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❖BTEC

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

BTEC Professional qualification

Specification

First teaching September 2012

PEARSON

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

BTEC Professional qualification titles covered by this specification

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

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

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications 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 Qualification Number for the qualification in this publication is:

Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)	600/5607/1

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 part of an Apprenticeship

Welcome to the BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from September 2012 This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)

This qualification is a component of the IMI Level 5 Higher Apprenticeship Framework for Automotive Management and Leadership.

This qualification provides a progression pathway for those Level 2 and Level 3 technicians who wish to progress into first line management, whilst retaining their involvement with the technical aspects of vehicle maintenance and repair.

The benefits of the qualification include:

- contributing to increasing the number of existing staff qualified at Level 5
- attracting more applicants from under-represented groups into middle-management posts at Levels 5
- developing learners' problem solving, communication, team working, literacy, numeracy and ICT skills, which are a priority for the automotive retail industry.
- provide opportunities for career progression within the automotive retail industry.

Learners can progress onto a range of Management and other Professional qualifications at Level 6 and above; higher education to undertake management, business or other qualifications, including degrees or master's degrees in Management and Leadership, Business and Business Management; further employment within their current job role/alternative job roles; and specialised qualifications providing additional technical knowledge.

Straightforward to implement, teach and assess

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

Engaging for everyone

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

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs – **in this case the Institute of the Motor Industry (IMI)**. Many industry and professional bodies offer successful BTEC students 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, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

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

Contents

What are BTEC Level 5 Professional qualifications?

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

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

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

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

There are three sizes of qualification in the QCF:

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

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

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

The credit value of a unit is based on:

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

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

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

Key features of the Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)

The Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF) has been developed to give learners the opportunity to:

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

National Occupational Standards

Where relevant, Edexcel BTEC Level 5 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 5 (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 5 Diploma in Automotive Management and Leadership (QCF) relates to the following NOS:

Level 4 NOS in Maintenance and Repair – Light Vehicle

NOS in Management and Leadership

Rules of combination

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

Rules of combination for the Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF) qualification

When combining units for an *Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)*, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

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

1 Qualification credit value: a minimum of 80 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 50 credits.

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

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

The *Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)* is an 80-credit and 360-390 guided learning hour (GLH) qualification that consists of 5 mandatory units **plus** optional units that provide for a combined total of 80 credits (where at least 50 credits must be at Level 5 or above)

Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)
Unit	URN	Mandatory units – Learners must achieve 65 credits	Credit	Level
1	R/602/1366	Principles of Management and Leadership	10	5
2	L/503/1142	Managing People in Vehicle Operations	15	5
3	K/602/2054	Management Decision Making	10	5
4	Y/503/1144	Business Law for Vehicle Operations	15	4
5	D/503/1145	Customer Service in Vehicle Operations	15	4
		Optional units – Learners must achieve 15 credits from the units below		
6	J/602/1879	Recruitment and Selection	5	5
7	R/602/1481	Managing Budgets	5	5
8	A/602/1443	Management of Change	5	5
9	D/602/1466	Developing Successful Business Teams	5	5
10	Y/601/1261	Sales Planning and Operations	15	5
11	F/601/1092	Operations Management in Business	15	5
12	A/601/5142	Business Strategy Planning for Vehicle Operations	15	5

Assessment

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

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

Guidance

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

● meet the standard determined by the assessment criteria and

● achieve the learning outcomes.

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

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

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

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

● current, ie to reflect the most recent developments and issues

● local, ie to reflect the employment context of the delivering centre

● flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

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

In the Edexcel BTEC Level 5 Professional qualification each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

● one credit for those learning outcomes achievable in 10 hours of learning time

● learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

● the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Levels 4-7 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 the Edexcel BTEC Levels 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 Levels 4-7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4-7, Edexcel allocates a standards verifier (External Examiner) for each sector offered, who will conduct an annual visit to quality assure the programmes.

Approval

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

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

Quality assurance model for delivery of the qualification within and outside of the Higher Apprenticeship

For the qualification in this specification, the Edexcel quality assurance model will be:

An annual visit from an Edexcel appointed External Examiner to sample internal verification and assessor decisions for units and to review centre-wide quality assurance systems.

For further details, go to the UK BTEC Quality Assurance Handbook 2011-12 http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Programme design and delivery

Mode of delivery

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

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

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

Resources

Edexcel BTEC Level 5 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 5 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

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

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

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

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

Restrictions on learner entry

T*he Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)* is accredited on the QCF for learners aged 18 and above.

Access arrangements and special considerations

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

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements,* 2002) concerning learners with particular requirements.

Recognition of Prior Learning

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

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

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

Unit format

All units in the Edexcel BTEC Level 5 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

All the imported Edexcel BTEC Higher Nationals units in this specification (Units 2, 4, 5 10, 11 and 12) also have a standard unit format.

Each unit in the Edexcel BTEC Level 5 Professional qualifications 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 the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

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

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

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

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

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

Each imported Edexcel BTEC Higher Nationals unit has the following sections:

Unit title, unit code, QCF level and credit value.

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

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. 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 National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Edexcel BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

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 abstract

The unit abstract 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 abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

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 relevant National Occupational Standards (NOS) where appropriate.

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.

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

- Learning outcome: this is given 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 roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

Learning outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.

- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.

- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Edexcel to offer the qualification.

Units

Units

Unit 1: Principles of Management and Leadership

Unit code: R/602/1366

QCF Level 5: BTEC Professional

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Understand the link between management and leadership

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

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

2 Understand the skills and styles of management and leadership

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

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

Leadership attributes and skills: deliver results showing enthusiasm, integrity, courage, sensitivity, commitment; communicating the vision clearly; cultivating key relationships; creating sense of common purpose with team; taking responsibility for making things happen; encouraging and supporting others; application of leadership behaviours and styles to work groups, having a good cultural fit within the organisation; theories of leadership qualities eg Adair, Peters, Kanter, Mintzberg

3 Be able to apply theory in an organisational context

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

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

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

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

Outline learning plan

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

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

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

Assessment

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

For AC1.1, learners will need to demonstrate that they have researched enough information to explain the relationship between management and leadership, including the skills and knowledge needed for management and leadership. Learners can relate this to a given job role, and provide information which is sufficiently detailed and more than just a list.

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

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

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

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

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

Programme of suggested assignments

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

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

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

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

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

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

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

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

Journals

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Training Journal (www.trainingjournal.com)

Websites

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

Unit 2: Managing People in Vehicle Operations

Unit code: L/503/1142

QCF Level 5: BTEC Professional

Credit value: 15

Guided learning hours: 60

Unit aim

The aim of this unit is to develop learners' understanding of employment practices and the methods used to manage and evaluate the performance of teams and individuals in the motor industry.

Unit abstract

This unit provides a thorough foundation in the essential aspects of managing people working in a vehicle operation. It is intended to develop the learner's understanding and ability to deal effectively with the processes that relate to human resource management. The unit embraces all aspects of people management; personnel issues such as recruitment and selection, grievance and disciplinary processes, employment documentation, measuring performance and team management. This includes the motivation of teams and individuals to maximise their contribution to the quality of service and the performance of the 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 employment practices in a vehicle operation	1.1 evaluate employment documentation in terms of its benefits to the employer and the employee
	1.2 examine the components of effective job descriptions
	1.3 assess the legal requirements that relate to recruitment and selection
	1.4 analyse the effectiveness of recruitment and selection processes in a vehicle operation
2 Understand the methods used for evaluating the performance of individuals in a vehicle operation	2.1 analyse the factors affecting the performance of people at work
	2.2 analyse the procedures, processes and documentation of a staff appraisal system
	2.3 evaluate the methods used for conducting a performance review
	2.4 explain how individual performance targets are set
3 Be able to establish team targets in a vehicle operation	3.1 explain the type and responsibilities of teams found in a given vehicle operation
	3.2 critically assess team operating procedures
	3.3 determine realistic targets for a team in a vehicle operation
4 Be able to evaluate the performance of a team in a vehicle operation	4.1 explain the factors affecting team management
	4.2 evaluate the performance of a team in a vehicle operation.

Unit content

1 Understand employment practices in a vehicle operation

Employment documentation: formal written contracts; policy and procedures eg employee handbook, grievance procedures, disciplinary procedures

Job descriptions: job analysis and roles eg duties, responsibilities, limits of authority, line management; layout and format of job specification; conditions of employment eg pay, bonus and incentives

Legal requirements: employment contracts; equal opportunities; discrimination

Recruitment and selection: work force planning; internal and external appointments eg advertising vacancies, use of recruitment and temporary placement agencies; documentation eg application forms, curriculum vitae, short and long listing, selection criteria, person specifications; selection processes eg psychometric testing, skills testing, interviewing processes and techniques; evaluating applicants; appointment procedures and induction procedures

2 Understand the methods used for evaluating the performance of individuals in a vehicle operation

Factors affecting performance: motivational aspects eg personal satisfaction, Maslow's hierarchy of needs, job satisfaction, status, recognition; personal skills; working conditions; pay; career development; personal relationships

Staff appraisals: appraisal systems eg one to one, 360º, appraisal training, appraisal documentation and preparation; managing the appraisal process eg appraisal techniques, questioning, dealing with contentious issues, working relationships, staff training, recording information

Performance review: methods of review eg by supervisor or manager, peers, team, subordinates and self appraisal; feedback of results; resolution of conflicts; use as a motivator for the achievement of performance targets

Performance targets: determining and agreeing individual targets eg quantitative and qualitative aspects, use of SMART for setting performance targets; reviewing achievement and feedback

3 Be able to establish team targets in a vehicle operation

Types of team: eg management teams, working groups, consultative teams, problem solving teams, focus groups, task groups, project groups

Team responsibilities: to superiors, subordinates, the business and team members; external factors eg external steering groups, performance targets, communicating results to interested parties; confidentiality and meeting deadlines

Team operation: purpose of team working eg team values, team dynamics, team ethics, behaviour in teams, Belbin's team roles; managing team meetings eg formalities and documentation of meetings, setting and agreeing targets and deadlines; methods of communication

Determining targets: establishing team role; purpose; authority and targets eg management set targets, creating team objectives, identifying limits of authority, clarifying desired outcomes

4 **Be able to evaluate the performance of a team in a vehicle operation**

Team management: deciding tasks; identifying resources; organising roles and tasks eg planning work, co-ordinating team activities; deciding milestones; controlling progress

Evaluating performance: measurement of outcomes eg team's self-appraisal, management evaluation, staff evaluation, customer evaluation; identification of performance data; quantitative and qualitative aspects

Links

This unit can be linked to *Unit 1: Principles of Management and Leadership*, *Unit 6: Recruitment and Selection*, *Unit 9: Developing Successful Business Teams* and *Unit 11: Operations Management in Business*

This unit also has links with the Higher National units within the BTEC Higher Nationals in Vehicle Operations Management (QCF) qualification, in particular *Unit 2: Managing Resources in Vehicle Operations* and *Unit 23: Working With and Leading People*.

Essential requirements

There are no essential resources required for this unit.

Employer engagement and vocational contexts

Suitable guest speakers might be invited to provide an overview and an industrial perspective on relevant aspects of the unit. For example, personnel management and team building in a range of vehicle operations.

Unit 3: Management Decision Making

Unit code: K/602/2054

QCF Level 5: BTEC Professional

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Learning outcomes	Assessment criteria
4 Be able to plan improvements to a management decision making system	4.1 review a management decision making system
	4.2 analyse the strengths and weaknesses of a management decision making system
	4.3 plan justified improvements to a management decision making system

Unit content

1 Understand how information and knowledge informs management decision making

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

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

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

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

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

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

3 Be able to take management decisions

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

Outline learning plan

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

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

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

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

Programme of suggested assignments

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

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

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

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

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

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

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

Journals and Newspapers

British Journal of Management (John Wiley and Sons)

Management Today (Haymarket Business Media)

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

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

Websites

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

Unit 4: Business Law for Vehicle Operations

Unit code: Y/503/1144

QCF Level 4: BTEC Professional

Credit value: 15

Guided learning hours: 60

Unit aim

This unit aims to develop learners' understanding of the legal system and the legislation that relates to business transactions in a vehicle operations setting.

Unit abstract

This unit will develop learners' understanding of the legal system, including sources of law and the courts structure. Learners will investigate the law of contracts and will develop an understanding of the nature and terms of contracts as applied in a vehicle operation. Consumer protection law, consumer credit and the role of the Office of Fair Trading are also analysed, as is the law of torts as applied in vehicle operations.

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 court system and the sources of law	1.1 compare the differences between civil and criminal law
	1.2 analyse the role of individual courts
	1.3 assess the effectiveness of individual courts within the court structure
	1.3 evaluate the current importance of sources of law
2 Understand the law of contracts as applied to vehicle operations	2.1 explain the importance of the essential elements required for the formation of a valid contract
	2.2 discuss the impact of different types of contract
	2.3 analyse terms in contracts with reference to their meaning and effect
	2.4 explain the factors that make a contract invalid
3 Understand the law relating to the consumer as applied in vehicle operations	3.1 assess the effects of consumer protection legislation and consumer credit legislation in relation to a business transaction in a vehicle operation
	3.2 explain the legal rules on implied terms relating to the sale of goods and supply of services
	3.3 evaluate the statutory provisions on buyer's and seller's remedies
4 Understand the law of torts as applied in vehicle operations	4.1 explain the background to the law of torts
	4.2 explain four different types of torts
	4.3 analyse capacity, defences and remedies in a tortious situation
	4.4 interpret the law of tort in a tortious situation for vehicle operations.

Unit content

1 Understand the court system and the sources of law

Criminal courts: classification of crimes and methods of trial; magistrates court (jurisdiction, personnel, procedure); Crown Court (juries, their role and structure, jurisdiction, procedure); grounds for appeal; Court of Appeal; House of Lords; European Court of Justice

Civil courts: small claims court and jurisdiction; county court and High Court (jurisdiction of both, allocation of cases to tracks); grounds for appeal; Court of Appeal; House of Lords; European Court of Justice

Sources of law: judicial precedent, statute, delegated legislation (meaning, how they operate, advantages and disadvantages); Rules of Statutory Interpretation; European law (types of law)

2 Understand the law of contracts as applied in vehicle operations

Essential elements: offer; acceptance; intention to be legally bound; consideration; capacity; privity of contract

Types of contract: oral; written; implied

Terms of a contract: express and implied; representations; warranties and conditions; exemptions; remedies for breach of contract

Invalidating factors: void; voidable; illegal (to include sale of business, restraint of trade, solus agreements); restrictive trade practices and vitiating factors

3 Understand the law relating to the consumer as applied in vehicle operations

Consumer protection: Consumer Protection Act; product liability; consumer safety; misleading price indications; HPI checks

Consumer credit: Consumer Credit Act; credit agreements; hire purchase contracts; credit sale agreements

Sale of goods: statutory implied terms, transfer of property and possession, seller's remedies against the buyer, consumer's remedies against the seller; relevant legislation

Supply of services: statutory implied terms, seller's remedies, consumer's remedies

4 Understand the law of torts as applied in vehicle operations

Background: origins and definition of the law of torts

Types: eg trespass, nuisance, assault and battery, premises, rights of way/custom and practice, liability, negligence, duty of care, defamation, libel and slander, deceit and fraud

Capacity, defences and remedies: age at which action can be taken; general defences eg inevitable accident, assumption of risk, self-defence and statutory authority, damages, injunctions, other remedies

Tortious situation: law of tort using case studies or hypothetical examples

Links

This unit has links with Unit 5: Customer Service in Vehicle Operations.

Essential requirements

There are no essential resources for this unit.

Employer engagement and vocational contexts

Delivery of this unit will benefit from centres establishing strong links with employers willing to contribute to the delivery of teaching, work-based placements and/or detailed case study materials.

Unit 5: Customer Service in Vehicle Operations

Unit code: D/503/1145

QCF Level 4: BTEC Professional

Credit value: 15

Guided learning hours: 60

Unit aim

This unit aims to develop learners' understanding of the principles of customer service and their application in a vehicle operations setting

Unit abstract

This unit introduces learners to the principles and objectives of customer service and its management within vehicle operations. The unit develops an understanding of the nature of a customer service culture and quality service and helps learners to appreciate how information gathered from customers can improve the delivery of customer services.

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 use of customer service policies in a vehicle operation	1.1 discuss the reasons for using customer service policies
	1.2 compare methods of assessing the quality of customer service provision
	1.3 explain the purpose of evaluating customer service
	1.4 assess how customer service evaluation can assist future training and development in a vehicle operation
2 Understand the purpose of promoting a customer focused culture in a vehicle operation	2.1 determine how different types of communication can be used to best effect
	2.2 explain the central role of the customer for a given vehicle operation
	2.3 establish the types of customer who use a vehicle operation
3 Understand customer requirements in a vehicle operation	3.1 analyse sources of customer information
	3.2 research customer requirements in a given vehicle operations situation
	3.3 explain the role of research in the planning process for vehicle operations
4 Be able to provide customer service in a vehicle operation	4.1 determine the different needs of customers who use vehicle operations
	4.2 provide customer service in a vehicle operations situation
	4.3 explain the benefits of improved customer service to a given vehicle operation.

Unit content

1 Understand the use of customer service policies in a vehicle operation

Policies: structure; use; focus; identification; prioritisation and confirmation of customer requirements and expectations; improvement of customer perceptions and satisfaction; monitoring customer service and satisfaction; influences affecting implementation; effective communication

Quality of service: methods eg International Standards Organisation (ISO), Investors in People (IiP), Total Quality Management (TQM); customer expectations; service level agreements; standardised procedures; codes of practice; staffing levels; staff competency; flexibility; reliability and responsiveness

Evaluation: purpose; sources of information eg customers, colleagues, staff, management; types of written and oral feedback (including accuracy, relevance, reliability, validity); methods of data collection; improvements; staff training and development

2 Understand the purpose of promoting a customer focused culture in a vehicle operation

Communication: verbal; non-verbal (body language); written; types of response; use; effect

Role of the customer: customer service culture; identifying and analysing customer requirements and expectations; influences of service provision on customer perceptions

Types of customer: external eg retail, trade, garage, repairers, fleet; internal eg warranty, sales

3 Understand customer requirements in a vehicle operation

Customer information: customer requirements (including levels of customer satisfaction); sources of information eg customers, staff, management, organisation records, past information

Primary research: sampling; qualitative; quantitative; interview (individual, group); survey; observation; contact methods (mail, telephone, personal)

Secondary research: internal eg sales records, financial information, client and customer databases; external eg government publications, trade journals, periodicals, professional associations, national organisations, commercial data, vehicle manufacturers

Role of research: planning how to increase/maintain customer satisfaction levels; strategy; assessment of options using researched information; staffing levels

4 Be able to provide customer service in a vehicle operation

Customer needs: urgent; non-urgent; special requirements; quality of service; price; products and facilities; value for money; cleanliness of vehicle; service level agreements; soft issues eg car parking arrangements, customer waiting areas

Benefits of improved service: improved customer satisfaction; repeat business; improved reputation; increased profit

Links

This unit can be linked to *Unit 4: Business Law for Vehicle Operations*.

This unit may also be linked with the Higher National units within the BTEC Higher Nationals in Vehicle Operations Management (QCF) qualification, such as *Unit 8: Managing Quality in Vehicle Operations* and *Unit 9: Marketing Vehicle Operations*.

Essential requirements

There are no essential requirements for this unit.

Employer engagement and vocational contexts

Delivery of this unit will benefit from centres establishing strong links with employers willing to contribute to the delivery of teaching, work-based placements and/or detailed case study materials. The use of real examples from local employers will help emphasise the relevance of the unit and show how organisations have developed their customer care policies.

Unit 6: Recruitment and Selection

Unit code: J/602/1879

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Be able to analyse personnel requirements for job vacancies

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

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

2 Understand how employment legislation affects the recruitment of personnel

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

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

3 Be able to participate in recruitment and selection activities

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

Outline learning plan

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

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

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

Assessment

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

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

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

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

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

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

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

Programme of suggested assignments

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

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2	Job Analysis	The learner works as a manager who needs to recruit new staff and has been asked to prepare an analysis of personnel requirements for a job, together with a job description and a person specification.	Report, job description and person specification

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 3.1, 3.2	Recruiting Staff	The learner is a manager who is recruiting a new employee.	Selection interview documentation and witness statement
AC 4.1, 4.2	Improving Recruitment	The learner is a manager who has encountered problems in selecting suitable staff using the organisation's recruitment and selection process.	Report

Essential resources

There are no essential resources required for this unit

Indicative resource materials

Textbooks

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

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

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

Journals and Newspapers

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

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

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

Websites

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

Unit 7: Managing Budgets

Unit code: R/602/1481

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Understand the function of financial planning and forecasting

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

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

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

2 Understand break even analysis

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

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

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

3 Know how to compile budgets

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

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

Outline learning

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

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

In the report required for AC4.3, learners need to combine the information from the cash and subsidiary budgets they created for AC4.1 and the break-even analysis carried out in AC4.2 to draw conclusions on the implications of these for an organisation's financial plans. A combined assignment could cover learning outcomes 3 and 4 by having a case study where, in the first part (covering learning outcome 3), learners are given data and budget formats to demonstrate their knowledge of how to compile a budget. In the second part of

the assignment, they could cover learning outcome 4 but would need prior warning to give them time to prepare a break-even analysis, for example for a new product or service where they are given some guidance on costs and income but need to research the rest of the data. It is unlikely that they would be able to do this in a work setting so it would have to be based on a case study.

Programme of suggested assignments

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

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

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

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

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

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

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

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

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

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

Journal

Accounting Technician (Association of Accounting Technicians)

Websites

www.aat.co.uk   The Association of Accounting Technicians

www.cimaglobal.com   Chartered Institute of Management Accountants

Unit 8: Management of Change

Unit code: A/602/1443

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

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

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

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

2 **Be able to plan for change**

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

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

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

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

Outline learning plan

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

Programme of suggested assignments

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

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

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Journals

International Journal of Strategic Change Management (Inderscience)

Journal of Change Management (Routledge)

Journal of Organisational Change Management (Emerald)

Websites

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

Unit 9: Developing Successful Business Teams

Unit code: D/602/1466

QCF Level 5: BTEC Professional

Credit value: 5

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Understand the features of successful business teams

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

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

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

2 Be able to support team development

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

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

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

Outline learning plan

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

Programme of suggested assignments

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

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

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

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

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

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

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

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

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

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

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

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

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

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

Journals

Leader to Leader (Leader to Leader Institute)

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

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

Unit 10: Sales Planning and Operations

Unit code: Y/601/1261

QCF Level 5: BTEC Professional

Credit value: 15

Guided learning hours: 60

Unit aim

The aim of this unit is to provide learners with an understanding of sales planning, sales management, and the selling process, which can be applied in different markets and environments.

Unit abstract

Selling is a key part of any successful business, and most people will find that they need to use sales skills at some point in their working life – if only to persuade or win an argument. For anyone who is interested in sales as a professional career it pays to understand the basics of selling, to practise, and plan. This unit will introduce learners to the theory of selling and sales planning, and give them the opportunity to put their personal selling skills into practice.

The unit starts with an overview of how personal selling fits within the overall marketing strategy for a business. Learners will be taken through the main stages of the selling process, and be expected to put them to use. Once they are confident about the selling process, learners will investigate the role and objectives of sales management. This is knowledge that can be applied to a wide range of organisations.

Finally, learners will be able to start planning sales activity for a product or service of their own choice – this is another valuable skill that is transferable to many different situations learners may find themselves in as they move into employment or higher education.

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 personal selling within the overall marketing strategy	1.1 explain how personal selling supports the promotion mix 1.2 compare buyer behaviour and the decision making process in different situations 1.3 analyse the role of sales teams within marketing strategy
2 Be able to apply the principles of the selling process to a product or service	2.1 prepare a sales presentation for a product or service 2.2 carry out sales presentations for a product or service
3 Understand the role and objectives of sales management	3.1 explain how sales strategies are developed in line with corporate objectives 3.2 explain the importance of recruitment and selection procedures 3.3 evaluate the role of motivation, remuneration and training in sales management 3.4 explain how sales management organise sales activity and control sales output 3.5 explain the use of databases in effective sales management
4 Be able to plan sales activity for a product or service	4.1 develop a sales plan for a product or service 4.2 investigate opportunities for selling internationally 4.3 investigate opportunities for using exhibitions or trade fairs.

Unit content

1 Understand the role of personal selling within the overall marketing strategy

Promotion mix: personal and impersonal communication; objectives of promotional activity; push-pull strategies; integrating sales with other promotional activities; evaluating promotion; allocation of promotion budget

Understanding buyer behaviour: consumer and organisational purchase decision-making processes; influences on consumer purchase behaviour (personal, psychological, social); influences on organisational buyer behaviour (environmental, organisational, interpersonal, individual); purchase occasion; buying interests and motives; buyer moods; level of involvement; importance and structure of the DMU (Decision Making Unit); finding the decision-taker; distinction between customers and users

Role of the sales team: definition and role of personal selling; types of selling; characteristics for personal selling; product and competitor knowledge; sales team responsibilities (information gathering, customer and competitor intelligence, building customer databases, prospecting and pioneering, stock allocation, maintaining and updating sales reports and records, liaison with sales office); sales team communications; the role of ICT in improving sales team communications

2 Be able to apply the principles of the selling process to a product or service

Principles: customer-oriented approach; objective setting; preparation and rehearsal; opening remarks; techniques and personal presentation; need for identification and stimulation; presentation; product demonstration and use of visual aids; handling and pre-empting objections; techniques and proposals for negotiation; buying signals; closing techniques; post sale follow-up; record keeping; customer relationship marketing (CRM)

3 Understand the role and objectives of sales management

Sales strategy: setting sales objectives; relationship of sales, marketing and corporate objectives; importance of selling in the marketing plan; use of marketing information for planning and decision making (sources and collection methods); role of sales forecasts in planning; quantitative and qualitative sales forecasting techniques; strategies for selling

Recruitment and selection: importance of selection; preparing job descriptions and person specifications; sources of recruitment; interview preparation and techniques; selection and appointment

Motivation, remuneration and training: motivation theory and practice; team building; target setting; financial incentives; non-financial incentives; salary and commission-based remuneration; induction training; training on specific products; ongoing training and continuous professional development (CPD); training methods; preparation of training programmes; the sales manual

Organisation and structure: organisation of sales activities (by product, by customer, by customer type; by area); estimation and targeting of call frequency; territory design; journey planning; allocation of workload; team building; creating and maintaining effective working relationships; sales meetings; sales conferences

Controlling sales output: purpose and role of the sales budget; performance standards: performance against targets (financial, volume, call-rate, conversion, pioneering); appraisals; self-development plans; customer care

Database management: importance of database building; sources of information; updating the database; use of database to generate incremental business and stimulate repeat purchase; use of database control mechanisms; importance of ICT methods in database management; security of data; Data Protection Act

4 Be able to plan sales activity for a product or service

Sales settings: sales channels (retailers, wholesalers, distributors, agents multi-channel and online retailers); importance of market segmentation; business-to-business (BTB) selling; industrial selling; selling to public authorities; selling for resale; telesales; selling services; pioneering; systems selling; selling to project teams or groups

International selling: role of agents and distributors; sources, selection and appointment of agents/distributors; agency contracts; training and motivating agents/distributors; use of expatriate versus local sales personnel; role, duties and characteristics of the export sales team; coping in different cultural environments; the role of ICT in communicating with an international sales team

Exhibitions and trade fairs: role, types and locations of trade fairs and exhibitions; how trade fairs and exhibitions fit in with corporate strategy and objectives; setting objectives for participation in an exhibition; audience profile and measurement; qualification and follow-up of exhibition leads; evaluation of exhibition attendance; setting budgets; financial assistance for exhibition attendance; principles of stand design

Links

This unit has links with Higher National units within the BTEC Higher Nationals in Business (QCF) qualification, in particular unit *Unit 17: Marketing Intelligence*, *Unit 18: Advertising and Promotion in Business* and *Unit 19: Marketing Planning*, *Unit 4: Marketing Principles* and *Unit 6: Business Decision Making*.

Essential requirements

Learners must have access to a suitable business teaching environment with access to the internet in order to carry out research. They also require access to a range of organisations that have active sales teams currently engaged in personal selling.

Tutors could consider building a bank of contacts and resource materials to ensure there is a sufficient supply of relevant information across a range of business types and sectors.

Employer engagement and vocational contexts

Learners can generate evidence from a work placement or work experience. Some learners may have access to selling opportunities from family owned and run businesses.

There are numerous textbooks covering sales planning and operations. It is important that learners are directed to a balance of comprehensive theoretical texts and the more readable 'how to' books which provide an excellent source of practical exercises.

Marketing and sales journals are a good topical source for personal selling and sales management activities. A number of videos have been produced demonstrating good (and bad) sales techniques. Many of these form part of sales training programmes which can be purchased. Throughout the course of an academic year, topical programmes often appear on television for example, *Dragons' Den*.

Centres should develop links with local businesses such as businesses that have sales teams as part of their marketing strategy. Many businesses and chambers of commerce want to promote local business and are often willing to provide work placements, visit opportunities, information about businesses and the local business context and guest speakers. Local Business Link organisations are another good source for employer engagement as they are in contact with a range of different businesses in different industries.

Unit 11:   Operations Management in Business

Unit code: F/601/1092

QCF Level 5: BTEC Professional

Credit value: 15

Guided learning hours: 60

Unit aim

To provide learners with an understanding of the role and importance of operations management (OM) in the efficient and effective production of goods and services.

Unit abstract

Operations management is the area of business activity concerned with the production of goods and services. It includes the responsibility of ensuring that all business/organisational operations are efficient in terms of minimising costs by using as few resources as possible, and effective in terms of maximising quality and meeting customer requirements. It is concerned with managing the transformational processes that convert inputs (in the form of materials, labour and energy) into outputs (in the form of goods and services).

It is important therefore that learners seeking employment in the business world realise that the 'proper' organisation of productive systems, and their interfaces with internal as well as external customers and suppliers, is essential if goods/services are to be produced on time, to cost and within the law.

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 nature and importance of operational management	1.1 explain the importance of operational management 1.2 explain the need to produce safely; on time, to cost, to quality and within the law 1.3 explain the link between operations management and strategic planning 1.4 produce a systems diagram to illustrate a typical business
2 Understand the link between operations management and strategic planning	2.1 explain the 'Three Es' (economy, efficiency and effectiveness) 2.2 explain the tension between cost minimisation and quality maximisation 2.3 evaluate the significance of the five performance objectives that underpin operations management
3 Understand how to organise a typical production process	3.1 explain linear programming 3.2 evaluate critical path analysis and network planning 3.3 explain the need for operational planning and control
4 Be able to apply relevant techniques to the production of an operational plan for a typical business	4.1 produce a set of clearly defined operational outcomes 4.2 produce a network plan and indicate the resultant critical path 4.3 explain how quality could be defined and maintained.

Unit content

1 Understand the nature and importance of operational management

Operational management: a definition of operational management and its key elements

Business logic: the production of goods or services safely, on time, to cost, to quality and within the law; the role of operational management in achieving strategic objectives

System theory: open; closed; probabilistic and deterministic systems; sub-systems and system-interfaces

2 Understand the link between operations management and strategic planning

*The 3 E*s: economy; efficiency and effectiveness

The paradox: efficiency (thrift) versus effectiveness (quality)

The five operational performance objectives: cost; dependability; flexibility; quality and speed

3 Understand how to organise a typical production process

Linear programming: definition and applications

Critical path analysis: dependent and independent tasks; flow charts; network planning

Operational planning and control: capacity planning; inventory planning; project management and quality assurance/control

4 Be able to apply relevant techniques to the production of an operational plan for a typical business

Outcome determination: the five performance objectives

Network plan: critical path analysis

Monitoring and control: quality assurance and quality control mechanisms (Q.A.C); fish bones; quality circles; variance analysis, six sigma, etc

Links

This unit can be linked to *Unit 2: Managing People in Vehicle Operations* and *Unit 3: Management Decision-Making*

This unit also has links with all the management Higher National units within the BTEC Higher Nationals in Business (QCF) qualification.

Essential requirements

Learners will need access to project management software and to flow chart templates – for illustrative purposes.

Unit 12: Business Strategy Planning for Vehicle Operations

Unit code: A/601/5142

QCF Level 5: BTEC Professional

Credit value: 15

Guided learning hours: 60

Unit aim

The aim of this unit is to develop learners' understanding of the business strategy planning process and its implementation in vehicle operations.

Unit abstract

In this unit learners will investigate the impact of the external operating environment and the need to adopt organisational strategies that will ensure effective business performance. Learners will develop an understanding of the role of strategic planning in vehicle operations and the different approaches to planning and formulating strategy. They will go on to cover the means and methods used to implement a strategy, including identifying and allocating resources. Finally learners will monitor, review and evaluate the strategic plan against benchmarked 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 strategic planning in vehicle operations	1.1 explain the strategic contexts and terminology of planning in a vehicle operation setting
	1.2 evaluate the strategy framework in a vehicle operation
	1.3 explain the role and setting of objectives in the planning process
	1.4 compare the differing approaches to strategy in vehicle operation settings
2 Understand approaches to strategy formulation in vehicle operations	2.1 conduct an environmental and internal audit of a vehicle operation
	2.2 discuss the current market for the vehicle operation
	2.3 develop an organisational strategy based on the audit
3 Understand approaches to strategy implementation in vehicle operations	3.1 compare the roles and responsibilities for strategy implementation in two different organisations
	3.2 explain the resource requirements needed to implement a new strategy for a vehicle operation
	3.3 propose targets and time scales for the review and evaluation of achievement in a given organisation to monitor a given strategy.

Unit content

1 Understand strategic planning in vehicle operations

Strategic contexts and terminology: role of strategy eg setting of missions/visions/strategic intent, objectives, goals; identification of core competencies; strategic architecture; strategic control

Evaluation of the strategy framework: reasons why and ways in which corporate planning and strategies are devised eg the creation of strategic visions, organisational mission statements, corporate planning and corporate objectives and the relationship with operational planning, objectives and target setting

Planning process: approaches to planning and formulation of strategy and objectives eg in small, medium and large organisations; the formal approach to planning compared to the ad hoc approach

Differing approaches to strategy: eg classical/rational, incremental and emergent approaches to strategy and the benefits and limitations of each

2 Understand approaches to strategy formulation in vehicle operations

Environment audit: eg political, economic, socio-cultural, technological, legal and economic analysis (PESTLE), Porter's 5 force analysis, the threat of new entrants, the power of the buyer, the threat of substitutes, competitive rivalry, competition and collaboration

Internal audit: eg benchmarking, the use of McKinsey's 7S framework, SWOT, purpose, scope of activities and markets, product positions, organisational efficiency, distribution methods, operations, finance, policy and procedures

Current market position: eg competitor analysis, Boston Matrix

Strategic direction: eg the Ansoff matrix, growth, stability, profitability, efficiency, market leadership, survival, mergers and acquisitions, expansion into the global market place

3 Understand approaches to strategy implementation in vehicle operations

Strategic implementation: realisation of strategic plans to operational reality eg selling the concepts, project teams, identification of team and individual responsibilities

Resource allocation: finance; human and physical resources; materials; time

Review and evaluation: evaluation of the benchmarked outcomes in a given time period of corporate, operational and individual targets

Links

This unit can be linked to *Unit 3: Management Decision-making*

This unit also has links with Higher National units within the BTEC Higher Nationals in Vehicle Operations Management (QCF) qualification, in particular *Unit 1: Business Planning for Vehicle Operations*.

Essential requirements

There are no essential requirements for this unit.

Employer engagement and vocational contexts

The delivery of this unit will benefit from centres establishing strong links with employers willing to contribute to the delivery of teaching, work-based placements and/or detailed case study materials.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

● Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)

● Functional skills publications – specifications, tutor support materials and question papers

● Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008

● the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Institute of the Motor Industry (IMI)
Fanshaws
Brickendon
Hertford
SG13 8PQ

Telephone: 1992 511 521
Fax: 1992 511 548
Email: imi@motor.org.uk
Website: www.motor.org.uk

CfA business skills @ work
Graphite Square
Vauxhall Walk
London SE11 5EE

Telephone: 020 7091 9620
Fax: 020 7091 7340
Email: info@cfa.uk.com
This e-mail address is being protected from spambots. You need JavaScript enabled to view it.

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Automotive retail sector

Progression opportunities within the framework.

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5	Edexcel BTEC Level 5 HND Diploma in Vehicle Operations Management (QCF)	**Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)**	Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF)
4	Edexcel BTEC Level 4 HNC Diploma in Vehicle Operations Management (QCF) Edexcel BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)		Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals (QCF)
3	Edexcel BTEC Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 3 Diploma in Heavy Vehicle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 3 Diploma in Auto Electrical and Mobile Electrical Principles (QCF) Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF) Edexcel BTEC Level 3 Diploma in Vehicle Accident Repair Body Principles (QCF) Edexcel BTEC Level 3 Diploma in Vehicle Accident Repair Paint Principles (QCF)		Edexcel Level 3 Diploma in Light Vehicle Maintenance and Repair Competence (QCF) Edexcel Level 3 Diploma in Heavy Vehicle Maintenance and Repair Competence(QCF) Edexcel Level 3 Diploma in Auto Electrical and Mobile Electrical Competence (QCF) Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence (QCF) Edexcel Level 3 Diploma in Vehicle Accident Repair Body Competence (QCF)

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3 *(cont'd)*		Edexcel BTEC Level 3 Diploma in Lift Truck Maintenance & Repair Principles (QCF) Edexcel BTEC Level 3 Diploma in Motorcycle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 3 Diploma in Vehicle Sales Principles (QCF) Edexcel BTEC Level 3 Diploma in Body Building Principles (QCF)	Edexcel Level 3 Diploma in Vehicle Accident Repair Paint Competence (QCF) Edexcel Level 3 Diploma in Lift Truck Maintenance & Repair Competence (QCF) Edexcel Level 3 Diploma in Motorcycle Maintenance and Repair Competence (QCF) Edexcel Level 3 Diploma in Vehicle Sales Competence (QCF) Edexcel Level 3 Diploma in Body Building Competence (QCF)
2		Edexcel BTEC Level 2 Diploma in Light Vehicle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 2 Diploma in Auto Electrical and Mobile Electrical Principles (QCF) Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF) Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Paint Principles (QCF) Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Body Principles (QCF) Level 2 Diploma in Lift Truck Maintenance & Repair Principles (QCF)	Edexcel Level 2 Diploma in Lift Truck Maintenance & Repair Competence (QCF) Edexcel Level 2 Diploma in Motorcycle Maintenance and Repair Competence (QCF) Edexcel Level 2 Diploma in Vehicle Sales Competence (QCF) Edexcel Level 2 Diploma in Vehicle Accident Repair Mechanical, Electrical and Trim (MET) Competence (QCF) Edexcel Level 2 Diploma in Body Building Competence (QCF) Edexcel Level 2 Diploma in Heavy Vehicle Trailer Maintenance & Repair Competence (QCF)

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2 *(cont'd)*		Edexcel BTEC Level 2 Diploma in Motorcycle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 2 Diploma in Vehicle Sales Principles (QCF) Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Mechanical, Electrical and Trim (MET) Principles (QCF) Edexcel BTEC Level 2 Diploma in Body Building Principles (QCF) Edexcel BTEC Level 2 Diploma in Heavy Vehicle Trailer Maintenance & Repair Principles (QCF)	
1			
Entry			

Annexe B

Wider curriculum mapping

Edexcel BTEC Level 5 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 these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards mapping with NVQs/NOS

The grid below maps the knowledge covered in the Edexcel BTEC Level 5 Professional qualification in Automotive Management and Leadership (QCF) against the underpinning knowledge of the Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF) competence-based qualification, the NOS in Management and Leadership and the Level 4 National Occupational Standards in Maintenance and Repair – Light Vehicle.

KEY

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units		1	2	3	4	5	6	7	8	9	10	11	12
Edexcel Level 5 Diploma in Automotive Management and Leadership:													
AMA01L5		#	#							#			
AMA02L5					#								
AMA04L5												#	
AMA05L5		#											
AMA07L5							#						
AMA08L5		#	#							#			
AMA09L5									#				
AMA10L5						#							
AMA11L5											#		
AMA12L5								#					
AMA14L5				#									#
Level 4 NOS in Maintenance and Repair:													
G11			#										
G12			#										
NOS in Management and Leadership:													
M&LB1	Develop and implement operational plans for own area of responsibility	#		#						#		#	

Units		1	2	3	4	5	6	7	8	9	10	11	12
M&LB6	Provide leadership and direction for own area of responsibility	#								#			
M&LC5	Plan change in own area of responsibility								#				
M&LE4	Promote the use of technology within your organisation			#									
M&LB12	Promote equality of opportunity, diversity and inclusion across an organisation						#			#			
M&LD2	Develop productive working relationships with colleagues and stakeholders	#								#			
M&LD3	Recruit, select and keep colleagues						#			#			
M&LD14	Initiate and follow disciplinary procedure						#						
M&LD15	Initiate and follow grievance procedure						#						
M&LD16	Manage redundancies in your area of responsibility						#						
M&LE4	Promote the use of technology within your organisation								#				
M&LF3	Manage business processes								#			#	
M&LC6	Implement change								#				
M&LB10	Manage risk									#			

Units		1	2	3	4	5	6	7	8	9	10	11	12
M&LD6	Allocate and monitor the progress and quality of work in your area of responsibility									#			
M&LD9	Build, and manage teams									#			
M&LD13	Support individuals to develop and maintain their performance									#			
M&LE8	Manage physical resources											#	
M&LF1	Manage a project											#	
M&LF2	Manage a programme of complementary projects											#	
M&LF11	Manage the achievement of customer satisfaction											#	

Annexe D

Glossary of accreditation terminology

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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