



Pearson BTEC Level 3 Certificate in Management Principles (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist 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 QCF has 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 every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate in Management Principles (QCF)
QCF Qualification Number (QN)	600/9664/0
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	06/06/2014
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	13
Assessment	Pearson-devised assessment (onscreen multiple-choice testing).
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 3 Certificate in Management Principles (QCF) is for learners who work in, or want to work in, a management role. It covers the responsibilities associated with being a manager, managing self-development and setting team objectives.

It gives learners the opportunity to:

- develop general knowledge and understanding
- develop the personal and interpersonal skills required to be an effective manager
- learn about approaches to manage their own development and methods on setting effective team objectives
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Apprenticeships

Skills CFA approve the Pearson BTEC Level 3 Certificate in Management Principles (QCF) as a knowledge component for the Intermediate Apprenticeship in Management (England).

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Certificate in Management Principles (QCF).

Progression opportunities

Learners who have achieved the Pearson BTEC Level 3 Certificate in Management Principles (QCF) can progress to a Level 4 qualification in a related area of study, for example the Pearson BTEC Level 4 Diploma in Management and the competence-based Pearson BTEC Level 4 NVQ Diploma in Management.

Industry Support and recognition

This qualification is supported by Skills CFA, the Sector Skills Council for business skills.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Management and Leadership. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 3 Certificate in Management Principles (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/505/1252	Objective Setting and Communicating to Support Teams	3	4	15
2	K/505/1253	Managing Self Development	3	4	20
3	D/505/1251	Responsibilities as a Manager	3	5	25

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Pearson-devised assessment: onscreen multiple-choice testing

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen multiple-choice test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website: www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Objective Setting and Communicating to Support Teams

Unit reference number: H/505/1252

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

The aim of the unit is to give learners knowledge and understanding of how to set objectives and to communicate them to support teams.

Managers are responsible for the efficient running of teams. Teams will often experience conflict and may not always feel fully engaged, managers have to communicate with their teams in order to be able to resolve problems such as these and ensure that goals are met.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to communicate a team's purpose and objectives to team members	1.1	Explain how to create a compelling team vision	<p>A vision provides a team with a set of desired outcomes. How to create a compelling team vision:</p> <ul style="list-style-type: none"> □ identify a team's purpose – team direction; planned team accomplishments; team values; standards of performance; creating meaning; ensuring team commitment; team unification
		1.2	Explain how to apply different methods of communication within a team	<p>Methods of communication to meet the purpose and needs of the team:</p> <ul style="list-style-type: none"> □ verbal (conversation, team meetings, briefings, one-to-one discussion, telephone, voice mail, videoconference) □ non-verbal (reports, memoranda, email, letters, reports; surveys, questionnaires, appraisals, texting, social networking for business purposes, web-based techniques) □ body language, gesture, posture, expressions, eye movement <p>Applying a communication method:</p> <ul style="list-style-type: none"> □ identify the purpose of communication (keeping team informed, sustain effective working relationships, auditable record of actions, auditable record of decisions, reference point for actions) □ identify tone of communication (formal, informal, passive, assertive, reconciliatory, apologetic) □ decide on communication method best suited (speed, immediacy, accuracy, intelligibility, clarity, detail, precision, distribution, auditability)

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.3 Describe how to apply different leadership styles in different situations within a team</p>	<p>Leadership styles in different situations:</p> <ul style="list-style-type: none"> □ autocratic – decision making is the sole prerogative of the leader, most effective where quick decisions are required with clear lines of communication □ bureaucratic – decision making is led by policies and procedures, most effective where rules and governance are to be upheld □ democratic/participative – leader utilises the skill, knowledge and input of their team members before making a decision, most effective where high creativity, engagement and motivation of team members is required and quality over quantity □ laissez-faire – subordinates are given autonomy to determine own goals and how to reach them, most effective where flexible working arrangements or creativity is required and the leader provides advice, guidance and support □ transformational – leader motivates employees and enhances productivity and efficiency through communication and high visibility, leaders intention is to transform their team. Most effective when used in conjunction with other leadership styles, to ensure that routine work is carried out □ transactional – leader provides rewards or punishment to team members based on performance results, most effective where team members roles and responsibility are clearly defined □ Servant – leads by meeting the needs of the team, by example and from behind, most effective as a way to move ahead where power is achieved through values, ideals and ethics □ Task-oriented – leader creates and maintains standards for performance, create structures to plan, organise and monitor work of team members most effective where meeting deadlines is priority or team members who do not manage their time well

Learning outcomes	Assessment criteria		Unit amplification
2 Understand the processes of developing a plan to meet objectives with team members	2.1	Describe how to involve team members when planning objectives	Involving team members when planning objectives: <ul style="list-style-type: none"> □ involving all team members: brainstorming, blue sky thinking, mind mapping, team discussion, create quality circles, SWOT analysis □ involving individual team members – one-to-one meetings, informal contact, allocating a specific area of work
	2.2	Explain how to develop plans to meet objectives	Developing plans to meet objectives: <ul style="list-style-type: none"> □ identify the goals required to meet objectives □ create an action plan/work schedule for each goal identified □ identify the activities, resources, timelines and training required to achieve the plan □ monitor progress of plans against defined stages and timelines, using planning tools (activity lists, Gantt charts, specific milestones)
	2.3	Describe how to identify and overcome possible areas of conflict	Identifying and overcoming areas of conflict: <ul style="list-style-type: none"> □ potential conflicts – dissatisfaction with workload, perceived unfairness, poor sharing of information, lack of appreciation, personal grievances; misunderstanding, disagreements, work slippage, external problems to the team □ overcoming conflicts – intervention (reassign work, re-negotiate timelines, access additional resources; issue warning); prevention (open and transparent policy, effective communication, praise success, set common goals, restructure team, manage resources); facilitation (negotiate, suggest resolution, agree and implement actions)

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Explain how to create and maintain a culture which encourages innovation and creativity	<p>Creating and maintaining a culture which encourages innovation and creativity:</p> <ul style="list-style-type: none"> □ creating a culture – understand the business (vision, mission, goals, ethos); understand the team; setting standards (behaviour, performance); communicating standards □ maintain the culture – involving the team; demand accountability; model behaviour exemplifying culture; openness; transparency; proactive; keep others informed; build team relationships □ innovation and creativity – identifying new requirements; new products; new services; new processes; new ideas; new technologies; receptivity to newness
	2.5 Describe how to empower people effectively	<p>Empowering people effectively:</p> <ul style="list-style-type: none"> □ empowerment – sharing vision; sharing values; valuing people; giving feedback and recognition; offering minimal criticism; fostering creativity; stretching people’s talents; managing aspirations; providing development opportunities; providing advice and guidance; meeting team, task and individuals’ needs
	2.6 Explain how to select and successfully apply different methods for encouraging, motivating and supporting people and recognizing achievement	<p>Encourage, motivate and support people, and recognise achievement:</p> <ul style="list-style-type: none"> □ encourage – positive feedback to inspire and raise confidence , share knowledge and information to broaden knowledge and understanding and empower people □ motivate – public praise and recognition to raise self-esteem; training to increase knowledge, understanding or skill; team away days to boost morale; celebrate team success to boost team spirit □ support – manage performance to get the best out of people; clear goals and leadership providing direction and vision of what is to be achieved

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.7 Explain how to identify opportunities, difficulties and challenges faced by a team</p>	<p>Identify opportunities, difficulties and challenges faced by a team:</p> <ul style="list-style-type: none"> □ opportunities – impact of internal changes (similar work, changes to work, new work-role opportunities); impact of external changes (competitor behaviour, dynamic market needs, technological changes) □ difficulties – financial resources; human resources; physical resources (IT, capital); intellectual (skills, knowledge, expertise); social dynamics (team, managers, subordinates); structure of team □ challenges – acquiring skills; changes to organisational structure; adapting to changes (internal, external)
	<p>2.8 Explain how to provide advice and guidance and support, to team members</p>	<p>Provide advice, guidance and support to team members:</p> <ul style="list-style-type: none"> □ identify purpose of advice, guidance and support (improvements to individual performance, team performance, supervision, delegation) against team and individual needs □ identify the information requirements (approved source of information, websites, company handbooks, time scale, the audience) □ select communication approach for providing advice guidance and support: team briefings; one-to-one meetings; mentoring; buddying; coaching; counselling; professional development; personal development; training; ensuring managerial engagement with the team

Information for tutors

Delivery

The delivery of this unit should support the vocational nature of the qualification and give a balance of practical skill development and knowledge requirements. All the learning outcomes lend themselves to flexible delivery. Formal teaching sessions give input from the tutor to identify some of the theoretical material but learners can work individually and in a group researching and gathering information on setting objectives and communicating with teams. Research, case studies, business simulations and discussion all offer involving approaches to learning about setting objectives and communicating with teams. Using an organisation's own managers or a guest speaker gives learners practical insight into setting objectives and communicating with teams.

It is assumed that learners have no previous knowledge of setting objectives and communicating with teams. Learners will be familiar with and will have used a variety of communication methods. The teaching in the unit should be designed to ensure that by having a better understanding of how to set objectives, knowing how to communicate with teams, and by developing suitable relevant skills, learners will be able to function more effectively as managers.

Assessment

This unit is assessed through onscreen multiple-choice testing. The test uses the individual assessment criteria and its associated *Unit amplification*.

Suggested resources

Textbooks

Boynton A and Fischer B – *Virtuoso Teams* (Financial Times/Prentice Hall, 2008) ISBN 9780273721833

Elearn – *Leading Teams* (Pergamon Flexible Learning, 2008) ISBN 9780080554815

Johnson C and Keddy J – *Managing Conflict at Work: Understanding and Resolving Conflict for Productive Working Relationships* (Kogan Page, 2010) ISBN 9780749459529

Kehoe D – *Management in Action: Developing High Performance Teams* (McGraw-Hill, 2008) ISBN 9780070137905

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Owen J – *How to Lead*, (Prentice Hall, 2009) ISBN 9780273721505

Journals and/or magazines

Management Today (Haymarket Business Publications)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

www.champsonline.org	open learning material relating to communication and teams
www.labspace.open.ac.uk/mod/work/resource/view.php?id=451882	Open University material on groups at work
www.managementhelp.org/groups/building/team-building.htm	free management materials on team building
www.openlearn.open.ac.uk	open learning material relating to communication and teams

Unit 2: Managing Self Development

Unit reference number: K/505/1253

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Learners will consider how to identify their development needs by understanding how to carry out a skills audit and how to evaluate the current and evolving requirements of their work role to inform self-development.

Learners will learn how to set SMART (specific, measurable, achievable, realistic and time-based) objectives and how to recognise that different types of learning style contribute to their learning and development. They will consider how to monitor and evaluate performance in achieving development targets and how to match them against the requirements of the work role.

Learners will gain an understanding of how to use different sources of feedback to review their performance and help them to modify their self-development plans.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the need to review values, career and goals in relation to professional development	<p>1.1 Describe why it is important to review values, career and goals in relation to individual professional development</p> <p>1.2 Describe how to identify the requirements of a work role</p> <p>1.3 Explain how the requirements of a work role may evolve in the future</p> <p>1.4 Describe how to identify gaps between current knowledge and skills required for achieving objectives</p>	<p>Reviewing the interrelationship of values, career and goals is important to individual continuous professional development (CPD):</p> <ul style="list-style-type: none"> □ reviewing values allows for holistic growth that supports professional development (ambition; discipline; effectiveness; efficiency; professionalism; strategic; teamwork; support; timeliness; vision) □ reviewing career provides direction and progression (promotion, remuneration, job satisfaction, need for professional qualifications, work-life balance) □ reviewing goals measures success (achievement, impact, setting further goals) for individual continuous professional development □ Identify work requirements from the job role and person specification (duties, knowledge and understanding, experience, skills, qualities and qualifications) □ Work role requirements may evolve due to: changes in the organisation structure or business strategy; participating in a learning work culture; flexibility and adaptability in response to change; acquiring new skills, knowledge and understanding □ Identify gaps in knowledge and skills required for achieving objectives by carrying out: a gap analysis of current knowledge and skills against the desired knowledge and skills required for achieving objectives; peer review; feedback from line manager

Learning outcomes	Assessment criteria	Unit amplification
1.5	Explain how to set SMART objectives	<p>Objective setting using SMART targets requires the objectives to be:</p> <ul style="list-style-type: none"> □ Specific – the target must say exactly what needs to be learned or done □ Measurable- it must say exactly how this can be measured □ Achievable – the target must not be too hard or too large, better to have several small targets leading to a larger goal □ Realistic – it must be possible to get access to any training, books or help needed to meet the target □ Timed – there should be a set time limit for achieving the target
1.6	Explain how to identify professional development needs	<p>How to identify professional development needs:</p> <ul style="list-style-type: none"> □ carry out a personal SWOT analysis (strengths, weaknesses, opportunities, threats) □ measure relevance and alignment against work and organisational objectives □ learning needs analysis: organisation, team or individual level

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how to plan self-development effectively	2.1	Describe how to develop an effective self-development plan	<ul style="list-style-type: none"> <input type="checkbox"/> Set goals/objectives <input type="checkbox"/> Identify areas for development/gaps against business objectives <input type="checkbox"/> Identify steps required to achieve objectives <input type="checkbox"/> Measure and monitor progression
	2.2	Identify the different types of learning styles and their influences on performance	<p>Types of learning style (VARK):</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual – learn by watching, influences performance where visual participation is required <input type="checkbox"/> aural – learn by listening, influences performance where instructions are given <input type="checkbox"/> reading/writing – learn by reading, influences performance where instructions are to be read <input type="checkbox"/> kinaesthetic – learn by doing, influences performance where motor skills are used
	2.3	Describe a range of development activities and their contribution towards performance	<p>Development activities that contribute towards improving performance are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific industry and professional qualifications focused on a key role or business sector <input type="checkbox"/> training courses to acquire new or develop skill/knowledge (project management, time management, negotiation, communication) <input type="checkbox"/> experiential to learn by experience (on-the job training, job shadowing, job rotation)

Learning outcomes	Assessment criteria	Unit amplification
3	<p>Understand how to monitor and evaluate self-development activities</p> <p>3.1 Identify how to monitor the quality of performance and progression against the outcomes of a self-development plan</p> <p>3.2 Identify how to evaluate performance against the requirements of a work role</p> <p>3.3 Explain how feedback on performance should be used</p>	<p>Monitor the quality, performance and progress of a development plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> monitoring activities – benchmarks, milestones, review points, review dates, achievements, records <input type="checkbox"/> measure performance and progress by collecting data and feedback – manager and/or a critical friend, peers, customers, appraisal, performance review, critical reflection, monitoring progression against plans <p>Evaluate performance against work role requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> review current work performance against work objectives <input type="checkbox"/> request feedback on performance from line manager and others <input type="checkbox"/> carry out a self-evaluation against a performance criteria checklist <input type="checkbox"/> set and agree revised planned objectives <p>Performance feedback should be used to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> monitor performance (record and review) <input type="checkbox"/> identify strengths and weaknesses <input type="checkbox"/> set revised/new performance targets/objectives <input type="checkbox"/> set actions for the next review date

Information for tutors

Delivery

The unit should be delivered so that it supports the vocational nature of the qualification and gives a balance of practical skill development and knowledge requirements. Learners are expected to investigate the unit content, to question related theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on practical experience and experience from the workplace.

The unit can be delivered through a range of business resource learning environments as well as through class-based, face-to-face teaching and e-learning. Standard tuition materials, texts and business simulations can be used. Other delivery techniques can also be used, for example practical work, role-play, tutorials, seminars, discussion groups where personal and professional practice are shared and discussed.

Assessment

This unit is assessed through onscreen multiple-choice testing. The test uses the individual assessment criteria and its associated *Unit amplification*.

Suggested resources

Textbooks

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

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

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

Journal

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

Websites

www.cipd.co.uk/cpd	Chartered Institute of Personnel and Development
www.managementhelp.org	A free management library with articles on personal and professional development
www.vark-learn.com/english/page	A learning styles questionnaire

Unit 3: Responsibilities as a Manager

Unit reference number: D/505/1251

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit aim

The aim of the unit is to give learners knowledge and understanding of the responsibilities of a manager when leading a team.

Managers have to communicate with their teams and with each individual member of their teams to allocate the work to be carried out by the team and to be secure in the knowledge that the teams understand what is that they have to do. Targets have to be set and managers need to ensure that team members buy in to the achievement of these targets. Managers have to involve teams in the work that needs to be carried out. They also need to keep their team focused on the objectives to be achieved.

Managers need to monitor the work of the team to ensure that is carried out to schedule and to the required standard.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes	Assessment criteria		Unit amplification
1 Understand the processes of planning and allocating work	1.1	Explain how to select and apply different methods of communication	<p>How to select and apply different methods of communication:</p> <ul style="list-style-type: none"> □ communication methods – verbal (conversation, team meetings, briefings, one-to-one discussion, telephone, voice mail, video conference); non-verbal (reports, memoranda, email, letters, reports, surveys, questionnaires, appraisals, texting, social networking for business purposes, web-based techniques); formal methods; informal methods □ application of communication methods purpose of communication – keep people informed; sustain effective working relationships; provide auditable record (actions, decisions); provide a reference point for actions; advantages of communication methods (speed, immediacy, accuracy, intelligibility, clarity, detail, precision, distribution, auditability); needs of audience
	1.2	Describe why it is important to confirm and clarify work requirements	<p>Why it is important to confirm and clarify work requirements:</p> <ul style="list-style-type: none"> □ work requirements – work specification; work procedures; work standards; work plan □ clarification and confirmation – check understanding (specialist language, abbreviations, technical terms); amplify requirements; respond to queries; ensure agreement between parties; record agreement; ensure customers' (internal, external) requirements are met; define work standard; define timescales; define resource requirements; define budgets; identify procedures for dealing with problems

Learning outcomes	Assessment criteria	Unit amplification
1.3	Explain why it is important to involve the team, when planning work activities	<p>Why it is important to involve the team when planning work activities:</p> <ul style="list-style-type: none"> □ involving a team in planning: purpose of activities; clarifying activities; shared commitment to objectives; coordination of activities; sharing ideas; mutual support; meeting individual objectives; meeting team objectives; ensuring team objectives align with and support organisational goals; identifying range of skills and expertise in teams; awareness of the activities of others in the team; identifying how to deal with any operational difficulties; shared sources of information; shared understanding of business activities and processes; shared decision making; consistency in working practices; consistent messages communicated to customers (internal, external); consistent messages communicated to stakeholders; positive orientation to change
1.4	Describe how to prepare a work plan which takes into account, priorities, critical activities and available resources	<p>How to prepare a work plan, prioritise and take into account critical activities and available resources:</p> <ul style="list-style-type: none"> □ work plan – aims; objectives (specific, measurable, achievable, realistic, time constrained [SMART]) □ Align plan to business objectives; criteria for success; resources (financial, human, physical, technical, information); timescales; milestones; review; completion dates; format of the plan; critical paths; subsidiary paths; agreeing plans with managers; identifying slippage; modifying plans; re-formulating objectives; signing off on completion of plans
1.5	Explain why it is important to allocate work on a fair basis	<p>Why it is important to allocate work on a fair basis:</p> <ul style="list-style-type: none"> □ allocation – apportionment of work; volume; difficulty; match work to individuals’ skill sets and capabilities; set stretching tasks □ fairness – involving all members of the team; rotation of work; ensuring equity; avoiding favouritism; avoiding sidelining team members; using individuals capacities (skills, knowledge and understanding); clarity in decision making; openness

Learning outcomes	Assessment criteria		Unit amplification
	1.6	Describe how to notify team members when work is allocated to them	<p>How to notify team members when work is allocated to them:</p> <ul style="list-style-type: none"> □ notifying a team – verbal instruction; written instruction (work specification, work procedures, work standards, work plan); briefing the team; briefing individuals
	1.7	Explain how to agree the required standard of work by the team	<p>How to agree work standards:</p> <ul style="list-style-type: none"> □ agreeing work standards – work specification; work procedures; work plans; instructing the team; clarifying requirements; identifying potential problems; resolving difficulties; responding to queries; obtaining confirmation of agreement (verbally, in writing)
2	2.1	Describe methods that could be used to monitor the progress and quality of work	<p>How to monitor the progress and quality of work:</p> <ul style="list-style-type: none"> □ quality of work – inspect work; test output; quality control; report problems; identify reasons for problems; report quality issues; identify solutions to quality issues □ monitor progress – review work (regularly, irregularly); achievement against milestones and targets; report progress; identify solutions to progress problems; check list and visual inspections
	2.2	Explain how to provide effective and constructive feedback on the quality of work	<p>How to provide effective and constructive feedback on the quality of work:</p> <ul style="list-style-type: none"> □ feedback – feedback sandwich (positive, negative, positive); content (topic, specific issues, evidence); manner (person to person, directness, clarity, avoiding mixed messages, avoid interpretation, sincerity, appreciation, concern); timing; frequency

Learning outcomes		Assessment criteria	Unit amplification
3	Understand how to handle conflict within a team	3.1 Explain the possible causes of conflict within a team	<p>Possible causes of conflict within a team:</p> <ul style="list-style-type: none"> □ causes of conflict – dissatisfaction with workload; perceived unfairness; poor sharing of information ; lack of appreciation; personal grievances; misunderstandings; disagreements; work slippage; external problems to the team, miss-communication <p>How to manage possible causes of conflict:</p> <ul style="list-style-type: none"> □ managing conflict – monitoring conflict; identifying problems; identify causes of problems; knowing when non-intervention or intervention is required; facilitating; imposing; negotiating; prevention; resolution; open communications; professional behaviour; calmness; rapport; equality; de-personalising issues; agreeing action; implementing action; limits of management role in dealing with conflict; referral to line manager
		3.2 Explain how the possible causes of team conflict can be managed effectively	
4	Understand how to manage team performance	4.1 Explain the difference between leadership and management	<p>The difference between leadership and management:</p> <ul style="list-style-type: none"> □ leadership – based on personal qualities; culture; creating commitment; motivating; inspiring; generating change □ management – based on position; planning; budgeting; organising; controlling; problem solving; producing results
		4.2 Describe methods for dealing with poor performance of team members	<p>Methods for dealing with poor performance of team members:</p> <ul style="list-style-type: none"> □ poor performance – identifying poor performance (whole team; sub-group; team members leader); failure to meet work requirements; disruptive behaviour; evidence of poor performance (monitoring, observation, reports, feedback from customers [internal, external]); reasons for poor performance □ dealing with poor performance; enhance ability to do work (resources, training, revise the work allocated, re-assign, release); improve motivation (set performance goals, provide performance assistance [monitoring, support, training, resources]); feedback

Learning outcomes	Assessment criteria	Unit amplification
4.3	Describe possible causes of team members not meeting agreed objectives	<p>Possible causes of team members not meeting agreed objectives:</p> <ul style="list-style-type: none"> □ failing to meet objectives – objectives not understood; objectives not owned; task difficulty; low aptitude; insufficient skill; inadequate resources; inadequate time allocation; poor time management; ineffective team meetings; lack of role clarity; lack of supervision; poor motivation; team friction; faulty analysis of work requirements
4.4	Describe different ways of improving team performance	<p>Methods of improving team performance:</p> <ul style="list-style-type: none"> □ improved communication; motivation; empowerment
4.5	Explain how to implement identified improvements in team performance	<p>How to implement identified improvements in team performance:</p> <ul style="list-style-type: none"> □ planning performance improvements; goal setting; monitoring changed performance; reviewing changed performance; evaluating changed performance; sharing information; being realistic; talking situations through; exploring new ideas; agreeing alternative courses of action; acquiring additional resources
4.6	Describe the different methods for encouraging, motivating and supporting team members to complete allocated work	<p>Methods of encouraging, motivating and supporting team members to complete allocated work:</p> <ul style="list-style-type: none"> □ support – purposes (improve individual performance, improve team performance, meet set targets and objectives); advice; guidance; support; identifying team needs; identifying individual needs □ providing advice guidance and support – matching methods of support to work issues; matching methods of support to individuals; team briefings; one-to-one meetings; mentoring; buddying; coaching; counselling; professional development; personal development; training; ensuring engagement with the team; modelling behaviour; role model

Learning outcomes	Assessment criteria		Unit amplification
	4.7	Describe how to record the ongoing performance of team members	<p>How to record ongoing performance of team members:</p> <ul style="list-style-type: none"> □ recording performance – performance criteria; key performance indicators; sources of information (internal, external); recording mechanisms (e.g. job sheets, checklists, timesheets, work sign off, customer feedback, colleague feedback, supervisory reports, inspection reports, error reports, wastage rates; waiting times; throughput rates; compliance reports budget variations; evidence); match data to criteria and indicators
	4.8	Explain how an individual performance record can be used in an appraisal	<p>How an individual performance record can be used in an appraisal:</p> <ul style="list-style-type: none"> □ appraisal criteria; select performance evidence; aligning performance evidence to appraisal criteria; make judgements; feedback and report on performance; agree future performance targets; reward positive performance; support poor performance; apply sanctions; identify training requirements, identify job progression routes

Information for tutors

Delivery

The unit should be delivered so that it supports the vocational nature of the qualification and gives a balance of practical skill development and knowledge requirements. All the learning outcomes can be delivered flexibly. Formal teaching sessions should have input from the tutor to identify some of the theoretical material but learners can work individually and in a group researching and gathering information on the responsibilities of a manager. Research, case studies, business simulations and discussion all offer involving approaches to learning about the responsibilities of managers. Using an organisation's own managers or a guest speaker provides a practical insight into the responsibilities of a manager. Up-to-date materials are available on the web and material is available from many sources on a range of topics about the responsibilities of a managers.

It is assumed that learners do not have previous knowledge of the responsibilities of managers but they are likely to have managed others or have been managed by others in the jobs and roles they have carried out. The teaching in the unit should be designed to ensure that by having a better understanding of the responsibilities of managers and by developing suitable relevant skills, learners will be able to function more effectively as managers.

Assessment

This unit is assessed through onscreen multiple choice testing. The test uses the individual assessment criteria and its associated unit amplification.

Suggested resources

Textbooks

Elearn – Positive Working Relationships (Pergamon Flexible Learning, 2005)
ISBN 9780750666787

Elearn – Leading Teams (Pergamon Flexible Learning, 2008) ISBN 9780080554815

Johnson C and Keddy J – *Managing Conflict at Work: Understanding and Resolving Conflict for Productive Working Relationships* (Kogan Page, 2010)
ISBN 9780749459529

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey Publishing, 2002)
ISBN 9781857883046

Leigh A and Maynard M – *Perfect Leader* (Random House Business, 2003)
ISBN 9781844131471

Owen J – *How to Lead*, (Prentice Hall, 2009) ISBN 9780273721505

Journals and/or magazines

Management Today (Haymarket Business Publications)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

www.champsonline.org	open learning material relating to communication and teams
www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.humanresources.about.com/od/resource/managementandleadership/u/manage_people.htm	series of useful articles on human a management, including articles on team working
www.openlearn.open.ac.uk	open learning material relating to communication and teams

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Supplementary Guidance for Reasonable Adjustment and Special Considerations in Vocational Internally Assessed Units*
- *Access Arrangements, Reasonable Adjustments and Special Consideration in General and Vocational qualifications*
- *Recognition of Prior Learning Policy and Process*
- *Quality Assurance Handbook* (updated annually)
- *BTEC Centre Guide to Assessment*

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

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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 learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

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Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

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- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Management Principles against the underpinning knowledge of the National Occupational Standards in Management and Leadership. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

- # indicates partial coverage of knowledge in the NOS unit
- A blank space indicates no coverage of the knowledge

NOS	Pearson BTEC Specialist units		
	Unit 1 H/505/1252	Unit 2 K/505/1253	Unit 3 D/505/1251
CFAM&LDB2	Allocate work to team members	#	#
CFABAA627	Manage and be accountable for own performance in a business environment	#	#
CFAM&LAA1	Manage yourself	#	#
CFAM&LDB8	Manage conflict in teams	#	#
CFAM&LDB5	Manage communications with and within teams	#	#
CFAM&LAA2	Develop your knowledge, skills and competence	#	#
CFAM&LDB5	Manage communications with and within teams	#	#

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