitment and selection legal requirements, followed by case studies
Role-play activities preparing and conducting interviews
Tutor-led discussion on the techniques used to review the effectiveness of recruitment and selection activities
<b>Assignment 2 – Recruiting Staff</b>
Tutor input on motivational theories and reward systems followed by case study activities
Guest speaker on measuring and managing employee performance with group activities using case studies
Small-group research activities on reward systems in different organisations
Tutor-led discussion on reasons for cessation of employment followed by group research into employment exit procedures
Guest speaker on legal and regulatory framework related to cessation of employment with case studies
<b>Assignment 3 – Reviewing HR Systems</b>
Review of unit and programme of assignments

## Assessment

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria. Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For AC1.1, learners need to show that they understand the development of the HRM concept by illustrating the similarities and differences with personnel management. For AC1.2, learners need to identify key HR functions in a selected organisation, preferably their own workplace, to assess how they contribute to organisational purposes. This will lead to AC1.3, where learners will draw on the role and responsibilities of line managers in HRM, again using supporting examples from a selected organisation. For AC1.4, learners need to analyse the impact of the legal and regulatory framework on HRM. They will need to outline the purpose of current employment legislation when recruiting staff and analyse how legislation is incorporated into organisational policies and procedures, relating it to a selected organisation. Evidence for learning outcome 1 could be in the form of a report, briefing document, or presentation.

For learning outcome 2, learners will need to understand the reasons why vacancies occur and be able to identify the factors that influence organisations when they plan their human resources. For AC2.1, learners should examine how an organisation is developing and how changes that may arise from internal decisions and external events can affect the direction the organisation is moving in. For example, there may be a gap between the demand for and supply of particular skills. This can link with AC2.2 to outline the stages involved in planning the human resource requirements for the organisation from the business strategy through to resourcing plans. To meet AC2.3 and 2.4, learners need to compare and evaluate the recruitment and selection process in two organisations. Evidence can be in the form of a detailed report that covers a range of aspects of the recruitment and selection process in both organisations.

For AC3.1, learners will show how the ideas from theorists on motivation have shaped the way that organisations motivate their employees. Some reward systems emphasise payments by results and are influenced more by ideas of scientific management and Taylorism. Other reward systems emphasise the personal and social nature of motivation and draw on ideas from Maslow and Herzberg. Learners need to assess the link between motivational theory and reward, showing how motivation affects employee performance, as it is clear that employees value aspects of working other than just the pay they receive. Examples given should relate to their workplace or another suitable organisation.

For AC3.2, 3.3, and 3.4, learners can research a suitable organisation, such as their workplace, or use a case study to examine reward systems, the role of job evaluation and other factors which determine pay, and the methods used by organisations to monitor and assess the effectiveness of reward systems in different contexts. Individuals need to be monitored to ensure they are working effectively and meeting targets and standards set for them as both above-par and below-par performance must be managed.

For learning outcome 4, learners need to research at least four different reasons for cessation of employment, such as dismissal and redundancy, and describe the employment exit procedures followed by two organisations, considering how the legal and regulatory framework impacts on these employment cessation arrangements. Learners will be expected to explain the provisions and rules relating to redundancy.

**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.

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
1.1, 1.2, 1.3	What is HRM?	Investigation into the development of HRM.	Report or presentation.
2.1, 2.2, 2.3, 2.4	Recruiting Staff	Investigation into the recruitment and selection processes in two different organisations.	Report or presentation.
3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Reviewing HR Systems	Research into effectiveness of reward and exit procedures for different organisations.	Report or presentation.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Armstrong M – *Armstrong's Handbook of Human Resource Management Practice 12th Edition* (Kogan Page, 2012) ISBN 978-0749465506

Lewis D, Sargeant M, Schwab B – *Employment Law: The Essentials 11th Edition* (CIPD, 2011) ISBN 978-1843982623

Mankin D – *Human Resource Development* (OUP Oxford, 2009) ISBN 978-0199283286

Slocombe M – *Employment Law Made Easy 12th Edition* (Lawpack, 2012) ISBN 978-1907765773

### Journals

*People Management* – HR news magazine from CIPD

*Personnel Review* – Emeraldinsight.com

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

### Websites

<a href="http://www.bis.gov.uk">www.bis.gov.uk</a>	Department for Business, Innovation and Skills
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.investorsinpeople.co.uk">www.investorsinpeople.co.uk</a>	Investors in People – the standard for developing staff
<a href="http://www.personneltoday.com">www.personneltoday.com</a>	<i>Personnel Today</i> – HR jobs, articles, networking and statistics

# **Unit 17: Principles of Project Management for Business**

Unit code: T/504/4807  
QCF level 4: BTEC Professional  
Credit value: 10  
Guided learning hours: 50

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## **Unit aim**

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

## **Unit introduction**

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

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

Learners will have to utilise project lifecycle planning and identify the project stakeholders and their management which will be operative throughout the lifecycle of the project. They will need to access sources of appropriate data and information and consider resourcing, monitoring and controls for the project. Learners will need to understand the importance of critical success factors and performance measurement in monitoring and evaluating the project.

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

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand scope, definition, and the business impact of a project	1.1 define the aim, scope and objectives of the project 1.2 appraise the business impact of the project 1.3 develop a business case to support the project 1.4 evaluate the role of the project manager in the project 1.5 explain the role of the project sponsor in the project
2 Understand how to execute a project	2.1 select a project lifecycle plan to achieve the project objectives 2.2 analyse sources of data and information to support the project 2.3 define project stakeholders and their management throughout the project lifecycle 2.4 explain project resourcing, monitoring and controls 2.5 assess the critical success factors in the realisation of the project 2.6 specify performance measures to monitor project outcomes 2.7 evaluate ways to monitor the progress of the project through its lifecycle
3 Understand how to evaluate and present project outcomes	3.1 assess achievement of project outcomes against project scope objectives 3.2 review the outcomes of the project against original project business case 3.3 present the outcomes of the project

## Unit content

### 1 Understand scope, definition, and the business impact of a project

*Project aims and objectives:* need (emergence, recognition, articulation); idea; aims (goals, mission, values); objectives (specific, measurable, achievable, realistic, timescales, methods)

*Scope:* stakeholder involvement (internal, external); requirements; feasibility; constraints; required amendments; scale

*Business case:* rationale; environmental influences (political, economic, social, technological, legal, ethical); commitment; relationship to project aims and objectives

*Project definition:* approaches; deliverables; goals; potential solutions

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

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

*Business impact:* internal; external; positive; negative; short term; long term

### 2 Understand how to execute a project

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

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

*Stakeholders:* internal (functional areas, employees, managers); external (shareholders, customers, suppliers, contractors, local residents)

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

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

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

*Performance measures:* key attributes (valid, reliable, responsive, functional, credible, available, understandable); specifying performance measures

### 3 Understand how to evaluate and present project outcomes

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

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

## Essential guidance for tutors

### Delivery

Delivery should include the use of business administration resources and examples to support the development of understanding of the principles of project management. Learners will be expected to work independently to gather the evidence needed for achievement. Textbooks, exercises, case studies and formative assessment should all support the preparation for summative assessment. Individual and small-group tutorials should be held and learners should be encouraged to participate in discussions and share their ideas and experiences. Presentations to the class will help to support the development of knowledge and understanding.

Learners who are employed or who have access to work experience will be expected to use their organisation and role to develop their understanding of the principles of project management for business. Where possible, they should be encouraged to base their project on this organisation. If this is not practical, learners might want to consider other organisations they have contact with. If necessary, case studies can be used.

It is likely that learners will need guidance on their approach to defining the project parameters, the methods for execution, assessment and review of outcomes and how to present the project outcomes effectively.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to unit and programme of assignments
Presentation on defining aims, scope, objectives of projects
Case study on how a business may impact on a project
Group activity to develop a business case for an example project
Small-group tutorials, to include guidance on defining specific projects with appropriate business case
Presentation on the roles of project managers and sponsors, and the importance of a project's lifecycle plan
Independent research on sources of data and information for a specific project. Work on assignment
Presentation on stakeholder management during a project lifecycle. Work on assignment
Individual tutorial support, to include discussing the learner's plans for the execution of a potential project
Group discussion and exercise on project resourcing, monitoring and controls
Case study on critical success factors and performance measures, including monitoring progress through a project's lifecycle. Work on assignment
<b>Assignment 1 – Managing a Business Project</b>
Group discussion on assessing achievement against scope objectives and reviewing outcomes against a business case
Individual tutorial support and feedback
Group discussion, with case studies, on approaches to presenting the project outcomes
Independent preparation for presenting project outcomes. Work on assignment
<b>Assignment 2 – Project Outcomes</b>
Review of unit and programme of assignments

## Assessment

A range of assessment instruments can be used, for example presentations, projects, 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 as long as they allow learners to produce evidence that can be judged against the assessment criteria.

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

Where possible, learners should be advised to base their work on their own business organisation. If this is not practical then alternative suitable businesses should be researched. A holistic approach to assessment should be encouraged.

The assessor should ensure that learners' choice of projects is suitable and manageable in the time frame and that the business case is appropriate to support the project. This should be done in good time and will require formative feedback on AC1.3 sufficiently early on, before learners have had an opportunity to make significant progress with the project.

Learning outcome 1 must focus on establishing the scope, definition and objectives for the planned project. This should include considering the business impact of the project and the development of a supporting business case for the project. The roles of the project manager and sponsor must be fully considered.

Learning outcome 2 should build on learning outcome 1. Learners will be expected to demonstrate their understanding of how the project should be executed. A suitable project lifecycle plan must be selected to support achievement of the objectives. This should be related to the project stakeholders and their management. Learners must research sources of data and information and how the project will be resourced, monitored and controlled. Learners need to demonstrate how to assess critical success factors for the project and select suitable performance measures to monitor the outcomes. An evaluation of ways to monitor progress through the project lifecycle is required.

Learning outcome 3 needs to address how to present and evaluate the project outcomes. Learners must select a suitable format for presenting the project outcomes, this could take a variety of forms and both written and verbal evidence can be utilised. Observation and/or witness statements must be used to support any verbal evidence. Learners must refer back to their project scope objectives and business case, determined in learning outcome 1. They must give careful consideration to assessing the achievement of outcomes against the original scope objectives and review the outcomes against the business case.

### 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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	Managing a Business Project	You work for a small and medium-sized enterprise (SME) which is planning to expand the range of products and services offered. You have been asked to manage a project to develop one of these products or services.	<p>Planning documents for the project to include details of:</p> <ul style="list-style-type: none"> <li>● aim, scope and objectives</li> <li>● business impact</li> <li>● business case</li> <li>● roles of project manager and sponsor.</li> </ul> <p>Charts, spreadsheets and other documentation demonstrating the execution of the project, to include:</p> <ul style="list-style-type: none"> <li>● project lifecycle plan</li> <li>● sources of data and information</li> <li>● stakeholder management</li> <li>● resourcing, monitoring and controls</li> <li>● critical success factors</li> <li>● performance measures</li> <li>● monitoring progress through the lifecycle.</li> </ul>

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3	Project Outcomes	You have now completed the planning and execution of your chosen project and are required to present the outcomes to senior managers.	<p>A report, which can be written or verbal, to include:</p> <ul style="list-style-type: none"> <li>● the outcomes of the project</li> <li>● achievement of project outcomes against scope objectives</li> <li>● review of outcomes against business case.</li> </ul>

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Textbooks

Armstrong M – *Armstrong’s Handbook of Human Resource Management Practice 12th Ed* (Kogan Page, 2012) ISBN 978-0749465506

Horine G – *Project Management Absolute Beginner’s Guide (Absolute Beginner’s Guides)* (QUE 3rd Edition 2012) ISBN-13: 978-0789750105

Kerzner H, International Institute for Learning – *Project Management: Best Practices: Achieving Global Excellence* (The Iil/Wiley Series in Project Management) (John Wiley & Sons; 2nd Edition 2010) ISBN-13: 978-0470528297

Lewis D, Sargeant M, Schwab B – *Employment Law: The Essentials 11th Ed* (CIPD, 2011), ISBN 978-1843982623

Mankin D – *Human Resource Development* (OUP Oxford, 2009) ISBN 978-0199283286

Slocombe M – *Employment Law Made Easy 12th Ed* (Lawpack, 2012) ISBN 978-1907765773

Williams M – *The Principles of Project Management* (SITEPOINT, 2008) ISBN-13: 978-0980285864

### Journal

*Project Manager Today* – <http://www.pmtoday.co.uk/content/en/default.aspx>

### Websites

<http://openlearn.open.ac.uk>      The Open University

[www.apm.org.uk](http://www.apm.org.uk)      Association for Project Management

## 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](http://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](mailto: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](http://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 Business and Administration and Team Leading and Management 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) Edexcel 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)

<b>Level</b>	<b>General qualifications</b>	<b>BTEC full vocationally-related qualifications</b>	<b>BTEC professional/specialist courses</b>	<b>NVQ/occupational</b>
<b>2</b>	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)
<b>1</b>		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)
<b>Entry</b>		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 they affect 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 Business and Administration against the underpinning knowledge of the Edexcel Level 4 NVQ in Business and Administration (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	6
Edexcel Level 4 NVQ in Business and Administration (QCF)						
Manage and be accountable for own performance in a business environment					#	
Evaluate and improve own performance in a business environment					#	
Support the purpose and values of an organisation	#		#			#
Support sustainability in a business environment						
Assess, manage and monitor risk in a business environment						
Communicate in a business environment		#				



# Annexe D

## Glossary of accreditation terminology

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

<b>Accreditation start/end date</b>	The first/last dates that Edexcel can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Edexcel.
<b>Credit value</b>	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.
<b>Guided Learning Hours (GLH)</b>	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.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
<b>Performance tables</b>	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.
<b>Qualification Number (QN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
<b>Section 96</b>	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.

<b>Title</b>	The accredited title of the qualification.
<b>UCAS points</b>	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
<b>BTEC Level 7 Advanced Professional qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>BTEC Level 7 Professional qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>6</b>	<b>BTEC Level 6 Professional qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>5</b>	<b>BTEC Level 5 Professional qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>4</b>	<b>BTEC Level 4 Professional qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>BTEC Level 3 Specialist qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Specialist and Professional qualifications on the QCF</b>	<b>BTEC qualification suites on the QCF</b>
<b>BTEC Level 2 qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level qualifications (E3)</b> 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.

<b>QCF qualification sizes</b>	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

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