BTEC Short Courses

Edexcel Level 5 BTEC Professional Award, Certificate and Diploma in Management Studies

September 2005

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Guidance and units

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EDEXCEL LEVEL 5 BTEC PROFESSIONAL AWARD, CERTIFICATE AND DIPLOMA IN MANAGEMENT STUDIES

BTEC Professional Award in Management Studies

BTEC Professional Certificate in Management Studies

BTEC Professional Diploma in Management Studies

The revised National Qualifications Framework

The table below indicates the position of BTEC Professional and Advanced Professional Qualifications in the revised National Qualifications Framework (NQF).

NQF		Framework for Higher Education Qualifications (FHEQ)
Original levels	**Revised levels #**	
5 **Level 5** BTEC Advanced Professional Diplomas, Certificates and Awards	8 No current BTEC qualifications	**D (doctoral)** doctorates
	7 **Level 7** BTEC Advanced Professional Diplomas, Certificates and Awards	**M (masters)** masters degrees, postgraduate certificates and diplomas
4 **Level 4** BTEC Higher National Diplomas and Certificates **Level 4** BTEC Professional Diplomas, Certificates and Awards	6 BTEC qualifications to be developed	**H (honours)** bachelors degrees, graduate certificates and diplomas
	5 **Level 5** BTEC Higher National Diplomas and Certificates **Level 5** BTEC Professional Diplomas, Certificates and Awards	**I (intermediate)** diplomas of higher education and further education, foundation degrees, higher national diplomas
	4 **Level 4** BTEC Professional Diplomas, Certificates and Awards	**C (certificate)** certificates of higher education

3
There is no change to Level 3 in the revised NQF
Level 3 BTEC National Diplomas, Certificates and Awards
Level 3 BTEC Diplomas, Certificates and Awards
Advanced GCE

2
There is no change to Level 2 in the revised NQF
Level 2 BTEC First Diplomas and Certificates
Level 2 BTEC Diplomas, Certificates and Awards
GCSEs grades A*-C

1
There is no change to Level 1 in the revised NQF
Level 1 BTEC Introductory Diplomas and Certificates
Level 1 BTEC Diplomas, Certificates and Awards
GCSEs grades D-G

Entry
There is no change to Entry Level in the revised NQF
Entry Level BTEC Certificates in Skills for Working Life and Life Skills

The revised NQF applies from 1 September 2004 and will be fully implemented from 1 January 2006.

The revision is designed to recognise more precisely the academic levels at the higher levels of the framework: the actual content and other attributes of the respective qualifications are not altered or diminished.

The revision also provides better alignment with the FHEQ used in universities and higher education institutions.

Contents

Qualification titles covered by this specification

Edexcel Level 5 BTEC Professional Award in Management Studies

Edexcel Level 5 BTEC Professional Certificate in Management Studies

Edexcel Level 5 BTEC Professional Diploma in Management Studies

These qualifications have been accredited to the National Qualifications Framework (NQF). The NQF Qualification Accreditation Numbers (QANs) for these qualifications are listed in *Annexe A*.

The above qualification titles will be on the learner's certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Revised NQF levels

The Qualifications and Curriculum Authority (QCA) has introduced changes to the National Qualifications Framework (NQF) in the way it sets out the levels at which qualifications are recognised. The revised levels for higher qualifications broadly compare with the Framework for Higher Education Qualifications (FHEQ).

The QCA changes recognise more precisely the true level of BTEC Professional and Advanced Professional qualifications. From September 2004, these were accredited at the revised NQF Levels of 4, 5, 6, 7 and 8.

This specification shows the revised NQF Levels. The QCA Openquals database (www.qca.org.uk/openquals) will show both the original level and the revised level for each of the qualifications. Certification will be at the original levels up until 31 December 2005. All certification from 1 January 2006 will be at the revised levels.

Suites of qualifications within a specific sector may not necessarily involve qualifications at every level. Access to BTEC Professional and Advanced Professional qualifications may not be from the level immediately below a particular qualification. Similarly, progression to further related qualifications may not be to the level immediately above a particular qualification.

Further information on these changes can be obtained from the QCA at www.qca.org.uk/qualifications.

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Introduction

This document contains the units and associated guidance for the National Qualifications Framework (NQF) Edexcel Level 5 BTEC Professional Award, Certificate and Diploma for Management Studies. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

Edexcel Level 5 BTEC Professional Award in Management Studies

The Edexcel Level 5 BTEC Professional Award in Management Studies is a 90-hour qualification comprising **three** units of 30 hours each.

To achieve the whole qualification, a learner must successfully complete **one** core unit and **two** specialist units.

Unit number	Unit title	Guided learning hours	Unit level
Core units — all units are compulsory			
1	Personal Development	30	5
Specialist units — choose two units only			
2	Communications at Work	30	4
3	Leadership	30	6
4	Financial Awareness	30	5
5	Managing Change	30	5
6	Managing Activities	30	5
7	Managing Projects	30	5
8	Winning Teams	30	5
9	Decision Making and Taking	30	5
10	IT for Managers	30	5
11	Recruitment and Selection	30	5
12	Managing Performance	30	5
13	Managing Quality	30	6
14	Managing a Budget	30	5
15	Promoting Innovation	30	6
16	Managing Marketing	30	5
17	Enhancing Customer Value	30	5
18	Introducing Strategy	30	6

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Edexcel Level 5 BTEC Professional Certificate in Management Studies

The Edexcel Level 5 BTEC Professional Certificate in Management Studies is a 180-hour qualification comprising **six** units of 30 hours each.

To achieve the whole qualification, a learner must successfully complete **two** core units and **four** specialist units.

Unit number	Unit title	Guided learning hours	Unit level
Core units — all units are compulsory			
1	Personal Development	30	5
2	Communication at Work	30	4
Specialist units — choose four units only			
3	Leadership	30	6
4	Financial Awareness	30	5
5	Managing Change	30	5
6	Managing Activities	30	5
7	Managing Projects	30	5
8	Winning Teams	30	5
9	Decision Making and Taking	30	5
10	IT for Managers	30	5
11	Recruitment and Selection	30	5
12	Managing Performance	30	5
13	Managing Quality	30	6
14	Managing a Budget	30	5
15	Promoting Innovation	30	6
16	Managing Marketing	30	5
17	Enhancing Customer Value	30	5
18	Introducing Strategy	30	6

Edexcel Level 5 BTEC Professional Diploma in Management Studies

The Edexcel Level 5 BTEC Professional Diploma in Management Studies is a 270-hour qualification comprising **nine** units of 30 hours each.

To achieve the whole qualification, a learner must successfully complete **three** core units and **six** specialist unit.

Unit number	Unit title	Guided learning hours	Unit level
Core units — all units are compulsory			
1	Personal Development	30	5
2	Communications at Work	30	4
3	Leadership	30	6
Specialist units — choose six units only			
4	Financial Awareness	30	5
5	Managing Change	30	5
6	Managing Activities	30	5
7	Managing Projects	30	5
8	Winning Teams	30	5
9	Decision Making and Taking	30	5
10	IT for Managers	30	5
11	Recruitment and Selection	30	5
12	Managing Performance	30	5
13	Managing Quality	30	6
14	Managing a Budget	30	5
15	Promoting Innovation	30	6
16	Managing Marketing	30	5
17	Enhancing Customer Value	30	5
18	Introducing Strategy	30	6

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Key features

BTEC Professional Qualifications are designed to accredit focused and specialist short vocational programmes of study. They are linked to professional body requirements and National Occupational Standards, where appropriate, and are clearly work-related. The qualifications provide short vocational programmes of study that meet the needs of individual learners. There is a strong emphasis on the development of practical skills and acquisition of sector specific knowledge and understanding.

BTEC Professional Qualifications are particularly suitable for more mature learners who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into. On successful completion of these qualifications, recognition by employers enables learners to progress into or within employment and/or continue their study in the vocational area.

Learners are also able to build a portfolio of BTEC Professional Qualifications across a range of subject areas. BTEC Professional Qualifications also support continuous professional development, as well as progression to larger qualifications such as BTEC Higher National Certificates or Diplomas, depending on the match of the professional qualification and the Higher National programme being considered. BTEC Professional Qualifications may also contribute to progression to degree programmes with support, such as further access qualifications or an appropriate level of industry experience.

BTEC Professional Qualifications are designed to meet a range of different needs. The range of qualifications offers:

- maximum flexibility with shorter programmes available across Levels 4, 5 and 6 of the NQF

- the opportunity to certificate smaller blocks of learning, designed to motivate learners and encourage widening participation in education and training

- courses that relate to the particular training and employment patterns in a sector

- courses that may offer preparation for specific jobs when in employment

- the opportunity to use a variety of delivery methods

- opportunities for learners to develop skills that support career and professional development

- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs

- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

BTEC Professional Qualifications for Management Studies

BTEC Professional Qualifications in Management Studies provide specialist work-related programmes of study that covers the key knowledge, understanding and practical skills required in the management sector. The qualifications also offer specialist emphasis through the choice of specialist units.

The Edexcel Level 5 BTEC Professional Award in Management Studies

The three-unit Level 5 BTEC Professional Award in Management Studies serves the needs of a wide range of learners either employed in, or seeking employment in, management positions. The qualification may also be attractive to learners who are unable to commit to the study time required by the BTEC Professional Certificate or Diploma. The award is equally suited to

mature learners who wish to follow a short programme of study relating to an area of employment they are in or wish to move into, and to learners in full-time education study for a Higher National Certificate/Diploma or degree by providing a vocational element alongside.

The one-unit core of the Award focuses on personal and professional development and the skills for managing self, which underpin all areas of management. The wide range of specialist units from which the other two units must be chosen, enables learners to select a specific area of management which is of interest, or which is specific to their current or future work responsibilities.

The Edexcel Level 5 BTEC Professional Certificate in Management Studies

The six-unit Level 5 BTEC Professional Certificate in Management Studies provides a specialist work-related programme of study that covers the knowledge and skills required. The two-unit core provides essential underpinning knowledge and management skills for the specialist units. The wide choice of specialist units available allows learners to choose units linked to the specialist management area of their current or desired employment. Learners could also spread their choice across the six functional areas identified in the Management Standards to provide a broad based but specialist qualification.

The Level 5 BTEC Professional Certificate offers a specialist work-related qualification for learners wanting to confirm or extend their work experience if they are, or have been, employed in a management role. It also provides a suitable qualification for those wishing to change career or move into a management position.

The Edexcel Level 5 BTEC Professional Diploma in Management Studies

The nine-unit Level 5 BTEC Professional Diploma in Management Studies extends and deepens the specialist focus available in the six-unit certificate This qualification provides a three-unit core supported by six specialist units chosen from a wide range of specialist units. This qualification broadens and deepens the learners' experience of management skills and knowledge.

These qualifications offer an engaging programme for higher education and adult learners who are clear about the area of employment they wish to enter or progress within. The qualifications also provide a suitable qualification for those wishing to change career or move into employment in management following a career break. Access to suitable management work situations is fundamental to successful completion of this qualification, either through permanent full- or part-time employment or through a collaborative work placement.

Professional body recognition

BTEC Professional Qualifications have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Further details of professional body recognition and exemptions of BTEC Advanced Professional Qualifications are given in the publication *BTEC Professional Recognition* which is available on Edexcel's website (www.edexcel.org.uk).

National Occupational Standards

BTEC Professional Qualifications are designed to relate to the National Occupational Standards in the management sector, which should be demonstrated in a work context. BTEC Professional Qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

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Some units also relate to the National Occupational Standards. Links to Management NOS are indicated in each unit.

Higher-level skills

Learners studying for the BTEC Professional Qualifications in Management Studies will be expected to develop the following skills during the programme of study:

- knowledge and capabilities which underpin the professional area of management, informed by knowledge and practice, some of which are at the forefront of the discipline

- ability as an effective practitioner to handle complex and unpredictable work situations

- independence of approach to research and study and the generation of management evidence, using and selecting appropriate methodologies

- application of the methods and techniques learned, to review, consolidate, extend and apply knowledge and understanding, and to initiate and carry out projects

- critical evaluation of arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution

- communication of information, ideas, problems and solutions to both specialist and non-specialist audiences

- ability to innovate and work in a creative way

- ability to respond to change and ability to multi-task.

Unit format

The units in BTEC Professional Qualifications all have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance. The level refers to the level in the NQF. In the Edexcel Level 5 BTEC Professional Award, Certificate and Diploma for Management Studies, each unit consists of 30 guided learning hours.

Description of unit

A brief description of the overall purpose of the unit is given, together with the key areas of study associated with the unit.

Learning outcomes

The outcomes of the unit identify what each learner must do in order to pass the unit. Learners must achieve all the outcomes in order to pass the unit.

Content

This section reflects the highlighted words from the learning outcomes and amplifies the content coverage required when addressing the outcomes. The content section will often have lists of topics. Care should be taken to note those that all aspects of the listed topics should be covered, except those that begin with 'eg', where the list is merely indicative.

Outcomes and assessment criteria

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

Guidance

This section is not prescriptive but provides additional guidance and amplification related to the unit to support teachers/deliverers and assessors. Its subsections are as follows:

- *Delivery* — offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes and is not intended to rule out alternative approaches.

- *Assessment* — provides advice about the nature and type of evidence that learners are likely to need to produce. This section should be read in conjunction with the assessment criteria.

- *Links* — sets out any links with other units within the qualification that could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the NOS, the wider curriculum, environmental issues and European developments will be highlighted here.

- *Resources* — identifies the specialist resources likely to be needed to allow learners to generate the evidence required by each unit. The centre will be asked to ensure that this requirement is in place when it seeks approval from Edexcel to offer the qualification.

- *Support materials* — identifies support materials, for example textbooks, videos, magazines, journals and websites that may support the delivery of the unit.

Teaching, learning and assessment

The assessment of BTEC Professional Qualifications is criterion-referenced and centres will be required to assess the learners' evidence against published learning outcomes and assessment criteria. To pass each unit, learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

Learners must complete one core unit and two specialist units to achieve the BTEC Professional Award in Management.

Learners must complete two core units and four specialist units to achieve the BTEC Professional Certificate in Management Studies.

Learners must complete three core units and six specialist units to achieve the BTEC Professional Diploma in Management Studies.

The units in BTEC Professional Qualifications all have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

Completing Professional Qualification units

The assessment of BTEC Professional Qualifications is at unit level. No unit grades are awarded and there is no overall grade for either the Award, Certificate or Diploma. Learners are able to access the qualification in a unitised approach if this is appropriate. Assessment will be made against the published learning outcomes and assessment criteria which centres are expected to make available to learners.

In order to ensure transparency of assessment, centres are expected to ensure that all assessment briefs clearly set out the tasks required, the learning outcomes to be met and the

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assessment criteria that will be applied. Centres will need to ensure that there is a clear audit trail for both internal verification and to satisfy the needs of the Edexcel external examiner.

Each unit will be awarded for the achievement of all outcomes against the specified assessment criteria. In order to demonstrate achievement, learners typically undertake assessment activities that include a series of tasks or assignments, reflecting typical practice in the sector concerned.

Completing a BTEC Professional Qualification

Learners must pass one core unit and two specialist units to achieve the Edexcel Level 5 BTEC Professional Award in Management Studies.

Learners must pass two core units and four specialist units to achieve the Edexcel Level 5 BTEC Professional Certificate in Management Studies.

Learners must pass three core units and six specialist units to achieve the Edexcel Level 5 BTEC Professional Diploma in Management Studies.

Completion of each unit will form the main factor in determining whether a learner has passed the full qualification. If the full qualification is achieved, certification for BTEC Professional Qualifications will show the profile of units completed.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through the APL. Learners may have evidence generated from previous study, from their previous or current employment or whilst undertaking voluntary work relating to one or more of the units in the qualification. Assessors should assess this evidence against the BTEC Professional qualification standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's assessment policy on APL is provided on our website (www.edexcel.org.uk).

Quality assurance

The quality assurance system for BTEC Professional qualifications, as higher-level vocational qualifications at Level 4 to 8 on the NQF, will comprise three main components:

- **approval process** — a control measure to confirm that individual centres (and programme teams) are appropriately resourced and competent to deliver a BTEC Level 4 to 8 programme of study

- **monitoring of centres** — a method of monitoring centres' internal quality systems to ensure ongoing fulfilment of initial requirements and, where appropriate, enhancement of those requirements to accommodate new qualifications

- **independent assessment** — a measure that provides independence within the assessment process, so that the certificated outcomes for each learner are not reliant on determinations by individuals or groups with a vested interest in the outcome. This measure should be consistent and reliable over time, and should not create unnecessary barriers.

Centre and programme approval

Approval to offer BTEC Professional Qualifications will vary depending on the status of the centre. Centres that have a recent history of delivering BTEC Professional Qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through an accelerated approval process. Centres that are new to the delivery of BTEC Professional Qualifications will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment

- understand the implications for independent assessment and agree to abide by them

- have a robust internal assessment system supported by 'fit-for-purpose' assessment documentation

- have a system to internally verify assessment decisions to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive, etc).

We communicate all approvals in writing to the head of centre in the form of a qualification approval letter. The approval letter will also contain a programme definition for each qualification approved. The programme definition clearly states to the centre all units that comprise the qualification for which the centre is approved.

Monitoring centres' internal quality systems

Centres will be expected to demonstrate ongoing fulfilment of approval criteria across all programme areas. This should include the consistent application of policies affecting learner registrations and appeals, together with the effectiveness of internal examination and standardisation processes.

Centres may opt for a review of their provision under the quality verifier/quality reviewer arrangements, which already apply to all further education centres. Alternatively, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Edexcel reserves the right to confirm independently that these arrangements are operating to a satisfactory level.

Independent assessment: the role of the external examiner

Supporting consistency and appropriateness of centre assessor decisions

For all BTEC Professional Qualifications accredited at Level 4 to 8 on the NQF, Edexcel will appoint appropriately qualified subject-specific external examiners to the programme in each centre. Edexcel will define the selection, appointment and training process, together with the roles and responsibilities of the external examiners and will communicate the details to centres in a centre handbook.

The function of the external examiner will be to review and evaluate objectively the assessment process and standards of learner attainment by independently reviewing a sample of learner work (including the centre-designed assignments on which the samples are based) selected by the external examiner, from across the programme.

When they visit centres, external examiners must be afforded reasonable access to the assessed parts of the programme, including evidence of learner performance on placement. They are required to:

- confirm that standards are appropriate for the qualification and its elements

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- assist institutions in the comparison of academic standards across similar awards nationally.

Should any disparity occur between the judgement of centre assessors and that of the external examiner, this will be reported to the centre and to Edexcel by the external examiner. The centre will be required to agree appropriate corrective action as a result of this report.

Independence in confirmation of certificated outcomes

The external examiner will visit the centre in order to assess learner work independently and to evaluate centre assessor decisions on final outcomes. This process of evaluation may focus upon work in units, selected by the external examiner, that present the most appropriate evidence for this exercise. The work of all learners not already sampled will be reviewed.

Resolution of assessments will normally be handled at the centre's final programme review board. The external examiner will be expected to endorse the outcomes of assessment before certification can be authorised. Should the external examiner be unable to provide such endorsement, certification will be withheld until appropriate corrective action has taken place. (The senior subject examiner may become involved in such instances.)

The external examiner will be required to prepare a written report after each visit. The report will include comments from the external examiner on:

- academic standards and programme specification

- academic standards and learner performance

- academic standards and assessment

- the assessment process

- assessment meetings

- physical resources

- comments of learners

- meetings with staff

- issues arising from previous reports

- details of sampling

- areas of good practice and major issues

- action points.

The external examiner report provides the mechanism by which the external examiner independently verifies learner ability, endorses the validity of the assessment process and releases certification for a cohort.

The report is a confidential document between Edexcel, the appointed external examiner, and the centre to use for internal/external quality assurance processes. It provides the centre with feedback on the external examining process and on the judgements that determine the external examiner's decisions on endorsement, or otherwise, of learner outcomes.

Programme design and delivery

The qualifications consist of core units which are mandatory and specialist units which are mostly optional. Specialist units are designed to provide a specific focus to the qualification.

In the Edexcel Level 5 BTEC Professional Award, Certificate and Diploma for Management Studies, each unit consists of 30 or 60 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Professional Qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications 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. Assessment instruments based on the learners' work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Professional qualification by:

- liaising with employers to ensure a course relevant to the specific needs of the learners

- 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

BTEC Professional Qualifications are designed to prepare or support learners for employment in specific sectors. Physical resources, such as interactive whiteboards and other suitable IT equipment, are needed to support the delivery of the programme and the proper assessment of the outcomes where required. They should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the teaching sector, particularly concerning up-to-date government policies and initiatives. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Specialist resources should include case study materials, real resources acquired from supportive schools, videos and documented examples of current practice. These are detailed in each unit. It is essential for candidates to have access to a classroom in order to develop experiential evidence.

We do not recommend specific textbooks, on account of the speed at which these become dated. Candidates should accept the responsibility to research and source suitable texts to support their studies. Each unit lists a number of useful websites, many of which provide references to relevant textbooks.

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Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel Level 5 BTEC Professional Award, Certificate and Diploma for Management Studies. The specifications contain 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 practice and that the knowledge base is applied to the sector. This will require 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 the learner's experience.

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres and employers. The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment. Centres should make maximum use of the choice available to them within the specialist units in these specifications to meet the needs of their learners, as well as the local skills and training needs identified by organisations such as the Regional Development Agency and the Local Learning and Skills Council.

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 those 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 qualification and that it 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 also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 5 qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National or Level 3 Short Course in a related subject (eg Business, Management, Administration, Customer Service)

- an Advanced/Advanced Subsidiary GCE profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at level A*–C

- an Access to Higher Education Certificate awarded by an approved Further Education institution

- other related level 3 or 4 qualifications

- appropriate work experience.

More mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

Restrictions on learner entry

The majority of BTEC Professional Qualifications are accredited on the NQF for learners aged 18 years and over. Learners aged 15 and under cannot be registered for a BTEC Professional Qualification.

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 Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

The wider curriculum

The study of the BTEC Qualifications in Management Studies provides opportunities for the learner to develop an understanding of ethical, environmental, international, legislative, health and safety and equal opportunities issues. These wider curriculum opportunities are indicated in the units as appropriate.

Ethical, environmental, international, legislative, health and safety and equal opportunities issues

The specification contributes to an understanding of:

- *ethical:* Ethical issues are encountered throughout the Edexcel Level 5 BTEC Professional Qualifications in Management Studies, eg through examining issues such as innovation eg *Unit 5*: *Managing Change*; recruiting and leading people eg, in *Unit 8: Winning Teams*, *Unit 11: Recruitment and Selection*; and managing finance eg, in *Unit 14: Managing a Budget.*

- *environmental:* Learners are led to appreciate the importance of environmental issues as they engage in management study, eg in *Unit 6: Managing Activities* and *Unit 9: Decision Making and Taking.*

- *international:* The qualifications can be applied throughout Europe owing to their service-orientated nature, even though the context of delivery is within the UK. International issues are examined in *Unit 15: Promoting Innovation* and *Unit 16: Managing Marketing.*

- *legislative:* Data protection, computer misuse and health and safety legislation is covered in *Unit 10: IT for Managers*, and employment legislation is covered in *Unit 11: Recruitment and Selection.*

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- *health and safety:* The qualifications are practically-based, so health and safety issues are encountered throughout, but particularly in *Unit 6: Managing Activities* and *Unit 10: IT for Managers.*

- *equal opportunities issues:* Equal opportunities issues are implicit throughout the qualifications. They are especially considered in *Unit 8: Winning Teams* and *Unit 11: Recruitment and Selection.*

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire
NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com

Related publications include:

- the current Edexcel publications catalogue and update catalogue

- key skills publications — specifications, tutor support materials and question papers

- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* (Edexcel, distributed to centres annually)

- *Accreditation of Prior Learning* — available on our website: www.edexcel.org.uk

- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* (QCA, 2004).

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

NB: Most 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

The National Occupational Standards for Management can be obtained from:

Management Standards Centre
3rd Floor,
17-18 Hayward's Place,
London
EC1R 0EQ

Telephone: 020 7240 2826
Fax: 020 7240 2853
Web: www.management-standards.org
Email: management.standards@managers.org.uk

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 key skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on the Edexcel website (www.edexcel.org.uk). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team on telephone number 0870 240 9800 (calls may be recorded for training purposes) to discuss your training needs.

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 will also underpin many areas of the FENTO standards for teachers working towards them.

Further information

Edexcel regularly produces policy statements on Edexcel qualifications and their accompanying procedures. Please check the Edexcel website for current information.

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes) or visit our website at www.edexcel.org.uk.

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Core

Units

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Unit 1: Personal Development

Learning hours: 30

NQF Level 5

Description of unit

This unit focuses on the importance of continuous personal and professional development through self-learning. The unit will enable learners to enhance the skills required for effective management to meet work objectives and improve performance for future career development. Learners will be provided with the opportunity to identify their own development needs through conducting a skills audit and personal development planning process.

Evidence to achieve this unit will be continuously provided throughout the learning programme, thereby enabling learners to take ownership of their future development needs. Learners will be able to demonstrate they have a regularly updated and realistic personal development plan which fits with own preferred learning style. This unit will also enable learners to evaluate the effectiveness and impact of their learning on their career path.

Summary of learning outcomes

To achieve this unit a learner must:

1   Explore the skills and techniques needed for effective **time management**

2   Examine the **personal and professional skills** needed to manage effectively

3   Carry out a **personal skills audit** and produce a **personal development plan** to review and maintain planned life and career goals.

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Content

1 **Time management**

Benefits of effective time management: eg meeting aims and objectives within set timelines and deadlines

Planning aids: how to use time effectively, analysing time spent over a period eg day, week, monthly logs; setting objectives, prioritising work tasks, effective delegation of tasks and monitoring

Problems: procrastination and how to prevent it, comfort zones, dealing with interruptions to planned work, planning aids

2 **Personal and professional skills**

Personal skills: body language, effective listening, questioning, verbal communication, successful negotiation, assertiveness, stress management — recognising stress, dealing with stress

Professional skills: coaching and mentoring skills to support staff with their own training and development, management competencies, management styles eg autocratic, democratic; importance of continuing self-development to managerial competence

3 **Personal skills audit and personal development plan**

Skills audit: personal profile using appropriate self-assessment tools, psychometric testing, personal SWOT analysis — listing strengths, weakness, identifying opportunities for improvement or career progression, identifying threats to such progress; assessment against relevant NVQ competence standards, importance of feedback from others, defining the gap, identifying learning and development needs to meet organisational objectives, identify own learning style

Personal development plan: importance of having a plan — to provide a systematic or structured approach to decisions about what is needed to learn and how to plan to learn it; setting objectives for life and career planning, identifying resources and support needed and available to meet objectives, review and monitor plan; the importance of self-review, provide a reflective record of management experience

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass
	To achieve each outcome a learner must demonstrate the ability to:
1 Explore the skills and techniques needed for effective **time management**	• identify the main skills required for effective time management to achieve organisational and personal objectives • evaluate the main techniques required for effective time management to achieve organisational and personal objectives
2 Examine the **personal and professional skills** needed to manage effectively	• analyse a range of personal and professional skills required for effective management
3 Carry out a **personal skills audit** and produce a **personal development plan** to review and maintain planned life and career goals	• perform a personal skills audit which is relevant to life and career goals, which illustrates an understanding of the skills required to manage effectively • prepare a detailed personal development plan and reflective record of management expertise and capabilities, which includes evidence of monitoring and reviewing aims and objectives over a period of at least six months.

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Guidance

Delivery

This unit addresses the need for learners to become proactive and take ownership for their own personal and professional development. In order for learners to prepare a development plan and to review and reflect on their management experience and development, it is recommended that this unit is either delivered first or integrated with other units on an ongoing basis.

Learners should be encouraged to plan their learning and development and to involve others in the process (eg manager, mentor, colleagues, friends, family) in order to gain feedback. This will enable learners to review and revise their performance and development needs to meet organisational and personal objectives. This can be achieved through a series of skills-based workshops or a residential training session for learners to analyse their personal development requirements.

Assessment

Assessment for this unit should be evidenced through a personal development plan which is monitored throughout the programme. Evidence for professional and personal skills can involve written reports and/or assignments or role plays.

It is important that learners evaluate their current skills using a skills audit and identify their preferred learning style. The personal development plan should demonstrate the learner's ability to reflect on their learning and development needs, identify target dates for review, and show how needs have been met.

Links

This unit has links across all the units of the qualification for improving and developing management practice.

It also has links with the following units of the National Occupational Standards for Management.

A1: Manage your own resources

A2: Manage your own resources and professional development

A3: Develop your personal networks

B6: Provide leadership in your area of responsibility

Resources

Access to psychometric testing and self-assessment interpretation, feedback and internet access will be necessary.

Support materials

Suggested reading

Bailey K et al — *Pursuing Professional Development* (Heinle & Heinle, 2000) ISBN: 0838411304

Earley P and Bubb S — *Leading and Managing Continuing Professional Development* (Paul Chapman Publications, 2004) ISBN: 0761943226

Harrison R — *Learning and Development* (CIPD, 2002) ISBN: 0852929277

Megginson D and Whitaker, V — *Continuing Professional Development* (CIPD, 2003) ISBN: 0852929900

Moon J — *Reflection in Learning and Professional Development: Theory and Practice* (RoutledgeFalmer, 2000) ISBN: 074943452X

Mumford A and Gold J — *Management Development* (CIPD, 2004) ISBN: 0852929846

Journals/magazines

Management Today (Chartered Institute of Management)

People Management (Chartered Institute of Personnel and Development)

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.managers.org.uk	website for the Chartered Management Institute
www.peoplemanagement.co.uk	current online magazine of the Chartered Institute of Personnel and Development

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Unit 2:   Communications at Work

Learning hours: 30

NQF Level 4

Description of unit

Effective communications are vital to the success of any organisation, to ensure understanding, involvement and commitment to organisational policies and procedures. Organisations today often need to change their policies and procedures to survive in the developing local and global economies. It is important for managers to realise the importance of sound communication practice and systems to ensure the effective development and dissemination of new ideas and decisions for change.

This unit will help managers explore the links between good communications and the development of workforce understanding and commitment to change by considering what is meant by good communications practice. It will then help them look at their communication skills as well as how to improve links between their team, other parts of the organisation and beyond.

*This unit is a core unit only on the Certificate and the Diploma.

Summary of learning outcomes

To achieve this unit a learner must:

1   Investigate **communications in an organisation**

2   Examine effective **interpersonal communications**

3   Explore **managing internal and external workplace communications**.

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Content

1 **Communications in an organisation**

Efficient and effective communications: open and closed communications climates, integrated and coordinated systems, communication channels and flows

Feedback systems and processes: the grapevine, networking, email and websites, seminars, training and appraisals, team meetings, team briefing processes, updating systems, action sets, lateral, downward and upward communication systems

Information as power: confidentiality and data protection, testing and evaluating information; primary and secondary data

Organisational structure and culture: megaphone management, unfreezing and selling change, developing synergy, evaluation processes, participation levels, basic systems thinking, connectivity, learning organisation, intellectual capital and knowledge management, links to decision making and taking

2 **Interpersonal communications**

Effective interpersonal communications methods: positive/active listening skills, non-verbal communications/body language, barriers to interpersonal communications, speaker/listener interaction models, management styles, formal and informal communications, use of jargon, use of humour

Spoken: types of questions, interviewing skills, assertiveness skills, leading discussions, chairing meetings

Written: meetings behaviour, management report writing, using email, letter and memo writing, presentation skills, Johari Window

Feedback and evaluation: giving and receiving feedback, constructive feedback, transactional analysis, empathy, hidden agendas

3 **Managing internal and external workplace communications**

Internal communications: team development, team building, teams vs groups, participative decision making, win-win theory, synergy, public relations and media, brainstorming, groupthink, building inter and intra-team and organisational relationships

External communications: networking, conferences, websites, roadshows, identifying communication gaps, communication funnels and logjams

Information management: data and information, participation and ownership, Japanese 'ringi system', team briefing system, methods of communicating, monitoring and evaluation measures, the control loop

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Outcomes and assessment criteria

Outcomes	Assessment criteria for pass **To achieve each outcome a learner must demonstrate the ability to**:
1 Investigate **communications in an organisation**	• discuss the range of processes of communication used within a team in a specific organisation • analyse communication barriers and weaknesses of this team • make recommendations for improvement
2 Examine effective **interpersonal communications**	• provide evidence of your own written and oral communication skills from a range of activities • provide evidence of your other communication skills, including presentation style, meetings management, networking, conferencing • develop and justify a plan for the implementation of improvements
3 Explore **managing internal and external workplace communications**	• plan agreed improvements to workplace communications • implement the plan • develop appropriates measures to monitor and evaluate success.

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Guidance

Delivery

- The emphasis here needs to be on ensuring that learners have opportunities not only to develop understanding and suggest improvements but also to practise and gain feedback on their own personal communications skills. Therefore the unit programme needs to include meetings, presentations, interviews, discussions and peer as well as tutor feedback. The emphasis needs to be as much as possible on active learning and consequently the extent of pure input sessions need to be kept to a minimum.

- In view of the nature of this unit as the main 'vehicle' for good management practice, it may be delivered as a stand-alone unit or as one that is delivered, worked on and assessed simultaneously with other units.

- The phrase 'workplace' here can be taken to mean a team that needs to link with other teams in a large organisation as well as externally, or a small company dealing with others as suppliers and customers.

Assessment

By its nature, this unit needs a range of assessment opportunities to allow learners to meet the learning outcomes. Assessment will, therefore, need to adopt a full range of the following methods:

- individual report

- individual presentation

- feedback from peers and colleagues concerning interactive skills, teamworking, meetings

- individual evidence — letters, emails, message handling

- workplace testimony

- professional discussion.

Links

This unit underpins every unit in this programme as communications provide the 'infrastructure' for effectively managing any organisation. However, it has particular links to *Unit 9: Decision Making and Taking* and *Unit 10: IT for Managers*. It also has links to the Edexcel Level 5 BTEC Advanced Professional Qualifications in Management, *Unit 18: Developing a Communication Strategy*.

The unit will provide knowledge and understanding for many units within the National Occupational Standards in Management:

A3: Develop your personal networks

B1: Develop and implement operational plans for your area of responsibility

B6: Provide leadership in your area of responsibility

C4: Lead change

C5: Plan change

D2: Develop productive working relationships with colleagues and stakeholders

F3: Manage business processes

F8: Work with others to improve customer service

F11: Manage the achievement of customer satisfaction.

Resources

Access to the internet will be necessary to provide access to information and case studies and can be useful for developing appropriate websites.

Although there is a technical element to this unit, the emphasis on the effective development of systems to support management decision-making needs to remain the focus. There is a developing literature in this area of debate, which is indicated below, although appropriate articles need to be sought in either the more technical or more general management journals. Websites are similarly indicative.

Support materials

Sufficient library facilities need to be available to enable learners to achieve this unit. In addition learners need to be prepared to read regularly the 'broadsheet' press and regular weekly business magazines.

Suggested reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Beyerlein M M and Harris C L — *Guiding the Journey to Collaborative Work Systems: A Strategic Design Workbook* (Jossey Bass Wiley, 2003) ISBN: 0787967882

Boddy D, Boonstra A and Kennedy G — *Managing Information Systems; An Organizational Perspective* (FT Prentice Hall, 2002) ISBN: 0273655957

Chun W C — *The Knowing Organisation: How Organisations Use Information to Construct Meaning, Create Knowledge and Make Decisions* (Oxford University Press,1998) ISBN: 0195110129

Clutterbuck D and Hirst S — *Talking Business; Making Communications Work* (Butterworth Heinemann 2003) ISBN: 0750654996

Dawson R — *Living Networks: Leading Your Company, Customers and Partners in the Hyper-connected Economy* (FT-Prentice Hall, 2003) ISBN: 0130353337

Daya K T — *International Communications: Continuity and Change* (Hodder, 2000) ISBN: 0340741317

Gudykinst W B, Ting-Toomey S and Chin E — *Cultural and Interpersonal Communications* (Sage Publications, 1988) ISBN: 0803929455

Holtz S — *Corporate Conversations: A Guide to Crafting Effective and Appropriate Internal Communications* (AMACOM, 2004) ISBN: 0814407706

Kovacic B — *New Approaches to Organizational Communication* (State University of New York Press, 1994) ISBN: 0791419185

McKenzie J and van Winkelen C — *Understanding the Knowledgeable Organisation* (Thomson Learning, 2004) ISBN: 1861528957

Preston P — *Reshaping Communications* (Sage Publications, 2001) ISBN: 0803985630

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Quirke B — *Making the Connections: Using Internal Communication to Turn Strategy into Action* (Gower, 2002) ISBN: 0566085178

Quirke B —*Communicating Corporate Change* (McGraw-Hill, 1996) ISBN: 0077093119

Stewart J (editor) — *Bridges Not Walls; A Book about Interpersonal Communication* (McGraw Hill, 2001) ISBN: 007240082X

Stewart T A — *Intellectual Capital: The New Wealth of Organisations* (Nicholas Brealey Publishing Ltd, 1998) ISBN: 1857881834

Theobold T and Cooper C — *Shut Up and Listen* (Kogan Page, 2004) ISBN: 0749440244

Journals/magazines

Most management journals contain relevant articles. These have been included in the lost below along with more specialist journals.

Academy of Management Journal (AC Mgt.)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

Information Management (Elsevier)

Information Technology and People (Emerald, Bradford)

International Journal of Information Management (Pergamon Press)

Journal of Information Technology (Association of Information Technology Trust/Routledge)

Journal of Management Studies (Blackwell)

Knowledge Management (Arkgroup)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Organisation Studies (Sage Publications)

Organisations (Sage Publications)

Videos

BBC and The Centre for Tomorrow's Company 'Communications' from the 'Building Tomorrow's Company' series (1999), available from:

235 Blackfriars Road
London
SE1 8NW

Telephone: 020 7021 0550
Fax: 020 7021 0549
Email: info@tomorrowscompany.com
Website: www.tomorrowscompany.com

Websites

Appropriate websites available will depend on the sector, market and organisation chosen. However, an indicative range of more general websites is given below.

www.bbc.co.uk   British Broadcasting Corporation

www.bized.co.uk   Biz/ed — service for students and educators

www.business.com	Business Search Engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.cityoflondon.gov.uk/focus	City of London Business Library
www.direct.gov.uk	UK Online, Office of the e-Envoy
www.enterprisenetwork.s.co.uk	Sunday Times Archive
www.findarticles.com	Looksmart — articles from 1998
www.ft.com	Financial Times Archive
www.i-l-m.com	Institute of Leadership and Management
www.informationcommissioner.gov.uk	Office for the Data Protection Registrar
www.kmmagazine.com	Knowledge Management magazine
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

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Unit 3: Leadership

Learning hours: 30

NQF Level 6

Description of unit

This unit looks at the development of practical leadership skills at a non-strategic level, within the rapidly changing working environment.

The unit provides an opportunity for learners to explore in depth the attributes and skills of successful leaders. Learners will also be able to consider how some of the leadership theories and models can be applied to specific situations and to learn how leadership skills can be developed.

The unit draws on a selection of established principles and on more recent work. It seeks to consider their relevance to specific working situations.

*This unit is a core unit only in the Diploma.

Summary of learning outcomes

To achieve this unit a learner must:

1 Examine the impact of **different leadership attributes and skills** on work groups

2 Explore a range of **current theories, models and principles of leadership** and evaluate their applicability in a given organisational context

3 Investigate the **development of leadership skills** appropriate to specific situations.

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Content

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1   **Different leadership attributes and skills**

Different leadership attributes and skills: definitions of leadership, theories of leadership qualities eg Adair, Peters, Kanter, Mintsberg; models of effective behaviour such as Covey's habits of independence, interdependence and renewal

Studies on the overall competences of leaders: eg Dulewicz and Higgs; Emotional Intelligence (EQ) Cognitive (IQ) and Managerial (MQ) competencies, behaviours and skills underpinning effective performance in NVQ Management Standards

Emotional Intelligence (EQ) and its influence on leadership effectiveness: drivers, constrainers and enablers (Higgs and Dulewicz)

Impact of leadership attributes and skills: on performance of work groups, leadership styles and climate and productivity (Anderson (TCI Framework), or Litwin and Stringer (Hay Group Inventory)

2   **Current theories, models and principles of leadership**

Current theories, models and principles of leadership: types of power and authority eg charismatic, legitimate, export, reward, coercive (French and Raven)

Universal theories: eg transformational leadership, transactional leadership Bennis, Bass, charismatic leadership, Conger and Kanungo, Shamir, House and Arthur 1994

Situational theories: eg Adair's task, team and individual, Tannenbaum and Shmidt tell, sell, consult, share, delegate, Handy's best-fit

Given organisational context: levels of leadership, varying importance of factors in sectors, organisations and sub-units eg efficiency, reliability, innovation, adaptation and human resources (Zajac, Kraatz and Bresser); size and stage of development of organisation eg business start-up v established business, turnaround leadership, public or private sector, national, professional and organisational cultures, pace and nature of change

3   **Development of leadership skills**

Development of leadership skills: different methods of developing leaders eg training courses, coaching, mentoring, companies' own universities, action learning, partnerships with key academics, changing methodology in leadership development programmes

Specific situations: team requirements, roles in a team (eg Belbin), group development — forming, storming norming, performing, mourning, effective and ineffective team behaviours such as Kakabadse's team and self-oriented behaviours

Current issues impacting on the roles of leaders: e-leadership, mergers and takeovers, restructuring, 'generation X', integrity leadership, diverse teams, partnerships and alliances, remote teams

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the impact of **different leadership attributes and skills** on work groups	• explain the expected impact of a range of leadership skills and attributes on work groups
2 Explore a range of **current theories**, **models and principles of leadership** and evaluate their applicability in a given organisational context	• explain how different theories, models or principles of leadership can be used to gain insights into leadership requirements for a given organisational context • evaluate the usefulness of the theories, models or principles
3 Investigate the **development of leadership skills** appropriate to specific situations	• define the leadership skills needed for a specific situation within an organisation • propose methods to develop leadership skills to meet the specific requirements of a part of an organisation • critically evaluate the use of a full range of methods of leadership development within the specified context

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Guidance

Delivery

The content is intended to illustrate thinking at the time of writing and, as ideas evolve, some changes may be appropriate. It may also be appropriate to select theories and models to meet the needs of specific groups of learners.

As a management programme the emphasis should be on the application of theory to practical situations through activities, group discussions, case studies and comparisons with the learners' own experiences.

The use of action learning methodology through coaching based on the learners' own work roles or on specially designed management exercises and simulations would add to the richness of the experience. Techniques such as 'Appreciative Enquiry' or 'Critical Incident Debriefing' could be explored.

If a distance learning model of delivery is planned, consideration should be given to providing opportunities for discussion and reflection on experiences.

Assessment

As a Level 5 vocational programme, it is envisaged that many learners may primarily be interested in developing their own leadership skills for a specific situation. The assessment criteria can be applied to learners' own actual or envisaged work roles, in which case learners need to develop and justify a detailed plan for developing their own leadership skills.

A range of assessment instruments can be used, for example, management reports, presentations, logs with reflections on key events, debriefings and evaluation of management exercises and simulations, feedback from others. These could all contribute to the evidence of achievement.

It is important that theories and models are applied to practical situations.

Links

This unit has links with *Unit 1: Personal Development*, *Unit 5: Managing Change*, *Unit 8: Winning Teams*, *Unit 12: Managing Performance* and *Unit 15: Promoting Innovation*.

It also provides underpinning knowledge and skills for NVQ units:

A3: Manage your own resources and professional development

B5: Provide leadership for your team

B6: Provide leadership in your area of responsibility

C4: Lead change

C6: Implement change

B9: Develop the culture of your organisation.

Support materials

Suggested reading

Adair — *The Inspirational Leader* (Kogan Page, 2003) ISBN: 0749440465

Brooks I — *Organisational behaviour. Individuals, Groups and organisations* (FT-Prentice Hall, 2003) ISBN: 0582820723

Cherniss C and Goleman D — *The Emotionally Intelligent Workplace* (Jossey-Bass, 2001) ISBN: 0787956902

Cooper R and Sawaf A — *Executive E.Q. Emotional Intelligence in Leadership and Organisations* (Perigee Books, 1998) ISBN: 0399524045

Crainer S (editor) — *Leaders on Leadership* (Chartered Management Institute, 1996) ISBN: 0859462676

Dutton J — *Energise Your Workplace* (John Wiley & Sons, 2003) ISBN: 0787956228

Karlof B — *Conflicts of Leadership* (John Wiley & Sons, 1996) ISBN: 047196641

Lefton R and Buzzotta V — *Leadership through People Skills* (McGraw Hill, 2004) ISBN: 0071420355

Nahavandi A — *The Art and Science of Leadership*, (Prentice Hall, 2003) ISBN: 0130458120

Watkins J M and Mohr B J — *Appreciative Inquiry* (Jossey-Bass, 2001) ISBN: 078795179X

Thompson L and Wang C — *Making the Team; A Guide for Managers* (Prentice Hall, 2004) ISBN: 0131327879

Thomson R and Mabey C — *Developing Human Resources* (Butterworth Heinemann, 1994) ISBN: 0750618248

Rollinson D — *Organisational Behaviour and Analysis* (Prentice Hall, 2003) ISBN: 0582820766

Journals/magazines

Academy of Management Executive (Academy of Management)

Harvard Business Review (Harvard Business School)

International Journal of Project Management (Europrojex)

International Journal of Training and Development (Blackwell)

Management Today (Chartered Institute of Management)

Organizational Dynamics (Elsevier)

Professional Manager (Institute of Management)

Other publications

Cambridge Strategy Publications offers scoreable company self-audits on:

The Business Innovation Audit

The Organisational Leadership Audit

The Organisation Shadow-Side Audit

available from:

Cambridge Strategy Publications
39 Cambridge Place
Cambridge CB2 1NS

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Telephone: 01223 355 855
Website: www.cambridgestrategy.com

TV Choice offers a range of reasonably priced videos on various topics, including managerial styles and teamworking, available from:

TV Choice Ltd
PO Box 597
Bromley
Kent BR2 0YB

Telephone: 020 8464 7402
Fax: 020 8464 7845
Email: tvchoiceuk@aol.com

Websites

www.ase-solutions.co.uk	the website of a consultancy which offers free articles and an electronic newsletter on leadership and HR issues
www.ccl.org	this is a non-profit educational institution which offers research findings in areas of creative leadership
www.haygroup.co.uk	the website of the Hay Group which offers some free downloads on items of interest including climate
www.hbsp.harvard.edu	extracts from Harvard Business Review articles
www.managers.org.uk	the Chartered Management Institute — has searchable database which members can use to access journal articles and other publications.

Specialist
units

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Unit 4: Financial Awareness

Learning hours: 30

NQF Level 5

Description of unit

This unit is designed to introduce learners to the nature, role and importance of financial information in organisations from a managerial perspective. Learners will have the opportunity to look at communication and interpretation of financial information for managing organisations, its regulation and structuring and use in decision making, together with the principles of accounting, standards expected, and concepts and conventions that influence the presentation of financial information.

Learners will, through the examination of financial information, learn about the important issues relating to the measurement of efficiency, profitability and solvency, and the different demands on organisations made by different stakeholders. They will also explore the extent to which external confidence is determined by financial performance.

Learners will examine how financial information can be interpreted, analysed and evaluated, how costs in an organisation can be monitored and controlled, and how the concept of contribution aids decision making.

Summary of learning outcomes

To achieve this unit a learner must:

1   Investigate the **principles, standards and conventions of accounting**

2   Explore the **nature and use of financial information**

3   Examine the **interpretation and analysis of financial information**.

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Content

1 **Principles, standards and conventions of accounting**

Principles: the accounting equation, accounting systems and their role in the management of information in organisations, the main financial statements (profit and loss, balance sheet), their structure and elements (assets, liabilities, ownership interest, gains and losses, contributions from and distributions to owners), their purpose, and limitations of the information they contain

Standards: the relevance of ownership and company size to reporting, the purpose and range of accounting standards, their position and role in the reporting process, how they regulate the preparation of financial statements

Accounting conventions: the concepts and conventions that affect the preparation of financial statements eg the profit and loss account, the balance sheet, the purpose of conventions and concepts, eg standardisation and guidance to those preparing accounting statements, specific concepts and conventions including: FRS18's 'bedrock' concepts (accruals and going concern), prudence, consistency, materiality, business entity, historical cost, realisation, how these affect the preparation of financial statements

2 **Nature and use of financial information**

Types of information: the main internal and external users of financial information, the need for financial information to plan, control and make decisions, qualitative characteristics of financial information eg timely, relevant, reliable, material, understandable; collecting financial information through cost, profit and investment centres and other sources

Types of comparison: comparison with past performance, establishing the time period (monthly, quarterly, annual, five-year) for comparisons, comparing actual against budget or forecast, comparisons within an organisation, how the choice of comparison depends on the needs of the individual and the organisation

Reporting information: purpose of reporting differences, planning, control and co-ordination, management by exception and reporting comparisons against budget or forecast, the control cycle

3 **Interpretation and analysis of financial information**

Financial information: the relevance of profitability, liquidity/solvency and efficiency to a business and its range of stakeholders, how accounting ratios are used to make judgements, calculation and interpretation of return on capital employed, net and gross profit margins, asset turnover, stock turnover, selling and debt collection period, current ratio and acid test, the comparison of past and present data, limitations of using ratios to make judgements, share price, dividends and price/earnings ratios as performance indicators, the role of benchmarking

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass **To achieve each outcome a learner must demonstrate the ability to**:
1 Investigate the **principles, standards and conventions of accounting**	• assess the need for financial information, its purpose and limitations • analyse the role of accounting conventions in the management of finance for a given organisation
2 Explore the **nature and use of financial information**	• analyse the quality and usefulness of published financial information for a given organisation
3 Examine the **interpretation and analysis of financial information**	• interpret and evaluate the financial position of a given organisation to establish trends

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Guidance

Delivery

This unit enables learners to develop an understanding of the nature and role of financial information from a managerial perspective and to understand the main financial issues that impinge upon the decision-making process in organisations. It is essential that the delivery of the unit 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. Source documents such as published financial statements and their accompanying reports should be used to encourage learners to look beyond conceptual models. Real-life case studies can be used to encourage debate and discussion.

This unit provides an overview of many key financial and accounting concepts and, therefore, acts as a foundation for other units in the course, such as *Unit 14: Managing a Budget*, so that financial awareness is not perceived as existing in isolation from the main activities of any organisation. Links to *Unit 14* will also demonstrate the limitations of financial information in the effective management and control of organisations.

The unit should be delivered so that learners are encouraged to apply, analyse and evaluate their learning in respect of their own organisations and encourage them, wherever possible, to investigate the financial information in their own places of work. It would be useful if learners could obtain source materials from their own workplaces, such as published accounts and accompanying notes and reports, subject to issues of secrecy and confidentiality. Learners should also be encouraged to compare and contrast their organisation with other organisations through discussion and debate with other learners, especially where there is a significant mix of learners from different organisations such as for-profit and not-for-profit, private and public sector, education, health care and local authorities, as well as the service and manufacturing sectors.

Learners should be encouraged, wherever possible, to investigate the financial processes and procedures in their own organisations, such as communication with stakeholders and the application of accounting conventions, and to critically evaluate these processes and procedures in the light of their own learning. However, it will be possible to provide detailed case study material for this unit if learners are not able to use live information from their own workplace.

Learners should also be encouraged to investigate issues relating to legal requirements and standards through the accounting bodies' websites, such as the AAT, the ICMA and the ICA.

Useful information on the regulation of accounting can be obtained from the Registrar of Companies website (www.companies-house.gov.uk).

Assessment

Much of this unit will involve learners critically evaluating the financial systems, processes and procedures in their own organisations. Consequently, learners will have to conduct research and obtain information discreetly and should be made aware that their own organisations may be overly sensitive to any criticism and will need handling with care.

Learners should be able to demonstrate a basic understanding of the principles of accounting as they affect an organisation and to explain the accounting equation and its application to the financing of an organisation. They should be able to clearly explain the role of the profit and loss account (including the trading element) and the balance sheet. They should

demonstrate a basic knowledge of the key regulatory issues that affect the management of financial resources in organisations and be able to describe the concepts and conventions, using most of the proper language. Learners should be able to identify at least two situations where these standards, concepts and conventions are important to an organisation when interpreting and communicating financial information.

Learners should be able to describe the main stakeholders of various organisations and critically appraise published financial information in terms of its quality, applicability to interested parties, and value in terms of the organisation's planning and/or control function.

Learners should be able to use efficiency, profitability and liquidity ratios in order to analyse financial data and report the outcomes, comparing and contrasting at least two sets of data and identifying at least three significant variations. Learners should explain which ratios would be useful for which stakeholder, and the relevance of such analysis in the benchmarking process. Learners should also be able to offer a basic interpretation of company performance through consideration of share price, dividends and price/earnings ratios as performance indicators.

Links

This unit has particular links with *Unit 7: Managing Projects*, *Unit 9: Decision Making and Taking* and *Unit 14: Managing a Budget.*

This unit also provides some of the underpinning knowledge for the following units within the National Occupational Standards in Management:

E2: Manage finance for your area of responsibility

E3: Obtain additional finance for the organisation.

Resources

E-learning materials are available from BTEC Academy: Certificate in Management Studies, Modules 1-5: Managing Financial Resources.

Support materials

Suggested reading

Atrill P and McLaney E — *Financial Accounting for Non-Specialists, 3rd Edition* (FT Prentice Hall, 2002) ISBN: 0273655876

Brammer J et al — *Active Accounting* (Osborne, 2002) ISBN: 1872962378

Cox D and Fardon M — *Management of Finance* (Osborne Books, 1997) ISBN: 1872962238

Dyson J R — *Accounting for Non-Accounting Students, 5th Edition* (FT Prentice Hall, 2003) ISBN: 0273683853

Reid W and Myddleton D R — *The Meaning of Company Accounts* (Gower, 2000) ISBN: 0566083787

Rice A — *Accounts Demystified* (Prentice Hall, 2002) ISBN: 0273663348

Waters D — *30 Minutes to Understand the Financial Pages* (Kogan Page, 2000) ISBN: 0749432829

Wood F and Sangster A — *Business Accounting 1, 9th Edition* (FT Prentice Hall, 2002) ISBN: 0273655523

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Other publications

Company reports are available from public limited companies. Many academic libraries also contain past copies of these reports.

Newspapers such as *The Financial Times*, *The Guardian* and *The Telegraph* are valuable sources of up-to-date financial information. Professional accounting bodies publish their own magazines, and information can be obtained via their websites. An example of one web-based magazine is:

www.charteredsecretary.net — published by the Institute of Chartered Secretaries and Administrators

Websites

Most of the professional accounting bodies (CIMA, ICA, CIPFA, AAT) have their own websites with access to library facilities (though if you are not a member, this may be restricted). A useful website is the Registrar of Companies which contains useful information on the style of reporting for company accounts and information on the content of company reports. Public limited companies have websites, that normally allow access to their published accounts and accompanying reports.

www.aat.co.uk	Association of Accounting Technicians
www.bized.co.uk	learning materials and a wide range of company information
www.cimaglobal.com	Chartered Institute of Management Accountants
www.cipfa.org.uk	Chartered Institute of Public Finance and Accountancy
www.companies-house.gov.uk	Companies House home page
www.guardian.co.uk	an example of a broadsheet paper's website containing financial information
www.icaew.co.uk	Institute of Chartered Accountants in England and Wales
www.icsa.org.uk	Institute of Chartered Secretaries and Administrators
www.marksandspencer.com/thecompany	an example of a company website containing information on its published accounts
www.thetimes100.co.uk	a series of company case studies

Unit 5:   Managing Change

Learning hours: 30

NQF Level 5

Description of unit

Management has often been defined as 'creating change through people' and this unit encourages learners to adopt this approach to change. It is designed for managers or potential managers working at first line or operational level who are seeking to change ongoing systems and processes in the workplace. Learners will gain the realisation that it is only through the people that they work with that change can become successful.

This unit will allow learners to take a problem solving approach, initially defining issues and then looking at options, before selecting an appropriate route to change. Finally, the unit looks at planning for implementation and evaluation of the change itself. There will be an emphasis on involving those directly affected, to gain their experience and knowledge as well as their commitment to, and ownership of, the change itself.

Throughout the unit, importance will be placed the need to manage and control the change process by effective monitoring and evaluation. Various change models will be used as the basis of activity.

Summary of learning outcomes

To achieve this unit a learner must:

1   Explore and define **an issue requiring change**

2   Develop plans to involve and lead stakeholders in **planning the change**

3   Plan **the implementation and evaluation of the change** process.

Content

1 **An issue requiring change**

Methods of identifying where change is required: SWOT and PEST analysis, EFQM model, gap analysis, customer responsiveness and feedback, issue identification 'intrapreneuring'

Presenting information: cause and effect diagrams, fishbone modelling, socio-technical systems, systems modelling, corporate business plans, resource implications, gaining commitment, organisational fit

2 **Planning the change**

Planning: unfreezing, change, refreezing, force-field analysis, the change equation, control loop, champions, quality circles,

Gaining support: brainstorming, option appraisal

Strategies for change: teambuilding consensus and conflict, game play, contingency theory, autocratic vs. participative style, proactive and reactive, creating synergy

3 **The implementation and evaluation of the change**

Implementation: handling resistance, transformation curve, role models, management by objectives, Gantt chart, SMART objectives

Evaluation: monitoring and evaluation techniques, action learning, change agents, catalysts, empowerment, performance measuring, developing communication channels, task and role realignment, piloting, ice-breaking

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass **To achieve each outcome a learner must demonstrate the ability to:**
1 Explore and define **an issue requiring change**	• review feedback from appropriate sources and identify a change issue • consider and quantify the resource implications of not acting on the issue • analyse organisational plans, policies and issues of organisational fit
2 Develop plans to involve and lead stakeholders in **planning the change**	• develop an appropriate team approach for managing the whole change process • agree objectives for selection and undertake option appraisal • form plans for the preparation and implementation of change
3 Plan **the implementation and evaluation of the change** process	• monitor and evaluate the change implementation

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Guidance

Delivery

In this unit learners should ideally be in a position to lead the change process themselves. However, this may not always be possible, and in such cases learners need to be able to observe the process of change as it is happening and to be able to report on it. The change process will require input from, and support for, learners. They should be given opportunities to interact with fellow learners and the interested parties involved in the change process. This will allow learners to compare experiences.

Assessment

Evidence of outcomes may be in the form of the following:

- a report following direct involvement in the development of the change in a chosen organisation known to the learner

- a report evaluating the practices of one organisation undergoing an operational change

- a reflective report following placement in an organisation managing operational change

- a report following participation in a group learning process, comparing change processes in a range of organisations followed by an individual report

- a presentation justifying to an organisation a particular plan for radical change

- a report of a discussion or meeting on any of the above.

Links

There are links here to all other Level 5 Management units as the unit needs to incorporate, to a greater or lesser degree, consideration from all areas and functions of organisational management. There are clear links and some overlaps with *Unit 2: Communications at Work*, *Unit 6: Managing Activities*, *Unit 7: Managing Projects*, *Unit 8: Winning Teams*, *Unit 9: Decision Making and Taking*, *Unit 12: Managing Performance* and *Unit 15: Promoting Innovation*.

Links can be made to the revised National Occupational Standards in Management and the unit could be used as underpinning knowledge for units:

C1: Encourage innovation in your team

C2: Encourage innovation in your area of responsibility

C4: Lead change

C5: Plan change

C6: Implement change

Resources

Access to local organisations is important, with a case study library as back up. Local speakers can prove beneficial. Access to a wide range of textbooks, journals, newspapers and websites is essential.

Support materials

Sufficient library resources need to be available to enable learners to achieve this unit. Learners should be encouraged to read the 'broadsheet' daily newspapers and weekly business magazines.

Suggested reading

There is now a great range of textbooks and other useful texts on the market and the list below is indicative. The list includes standard texts that need to be used appropriately, as well as other texts that include case studies.

Belasco J A — *Teaching the Elephant to Dance* (Century Business, 1992) ISBN: 0712655395

Burnes B — *Managing Change: A Strategic Approach to Organisational Dynamics* (FT Prentice Hall, 1995) ISBN: 0273611186

Carnall C — *Managing Change in Organisations* (FT Prentice Hall, 2002) ISBN: 0273657356

Henry J and Mayle D (editors) — *Managing Innovation and Change* (Open University Business School/Sage, 2002) ISBN: 0761966099

Kotter J and Cohen D S — *The Heart of Change; Real Life Stories of How People Change Their Organisations* (Harvard Business School Press, 2002) ISBN: 1578512549

Mabey C and Maynon-White B (editors) — *Managing Change* (Paul Chapman Publishing, 1993) ISBN: 1853962260

Plant R — *Managing Change and Making it Stick* (Harper Collins, 1987) ISBN: 0006368735

Senior B — *Organisational Change* (FT Prentice Hall, 2001) ISBN: 02736251536

Smith D K — *Taking Charge of Change* (Perseus Books, 1997) ISBN: 0201916045

Journals

Academy of Management Journal (AC Mgt.)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

Journal of General Management (The Braybrooke Press)

Journal of Management Studies (Blackwell)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Websites

The number of useful websites will depend on the sector, market and organisation chosen. However, an indicative range of more general websites is given below.

www.bbc.co.uk	British Broadcasting Corporation
www.bized.co.uk	Biz/ed — service for students and educators
www.business.com	Business Search Engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.direct.gov.uk	UK Online, Office of the e-Envoy

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www.enterprisenetworks.co.uk	Enterprise networks, advice on communications networks
www.findarticles.com	Looksmart — articles published since 1998
www.ft.com	Financial Times Archive
www.i-l-m.com	Institute of Leadership and Management
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Unit 6:   Managing Activities

Learning hours: 30

NQF Level 5

Description of unit

This unit focuses upon the effective and efficient planning and management of work activities. It provides learners with the knowledge and skills to design, implement and change operational plans to improve effectiveness and efficiency, and to design and monitor appropriate systems to ensure quality of the products and services.

Learners may investigate their own organisation and their role within it. Their research will involve evaluating the importance of business processes in delivering outcomes based on business goals and objectives, establishing customer requirements and developing and implementing operational plans to meet them. This will include the identification of resources needed, the planning and allocation of appropriate work activities, the setting and monitoring of performance measures and quality standards, and then taking appropriate action or making suitable recommendations to solve problems at work and managing the resulting change. Consideration will be given throughout the unit to legal, regulatory and ethical requirements, particularly to the maintenance of health and safety.

Learners will discover that the objectives of successful managers are largely achieved through others and that the involvement of teams, peers and individuals is crucial to the efficient and effective management of activities.

Summary of learning outcomes

To achieve this unit a learner must:

1   Examine the importance of **business processes** in delivering **outcomes based upon business goals and objectives**

2   Develop and implement **operational plans** for area of responsibility

3   Investigate **health and safety** in the workplace.

Content

1   **Business processes and outcomes based upon business goals and objectives**

Processes: processes and functions, inter-relationships of functions, principles and models of effective process management, types of business process measures and how to evaluate their suitability

Goals and objectives: mission, aims, objectives and culture

2   **Operational plans**

Operational plans: internal and external customers, customer orientation, market research, product development, principles and methods of short to medium-term planning, PERT, critical path analysis, work flow, prioritising workloads, how to develop SMART objectives, time management, how to analyse and manage risk, how to align resources with objectives, product and service specifications and standards, meeting quality, quantity, time and cost objectives, systems eg Just-in-Time, value-added chains, statistical process control, co-ordinating activities, working within organisational constraints and limitations

3   **Health and safety**

Health and safety: legislation and regulations relating to health and safety at work, organisational policies and procedures regarding health and safety, risk assessment and monitoring, practical application of regulations, public attitudes and concerns relating to health and safety

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the importance of **business processes** in delivering **outcomes based upon business goals and objectives**	• identify and evaluate the inter-relationships between the different processes and functions of an organisation • explain the mission, aims and objectives of an organisation and analyse the effect of these on the structure and culture of the organisation • identify and define methodology to be used to map processes to the organisation's objectives and functions
2 Develop and implement **operational plans** for area of responsibility	• develop plans to promote goals and objectives for own area of responsibility • use objectives which are specific, measurable, achievable, realistic and time-based, aligning people and other resources with objectives in a way that is effective and efficient • monitor and control the plan to prevent ineffective and inefficient deviations
3 Investigate **health and safety** in the workplace	• carry out risk assessments as required by legislation, regulation and organisational requirements and ensure appropriate action is taken resulting from these • identify health and safety regulations and legislation applicable in specific work situations and ensure these are correctly and effectively applied • ensure practical application of health and safety policies and procedures in the workplace

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Guidance

Delivery

This unit enables learners to develop an understanding of the issues relating to the management of activities with a particular focus on problem solving. Delivery should enable learners to undertake research and investigation within their own workplace but it should be supplemented by visits to organisations where a range of operational processes may be considered. To this end, tutors should establish links with local employers willing to welcome investigating learners either as individuals or in groups.

The unit lends itself to organised discussion and debate on the various aspects of managing activities. Learners should find this approach interesting and stimulating, particularly as there is generally a wide range of experience within the learner group and frequently some strongly-held views over methodology. Learners will be required to work on case studies and to participate in role play to allow them to practise skills.

This unit should be delivered as practically as possible as it provides numerous opportunities for experiential learning. The unit also lends itself to presentations of information on a wide variety of topics and there is scope for the production of charts, graphs and other visual material by ICT.

Assessment

Evidence may be in the form of assignments, examinations and/or case studies. Learners should be asked to identify, research, analyse and evaluate the management of activities in their own workplace. A critical and developmental report on this should form a major part of the assessment requirements.

Learners will be expected to include a clear explanation of the problem to be examined and the importance of the objectives and culture of their organisation to the problem. Learners should gather data about this problem to a level of detail that will enable them to conduct an analysis, which will provide the basis for the proposed solution.

Learners should then plan the proposed improvement activity and measure the improvement gained. Planning should include consideration of implications on the use of physical resources with particular reference to human resources and health and safety.

Learners should conclude with a discussion of the processes for change that they have implemented and reflect on issues that could be improved.

Learners will be expected to present their findings in a logical and well-presented format that provides evidence of effective research and investigation.

Where the learners' working situation renders this activity impractical, they should be encouraged to use a 'host' organisation or a job situation with which they are familiar to simulate the role of a manager. Tutors should be aware that good use can be made of learners' managerial situations even if these are unpaid and/or part-time in nature.

Links

This unit has links with all other units in the qualification, but particularly with *Unit 2: Communications at Work*, *Unit 3: Leadership*, *Unit 6: Managing Activities*, *Unit 7: Managing Projects* and *Unit 8: Winning Teams.*

The unit also has links within the following units within the National Occupational Standards in Management:

B1: Develop and implement operational plans for your area of responsibility

B4: Develop a strategic plan for your organisation

E5: Ensure your own actions reduce risks to health and safety

E6: Ensure health and safety requirements are met in your area of responsibility

E7: Ensure an effective organisational approach to health and safety

F2: Manage a programme of complementary projects.

Resources

Sufficient library resources and access to local organisations should be available to enable learners to achieve this unit.

Support materials

Suggested reading

Edwards J et al — *Management in Context: Managing Activities and Finance* (National Extension College Trust, 1999) ISBN: 1853568198

Harrison A et al — *Cases in Operations Management*, *3rd Edition* (FT Prentice Hall, 2003) ISBN: 0582821908

Naylor J — *Introduction to Operations Management*, *2nd Edition* (FT Prentice Hall, 2002) ISBN: 0273655787

Slack N et al — *Operations Management* (FT Prentice Hall, 2003) ISBN: 0273679066

St John Holt A — *The Principles of Health and Safety at Work* (IOSH Services Ltd, 2002) ISBN: 0901357308

Stranks J — *A Manager's Guide to Health and Safety at Work* (Kogan Page, 2001) ISBN: 0749441208

Journals/newspapers

A good daily broadsheet eg *The Times*, *The Guardian* and *The Financial Times* is recommended. Many professional institutes and academic institutions publish journals relevant to this unit. Examples are:

International Journal of Productivity and Performance Management (Emerald)

Production, Planning & Control (Taylor & Francis Group)

Websites

There is a large number of websites that are useful for the unit. They can provide reports on research and current theories as well as case study materials. Examples are:

www.businesscases.org/newInterface	Provides business case studies
www.dti.gov.uk/mbp	Department of Trade and Industry, Management Best Practice
www.hbsworkingknowledge.hbs.edu	Harvard Business School
www.hse.gov.uk	Health and Safety Executive
www.hsl.gov.uk	Health and Safety Laboratory

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www.managerwise.com	Managerwise, articles on management
www.praxiom.com	ISO 9000 Quality Management topics
www.sussex.ac.uk/users	University of Sussex

Unit 7: Managing Projects

Learning hours: 30

NQF Level 5

Description of unit

The purpose of this unit is to provide learners with an opportunity to integrate learning from the whole programme. The unit requires learners to apply a wide range of skills and knowledge to define a problem and then the need to agree the criteria for success, to research and develop evidence, to apply appropriate theory, to create and choose from options and to develop conclusions and recommendations. Finally, learners present these in both written and oral form.

Learners need to take a full and active role in all aspects of the development of the project. The selection of an appropriate management issue of concern is crucial to success in this unit. The issue should have enough scope for learners to cover a full range of management activities and roles, including resource and people management and implementation of change. The result needs to be in the form of a substantial report in a style appropriate for the consideration of senior management.

Summary of learning outcomes

To achieve this unit a learner must:

1 Plan, prepare and undertake the **development and management of a project**

2 Undertake research for **appropriate evidence and theory**

3 Make sound recommendations for the implementation and evaluation of the **project proposals**.

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Content

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1 **Development and management of a project**

Development: defining problem and issues, clarifying dysfunctional effects, stakeholder analysis, scope of project, terms of reference, planning techniques, obtaining and scheduling resources, SMART objectives, criteria for success, teambuilding, Gantt, fishbone and other charts and diagrams

Management: management report writing approaches, networking and developing contacts, involving significant others, influencing others, gaining support, planning the project timescale, project life cycle

2 **Appropriate evidence and theory**

Evidence: research — gathering evidence, organisational policies and procedures, range of interview types, developing questionnaires, observation and sampling techniques, internal study, comparative study, library and database, book search, primary and secondary data, general sources and resources for evidence, using the website

Organisation and dissemination: of data and information, modelling and diagramming, evaluation techniques, options, brainstorming, positive thinking, cost-benefit analysis

3 **Project proposals**

Making proposals: option appraisal, decision making and taking, developing conclusions and recommendations, action planning, costing and budgeting, structure and logical formats, presentation of information, presentation skills, question handling, monitoring and evaluation measures and measurement, cost control, planning and implementations methodology, action planning, contingency planning, communication and information management

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Plan, prepare and undertake the **development and management of a project**	• identify the issue and its dysfunctional effects • develop and agree criteria for successful resolution of the issue • plan activities and schedule using appropriate resources
2 Undertake research for **appropriate evidence and theory**	• gather appropriate evidence from a range of sources • organise, present and disseminate data and information • select appropriate theory to analyse the data and agree options for action
3 Make sound recommendations for the implementation and evaluation of the **project proposals**	• appraise and select option using criteria for success • structure and present management report • present report both orally and in writing

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Guidance

Delivery

The choice of the project itself is the crucial factor for success in this unit and considerable attention needs to be given to ensure that learners choose a realistic, viable and achievable project in which they can take an active part if not the lead. The potential to integrate learning from the whole programme is the basis of this unit. Ensuring that the project will draw on other units is essential.

Although it is possible for the project to be based on a case study, if there is no possible alternative, it is recommended that a real workplace issue is much more valuable as a learning opportunity. It is suggested, as a result, that learners either currently not in employment or in employment where such project work is not available, be seconded to an organisation where a suitable project can be agreed.

The unit needs little teaching input as such, but does need ongoing one-to-one supervision by a suitable project supervisor, as well as opportunities for regular discussion with appropriate workplace personnel.

Assessment

Assessment should be based on the following:

- the completed management project report

- the presentation and its visual aids

- a report by the learner reflecting on the learning from the whole process.

Links

By being integrative, the unit provides opportunities for learners to demonstrate a range of knowledge and understanding developed across all other units. It is closely related to *Unit 5: Managing Change* but is related more to a research project than operational or organisational development and change, to *Unit 18: Introducing Strategy* although that is more concerned with overall organisational direction and to *Unit 15: Promoting Innovation* that looks at innovation of management approach and style. The unit also links to level 5 BTEC Advanced Professional Qualifications in Management Studies *Unit 10: Management Research Methods* and level 5 *Unit 3: Managing Research Project and Presentation*.

This unit will provide knowledge and understanding for the following within the National Occupational Standards in Management:

F1: Manage Projects.

Resources

Learners will need library resources and access to local organisations to complete this unit.

Support materials

Suggested reading

There is now a growing range of textbooks and other useful texts on the market and the list below is indicative. It includes some the standard texts that need to be used appropriately as well as some other texts that include case studies. The year of first publication has been included in each case but many will have been reprinted and updated over the years, and the use latest editions is encouraged.

Anderson E S — *Goal Directed Project Management* (Kogan Page, 2004) ISBN: 0749441860

Bee R and Bee F — *Project Management: The People Challenge* (Chartered Institute of Personnel and Development, 1997) ISBN: 0852926618

Bell J — *Doing Your Research Project* (Open University Press, 1999) ISBN: 00335203884

Easterby-Smith M, Thorpe R and Lowe A — *Management Research: An Introduction* (Sage Publications Ltd, 2002) ISBN: 080398393X

Field M and Keller L — *Project Management* (Thomson Learning, 1997) ISBN: 1861522746

Heerkens G R — *Project Management* (McGraw Hill, 2001) ISBN: 0071379525

Lock D — *The Essentials of Project Management* (Gower, 2001) ISBN: 0556082241

Morris P — *The Management of Projects* (Telford, 1997) ISBN: 0727725930

Thietart R A et al — *Doing Management Research* (Sage, 2001) ISBN: 0761964173

Journals

Most management journals contain relevant articles and have been included along with specialist journals

Academy of Management Journal (AC Mgt.)

British Journal of Management (Blackwell)

Business Horizons (Elsevier)

California Management Review (University of California, Berkeley)

Creativity and Innovation Management (Blackwell)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

International Journal of Project Management (Elsevier)

Journal of Business Strategy (Blackwell)

Journal of Management Studies (Blackwell)

Long Range Planning (Elsevier)

Management Services (Institute of Management Services)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Strategic Change (John Wiley & Sons Ltd)

Strategy and Leadership (Emerald)

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Websites

The number of useful websites available varies according to the subject of the chosen project. An indicative range of general websites is given below. Websites used for other units could also be useful.

www.asa.org.uk	Advertising Standards Agency
www.bbc.co.uk	British Broadcasting Corporation
www.benchmarkingnetwork.com	The Benchmarking Network Inc
www.bized.co.uk	provides case studies for educational purposes
www.business.com	business search engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.enterprisenetworks.co.uk	Enterprise networks, advice on communication networks
www.findarticles.com	Looksmart — search for more than 500 publications
www.ft.com	Financial Times archive
www.gov.uk	UK Online, Office of the e-Envoy
www.i-l-m.com	Institute of Leadership and Management
www.informationcommisioner.gov.uk	Office for the Data Protection Registrar
www.instituteofcustomerservice.com	Institute of Customer Service
www.iso9000.org	International Quality Standards Directory
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Unit 8: Winning Teams

Learning hours: 30

NQF Level 5

Description of unit

This unit is about building, developing and supporting teams to enable them to achieve their goals and objectives. In this unit, learners must identify the skills and potential of team members while providing opportunities for them to gain new skills and experiences. Learners will evaluate team roles and their importance when allocating team members to appropriate tasks in order to achieve objectives.

A key factor in a winning team is the team leader. Learners will have the opportunity to examine the qualities required of an effective leader to ensure that tasks are achieved, while building and developing the team and individuals within it.

The unit also focuses on methods for monitoring team performance and approaches for handling poor performance and conflict.

Summary of learning outcomes

To achieve this unit a learner must:

1   Examine the **characteristics of teams**

2   Explore **methods for team development**

3   Monitor and evaluate the **performance of teams.**

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1 **Characteristics of teams**

Team: definition of team, the difference between a group and a team, attributes of winning teams eg loyalty, communication, shared goals and objectives, shared vision, co-operation between members, motivation; stages of team development eg Tuckman (forming, norming, storming, performing)

Team roles: Belbin's team role theory, differences between team roles eg strengths and weaknesses; contribution of team roles to the team, team leadership, behaviours of leaders, eg Blake & Mouton's Managerial Grid; models of leadership eg Adair

2 **Methods for team development**

Team development methods: importance of motivating the team, factors that motivate people to perform, theories of motivation, eg McGregor's Theory X and Theory Y, Herzberg's Motivation Hygiene Theory, Maslow's hierarchy of needs; negotiation and bargaining skills, self-development, peer groups, organisation culture, attitude and values, succession planning

3 **Performance of teams**

Performance: process of setting objectives, evaluating performance against objectives, measuring performance, providing constructive feedback on performance, managing both team and individual performance, identifying objectives for key result areas, recognising achievements, agreeing future objectives, appraisals, conflict and conflict resolution, disciplinary and grievance procedures and legislation, ACAS Codes of Practice

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass
	To achieve each outcome a learner must demonstrate the ability to:
1 Examine the **characteristics of teams**	• analyse the attributes involved in developing a winning team • evaluate relevant theoretical models
2 Explore **methods for team development**	• critically evaluate the motivating factors affecting at least two teams • evaluate relevant theories
3 Monitor and evaluate the **performance of teams**	• evaluate the performance of a team against given criteria such as objectives • make recommendations on how to improve performance

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Guidance

Delivery

This unit lends itself to a number of assessment activities to achieve the outcomes. Learners should be encouraged to use their own experience of team working, as well as class discussion, exercises and role play. Opportunities to use class activities as a means of team development should be encouraged.

Learners can use self-assessment tools to determine their own team roles in a given situation, and can then evaluate the relevance of roles to achieving particular work objectives. This unit would benefit from a change of venue delivery, for example, external team-building exercises, which could form part of a residential delivery.

Assessment

A range of assessment strategies is recommended including group work, training exercises and role plays (both group and individual covering, for example, disciplinary and grievance procedures) which can be videoed and used for constructive feedback, presentations and written reports. It is useful for learners to reflect on their experiences of teams from their own work places and compare them with the practices and procedures used in other organisations.

Links

This unit has links with *Unit 3: Leadership*, *Unit 5: Managing Change*, *Unit 6: Managing Activities* and *Unit 7: Managing Projects.*

This unit has links to the following National Occupational Standards for Management and Leadership:

D1: Develop productive working relationships with colleagues

D2: Develop productive working relationships with colleagues and stakeholders

D5: Allocate and check work in your team

D6: Allocate and monitor the progress and quality of work in your area of responsibility

D7: Provide learning opportunities for colleagues.

Resources

Access to team role analysis materials, internet access to research case studies and theoretical models will be necessary.

Support materials

Suggested reading

Belbin M — *Beyond the Team* (Butterworth-Heinemann, 2000) ISBN: 0750646411

Belbin M — *Management Teams — Why They Succeed or Fail* (Butterworth-Heinemann, 2003) ISBN: 0750659106

Belbin M — *Team Roles at Work (*Butterworth-Heinemann, 1996) ISBN: 0750626755

Chang R — *High Performance Team Series* (Pfeiffer Wiley, 1994) ISBN: 188353318

Thompson L — *Making the Team: A Guide for Managers* (Prentice Hall, 2004)
ISBN: 0131327870

Journals/magazines

Management Today (Chartered Institute of Management)

People Management (Chartered Institute of Personnel Development)

Websites

www.bized.ac.uk	learning materials and case studies
www.cipd.co.uk	Chartered Institute of Personnel and Development — this site contains information about team building
www.managers.org.uk	website for Chartered Management Institute
www.peoplemanagement.co.uk	current online magazine of the Chartered Institute of Personnel and Development
www.personneltoday.com	Personnel Today electronic magazine

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Unit 9: Decision Making and Taking

Learning hours: 30

NQF Level 5

Description of unit

With the growth of IT and customisation, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain competitive, organisations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond. Consequently, today's decision making becomes more of a problem-solving process.

In addition, increasing workforce empowerment and expectation means that the decision-making process for competitive organisations needs to be a much more participative process. Otherwise, management will not gain the information and knowledge they need and will also lose the commitment required to ensure decisions taken become effective.

So, while the act of decision taking effectively remains with the manager responsible, the process of decision making needs to involve all the stakeholders within the managers' immediate workplace and beyond. This ensures that the decision taken is owned by all who have to work with it.

Summary of learning outcomes

To achieve this unit a learner must:

1 Analyse **current information and knowledge needs for decision taking**

2 Explore **appropriate improvements in the decision-making process**

3 **Implement and monitor appropriate improvements**.

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1 **Current information and knowledge needs for decision taking**

Decision making: decision making vs decision taking, decision making vs problem solving, data vs information, rational/logical/bounded problems vs. irrational/messy/unbounded problems

Information and knowledge: stakeholder analysis, intellectual capital, knowledge management, tacit and explicit knowledge, primary and secondary sources, official and unofficial resources, information gathering, storage and retrieval, trends, accuracy, consistency, relevance, sufficiency, the knowing organisation, aligning decisions

2 **Appropriate improvements in the decision-making process**

Identifying improvements: structured and unstructured approaches to decision making, 5 Cs model — consider, consult, crunch, communicate and check, problem identification, setting objectives, option appraisal, communicating decisions, brainstorming, lateral thinking, divergent and convergent thinking, cause and effect diagrams, fishbone models

Communication: managing meetings, negotiation and collaboration, win-win thinking, conflict handling, developing commitment and understanding, ensuring participation, communication methodologies, website use, networking, forming relationships, managing complexity and diversity

3 **Implement and monitor appropriate improvements**

Implementing: setting and measuring outcomes, action planning, agreeing timescales, cost-benefit analysis

Monitoring: monitoring vs evaluation, feedback processes, feedback systems, control loop, target revision, regular and exception reporting, surveys and interviews, iterative processes, formal and informal knowledge channels, measuring inputs, processes, outputs and outcomes, quantitative and qualitative measures, 80/20 rule, disseminating awareness, sustainability

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass
	To achieve each outcome a learner must demonstrate the ability to:
1 Analyse **current information and knowledge needs for decision taking**	• identify an issue where a proactive decision is required • analyse all stakeholder needs and expectations • research all appropriate sources of information and knowledge
2 Explore **appropriate improvements in the decision-making process**	• agree processes for gaining and obtaining all information required • review the strengths and weaknesses of the existing decision making process and compare • take, justify and disseminate decision
3 **Implement and monitor appropriate improvements**	• agree appropriate new decision-making process to ensure the wider participation necessary • plan, communicate and implement the new process • develop measures to monitor the ongoing effectiveness of the new process

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Guidance

Delivery

The unit lends itself, in the main, to active learning that needs to be based on the process of decision-making rather than the outcome or decision itself. Input, therefore, needs to cover methods of decision taking, stressing the need for greater participation of stakeholders to ensure proactivity and innovation.

Ideally, the focus needs to be on a real work-based issue although a case study approach can be made. Learners initially need to consider the information and knowledge that may be of value to inform the decision-making process and then make the decision. They then need to reflect on the process adopted to consider how such a process can be implemented on a more permanent basis.

The final stage is to consider how to monitor and measure the process itself to ensure it can develop soundly and cost effectively, ensuring the commitment and support of all those involved. This will include those directly involved in the process and those internally and externally supplying the required information and knowledge.

Assessment

There is a variety of methods that can be adopted for assessment, for example:

- individual or group reflective reports
- individual or group reflective summaries
- individual professional discussion
- workplace evidence
- workplace testimony.

Links

This unit underpins every unit in the qualification as decision making is a fundamental process for effectively managing any organisation. However, the unit has particular links to *Unit 2: Communications at Work* and *Unit 10: IT for Managers*. It also has links to the Edexcel Level 5 Advanced Professional qualifications in Management Studies *Unit 18: Developing a Communication Strategy.*

The unit will provide knowledge and understanding for many of the units in the National Occupational Standards in Management:

A1: Manage your own resources

A2: Manage your own resources and professional development

A3: Manage your personal networks

B1: Develop and implement operational plans for your area of responsibility

B3: Develop a strategic business plan for your organisation

C4: Plan change

F1: Manage Projects.

Resources

Learners will need access to the internet and to appropriate organisations and case studies for learning and comparison.

Sufficient library facilities need to be available to enable learners to achieve this unit. In addition, learners need to read the broadsheet press and weekly business magazines.

Support materials

Suggested reading

There is a growing range of textbooks and other useful texts on the market and the list below is indicative. The list includes standard texts that need to be used appropriately, as well as other texts that include case studies. The year of first publication has been included in each case but many texts have been reprinted and updated over the years and the use of latest editions is encouraged.

Avgerou C — *Information Systems and Global Diversity* (Oxford University Press, 2003) ISBN: 0199263426

Boddy D, Marrakas A and Kennedy G — *Managing Information Systems; An Organizational Perspective* (FT Prentice Hall, 2004) ISBN: 0273655957

Drucker P F (editor) — *Harvard Business Review on Decision Making* (Harvard Business School, 2000) ISBN: 1578515572

Kovacic B — *New Approaches to Organizational Communication* (State University of New York Press, 1994) ISBN: 0791419185

Little S, Quintas P and Ray T — *Managing Knowledge: An Essential Reader* (Sage Publications, 2001) ISBN: 0761972137

March J G — *Primer on Decision Making; How Decisions Happen* (Free Press, 1994)
ISBN: 0029200350

McKenzie J and van Winkelen C — *Understanding the Knowledgeable Organisation* (Thomson Learning, 2003) ISBN: 1861528957

Preston P — *Reshaping Communications* (Sage Publications, 2001) ISBN: 0803985630

Quirke B — *Communicating Corporate Change* (McGraw-Hill, 1996) ISBN: 0077093119

Stewart T A — *Intellectual Capital: The New Wealth of Organisations* (Nicholas Brearley Publishing Ltd, 1998) ISBN: 1857881834

Welch D — *Decisions, Decisions: The Art of Effective Decision Making* (Prometheus, 2001)
ISBN: 1573929344

Journals/newspapers

Most management journals contain relevant articles and have been included together with more specialist journals.

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

International Journal of Information Management (Pergamon Press)

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Information Management (Elsevier)

Information Technology and People (Emerald, Bradford)

Journal of Information Technology (Association of Information Technology Trust/Routledge)

Journal of Management Studies (Blackwell)

Knowledge Management (Arkgroup)

MIT Sloan Management Review (MIT Sloan School of Management)

Management Today (Chartered Institute of Management)

Organisation Studies (Sage Publications)

Organisations (Sage Publications)

Videos

BBC and The Centre for Tomorrow's Company *Communications* from the *Building Tomorrow's Company* series (1999), available from:

235 Blackfriars Road
London
SE1 8NW

Telephone: 020 7021 0550
Fax: 020 7021 0549
Email: info@tomorrowscompany.com
Website: www.tomorrowscompany.com

Websites

The number of useful websites available depend on the sector, market and organisation chosen. An indicative range of more general websites is given below.

www.bbc.co.uk	British Broadcasting Corporation
www.bized.co.uk	provides case studies for educational purposes
www.business.com	business search engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.enterprisenetworks.co.uk	Enterprise networks, advice on communication networks
www.findarticles.com	Looksmart — search for more than 500 publications
www.ft.com	Financial Times archive
www.gov.uk	UK Online, Office of the e-Envoy
www.i-l-m.com	Institute of Leadership and Management
www.kmmagazine.com	*Knowledge Management* magazine
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Unit 10: IT for Managers

Learning hours: 30
NQF Level 5

Description of unit

This unit has been designed to develop learners' appreciation and understanding of current developments in IT and its actual and potential application to management. Learners will develop the skills necessary to use a range of applications, including the use of multimedia and the internet.

Summary of learning outcomes

To achieve this unit a learner must:

1 Use and describe a range of **software applications**

2 Investigate **legislation issues** and implications of using IT

3 Evaluate **applications of IT** and relevant issues.

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Content

1 **Software applications**

Word-processing: create, save and open files, enter text, edit and format text, check spelling and search text, use tab and table facilities, cut, copy and paste text, organise documents, preview and print document

Spreadsheets: create, save and open files, enter text and data, create and apply formulae, layout and format of rows, edit, search and sort data, preview and print spreadsheet

Databases: create, save and open files, create file structure, create and edit forms, enter and edit data in form and list views, sorting data files, searching for data, creating and applying queries and reports, printing selected records, printing a report, create and print a mail merge

Multimedia: access resources using multimedia eg the internet, CDROM; video conferencing

What is the internet?: principles of networks, intranets and the internet, the internet as an international network of computers, the modem, role of servers, internet Service Providers (ISP)

Web browsers: use a browser to access pages on the worldwide web (www), save and print data from the web, access pages through Uniform Resource Locator (URL), save URL for example as Favourite (internet Explorer) or Bookmark (Netscape Navigator), use search engines to find information on the web

Email: use email to send and read messages, create and use address book, organise mail folders, create and send attachments, open attachments

2 **Legislation issues and implications of the using ICT**

Management implications of use: strategies for using technology, monitoring, evaluating, adjustments, contingency plans, impact on staffing levels, attitudes of staff and unions,

Financial implications of use: obsolescence, costs, upgrades

Health and safety legislation: current health and safety legislation, application of acts as they apply to ICT, Repetitive Strain Injury (RSI) and related health risks, ergonomics in ICT

Data protection: current data protection legislation, application of act, duty of care to users

Computer misuse: current computer misuse legislation, application of act, virus protection, standard ways of working

3   **Applications of ICT**

ICT applications: relevant ICT applications as to organisations appropriate to the sector served by this qualification

Hardware and software: function — automation of tasks, office tasks, presentation, image processing, data handling (collection, processing and analysis), measurement, instrumentation, control, computer-aided design (CAD), computer-aided manufacturing (CAM), Management Information Systems (MIS), data transmission, data storage and retrieval, availability, compatibility, costing, selection

Communication: use of networks to enhance communication and transfer of information

ICT issues: relating to the relevant applications, eg health and safety, working practices, effect on staffing levels, efficiency, productivity, performance gains, flexible working, lifetime of product and upgrading, market domination

Wider ICT issues: impact on society, availability and confidentiality of data, change in lifestyle, change in employment opportunities

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass
	To achieve each outcome a learner must demonstrate the ability to:
1 Use and describe a range of **software applications**	• demonstrate effective use of word-processor, spreadsheet, database and graphics software • demonstrate the ability to access resources using multimedia formats • use a web browser and email effectively
2 Investigate **legislation issues** and implications of using IT	• investigate the benefits for management of using ICT • considering financial implications, investigate the legal and health and safety requirements of data protection legislation on users of ICT • investigate the legal requirements of computer misuse legislation on users of ICT
3 Evaluate **applications of IT** and relevant issues	• undertake a detailed study into three relevant ICT applications • describe a range of issues currently dominating the use of ICT in management • evaluate the influence of wider issues surrounding the impact of ICT developments on society.

Guidance

Delivery

There are practical aspects to the delivery of this unit. Many aspects of learning and assessment can involve the development of confidence and competence in the use of computers. IT skills and understanding are applied and developed by learners in most, if not all, of the other course units and exemplified by tutors in the delivery of course content and in course management.

Assessment

This unit will enable learners to integrate the development of practical IT skills with an appreciation of the role of ITC in management. Learners should demonstrate the development of competence in the range of IT applications and use of network resources. The evidence accumulated would include printed products as well as a portfolio of computer files on disk. Where applications of IT are investigated and evaluated, evidence could take the form of illustrated reports, which would require the application of IT skills to create a structured document. Presentation applications such as PowerPoint could support oral presentation by learners to peers. Facilities permitting, learners could be involved in video conferencing or in creating web pages.

Links

This unit has links with all other units in the qualification. It also has links with many of the units in the National Occupational Standards in Management, in particular:

A1: Manage your own resources

A2: Manage your own resources and professional development

A3: Develop your personal networks

B8: Ensure compliance with legal, regulatory, ethical and social requirements

E4: Promote the use of technology within your organisation

E6: Ensure your own actions reduce risks to health and safety

E6: Ensure health and safety requirements are met in your area of responsibility

E7: Ensure an effective organisational approach to health and safety.

Resources

Learners would benefit from access to computers of a sufficiently high specification to take advantage of the resources available on the internet.

Software should include: word-processing, spreadsheet, database, graphics and web browser.

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Support materials

Suggested reading

Finnegan R et al (editors) — *Information Technology*: *Social Issues* (Hodder & Stoughton Educational, 1987) ISBN: 0340416696

Mitchell W — *City of Bits* (The MIT Press, 1996) ISBN: 0262631768

Negroponte N — *Being Digital* (Coronet, 1996) ISBN: 0340649305

Wallace P — *The Psychology of the Internet* (Cambridge University Press, 1999) ISBN: 0521632943

Unit 11: Recruitment and Selection

Learning hours: 30

NQF Level 5

Description of unit

This unit is designed to develop knowledge and understanding of how to select and recruit the most suitable people. The process of recruitment and selection is not confined to people joining the organisation, but also applies to those who are coming into a department or team from within another the organisation

Learners will focus on the importance of the main stages of identifying staffing requirements, from undertaking a job analysis, through to recruitment and induction of personnel. This includes exploring methods of selection, examining interview techniques, understanding employment legislation as it affects recruitment and selection, and how to select the most suitable candidate.

Summary of learning outcomes

To achieve this unit a learner must:

1 Investigate personnel requirements and undertake a **job analysis** for an identified position

2 Examine **employment legislation** with regard to recruitment

3 Implement and evaluate the **recruitment and selection process**.

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Content

1 Job analysis

Analysis: obtain information about the content of the job, what job holders are expected to do eg overall purpose of job, nature and scope of the job, accountabilities, measures or indicators to ensure job is being performed satisfactorily, level of responsibility, working conditions, techniques for obtaining this information eg interviews, questionnaires, observation, checklists, self-description

Job description: content, format eg job title, overall purpose of job, principal accountabilities, key result areas, terms and conditions

Person specification: how this is set out defining essential and desirable requirements eg qualifications, training, experience, competences, special requirements, specific demands, organisational fit, Rodger's seven point plan — physical make-up, attainments, general intelligence, special aptitudes, interests, disposition, circumstances, Munro-Fraser fivefold grading system — impact on others, acquired qualifications, innate abilities, motivation, adjustment

2 Employment legislation

Legislation: equal opportunities, discrimination in the areas of sex, race and disability, Rehabilitation of Offenders Act 1974, ACAS codes of practice, minimum wage, working hours directive

3 Recruitment and selection process

Recruitment: select from range of methods to use as the most appropriate eg advertising in press or professional journals, advertising agencies, job centres, websites, networking

Selection: shortlisting process, assessment centres, panel interviews, pre-interview preparation, post-interview assessment and final decision making, references, the final employment offer

Evaluate: test the rigour of recruitment and selection methods by checking validity, measured by retention and development of staff, cost effectiveness of the process justifying the outcome, recording responses to advertisements, interview attendance, measuring against the overall test of the right staff in the right place at the right time

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Investigate personnel requirements and undertake a **job analysis** for an identified position	• analyse the requirement for a specific vacancy with reference to accepted models • design a job description and a person specification for the vacancy identified through the analysis
2 Examine **employment legislation** with regard to recruitment	• evaluate current employment legislation as it affects recruitment and selection of personnel
3 Implement and evaluate the **recruitment and selection process**	• devise and use appropriate documentation for selecting at least one member of staff • critically evaluate the recruitment and selection process in one organisation, making recommendations for improvement

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Guidance

Delivery

This unit would benefit from being delivered in a range of ways including case studies, role play and learner-centred learning, to enhance the learning experience. Talks from human resource practitioners and the investigation of policies and practices across a range of organisations will help develop understanding for the knowledge base required in the unit. Examples of both good and bad practice will enable learners to evaluate the effectiveness of recruitment and selection, and this can be achieved through the use of videos, case studies and role play.

Assessment

This unit lends itself to practical application of skills. It should be centred principally on the application of essential skills, knowledge and understanding within realistic situations, for example a simulated recruitment exercise could be videoed to enable critical reflection with regard to personal performance. The use of case analysis, role play and the design of requisite materials would demonstrate skills required placing particular emphasis upon the learner's own organisational practices.

Links

This unit links to the following units from the National Occupational Standards for Management:

B8: Ensure compliance with legal, regulatory, ethical and social requirements

B11: Promote diversity in your area of responsibility

C6: Implement change

D3: Recruit, select and retain colleagues

D4: Plan the workforce

D7: Provide learning opportunities for colleagues.

Resources

Case study materials, presentations from visiting human resource practitioners, visits to other organisations and internet access for up-to-date legislation and information are all recommended.

Support materials

Suggested reading

Armstrong, M — *A Handbook of Human Resource Management Practice* (Kogan Page, 2003) ISBN: 0749441054

Bratton and Gold — *Human Resource Management: Theory and Practice* (Palgrave MacMillan, 2003) ISBN: 0333993268

Mullins L — *Management and Organisational Behaviour* (Prentice Hall, 2001) ISBN: 0273651471

Searle R — *Selection and Recruitment: A Critical Text* (Palgrave McMillan, 2003) ISBN: 0403921466

Wood R and Payne T — *Competency-based Recruitment and Selection* (John Wiley & Sons Ltd, 1998) ISBN: 0471974730

Journals

Management Today (Chartered Institute of Management)

People Management (Chartered Institute of Personnel Development)

Websites

www.acas.org.uk	this site contains current ACAS leaflets and publications, advice, training and other employment information
www.bized.ac.uk	learning materials and case studies
www.cipd.uk	this site contains information about recruitment, selection and employment practices
www.managers.org.uk	website for Chartered Management Institute
www.peoplemanagement.co.uk	current online magazine of the Chartered Institute of Personnel and Development

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Unit 12: Managing Performance

Learning hours: 30

NQF Level 5

Description of unit

This unit is concerned with the functions the manager undertakes whilst monitoring and assessing the performance of colleagues. Monitoring should be seen as a developmental, as well as a supervisory process. The object of assessment is to obtain information on the performance of colleagues in a way that can be used for developmental purposes.

The unit gives learners the knowledge and skills to monitor performance, through direct observation or through review of outcomes and to undertake formal or informal assessment processes.

Summary of learning outcomes

To achieve this unit a learner must:

1   Set clear and sufficiently detailed **work objectives** for colleagues

2   Monitor and evaluate **work activities**

3   Use appropriate methods to analyse and assess **the performance of colleagues and give feedback**.

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Content

1 **Work objectives**

Principles of objective setting: translating customer requirements and organisational objectives, tensions between objectives and how to manage these, effective means of communications with colleagues, factors affecting working relationships and the politics of working relationships, diversity issues

Context of objective setting: employment agreements, regulations and codes of practice, standards of behaviour in the industry, working culture and practices

2 **Work activities**

Monitoring achievements: specification for and objectives of activity organisational procedures, quality systems, factors affecting working and performance as a team, relevance of attitudes and values, legislation and requirements relating to employment, workers' welfare and rights, health and safety

Objectives and aims: customer satisfaction, recognition of achievement, improved performance, support, improved organisation structure, values and culture

3 **Performance of colleagues and feedback**

Performance measures: types of performance measures and how to determine and set them, measuring effective performance, benchmarking performance processes, identifying causes of effective performance and underperformance

Providing feedback: appraisal processes, mentoring and counselling, interviewing processes, methods of correcting under-performance, theories and practices of motivating, legislation, codes of practice and procedures relating to disciplinary situations

Outcomes and assessment criteria

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Outcomes	Assessment criteria for pass **To achieve each outcome a learner must demonstrate the ability to:**
1 Set clear and sufficiently detailed **work objectives** for colleagues	• specify clear and sufficiently detailed work objectives for colleagues • explain and evaluate methods to clearly inform colleagues to deliver the objectives
2 Monitor and evaluate **work activities**	• monitor and evaluate work activities, ensuring these are completed according to specification • comply with relevant legislation and regulations • evaluate quality systems in an organisation
3 Use appropriate methods to analyse and assess **the performance of colleagues and give feedback**	• assess the performance of colleagues with clearly defined and relevant criteria and objectives • explore and agree with colleagues ways in which improvements to work can be gained • provide constructive and clear feedback on their performance to colleagues • correctly initiate other procedures for dealing with underperformance where appropriate

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Guidance

Delivery

Delivery will normally be a mix of lectures and seminars. Learners will be required to work on case studies and to participate in role play to allow them to practise skills. Delivery should enable learners to undertake research and investigation within their own workplace but it should be supplemented by visits to organisations, wherever possible, so that a range of operational processes may be considered. The unit should be delivered as practically as possible as it provides numerous opportunities for experiential learning.

Assessment

Evidence could be in the form of assignments, examinations and/or case studies and may encompass performance in role-play situations. Learners may be able to generate evidence of actual competence and to report on actual situations involving performance management in case studies from their workplace. Where workplace case studies are used for assessment purposes, learners should include a clear explanation of the situations and the importance of the objectives and culture of their organisation to the situation. Tutors should be aware that learners' own managerial situations, even if these are unpaid and/or part-time in nature (although the differences in managing the performance of volunteers should be remembered) could be used.

Links

The unit links with the following units from the National Occupational Standards in Management:

D1: Develop productive working relationships with colleagues

D2: Develop productive working relationships with colleagues and stakeholders

D3: Recruit, select and keep colleagues

D4: Plan the workforce

D5: Allocate and check work in your team

D6: Allocate and monitor the progress and quality of work in your area of responsibility

D7: Provide learning opportunities for colleagues.

Resources

Sufficient library resources should be available to enable learners to achieve this unit.

Support materials

Suggested reading

Armstrong M and Barron A — *Performance Management* (Chartered Institute of Personnel and Development, 1998) ISBN: 0852927274

Bentley T — *Effective Personal Appraisal* (Chandos Business Guides, 2001) ISBN: 1902375661

Fletcher C — *Appraisal* (Chartered Institute of Personnel and Development, 2004) ISBN: 1843980290

Gillen T — *Leadership Skills for Boosting Performance* (Chartered Institute of Personnel and Development, 2002) ISBN: 0852929242

Journals/newspapers

A daily broadsheet eg *The Times*, *The Guardian* and *The Financial Times*

International Journal of Productivity & Performance Management (Chartered Institute of Personnel and Development)

Many professional institutes and academic institutions publish journals relevant to this unit. Examples are:

People Management (Emerald)

Websites

There is a large number of useful websites for this unit. These can provide reports on research and current theories as well as case study materials. The following are examples:

www.accel-team.com/motivation/index.html	advice on employee motivation
www.emeraldinsight.com	management and information resources
www.managing-people-performance.com	advice on performance appraisal and management
www.peoplemanagement.co.uk	*People Management* — HR news and research

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Unit 13: Managing Quality

Learning hours: 30

NQF Level 6

Description of unit

This unit is designed to introduce learners to the concept of 'total quality' and its achievement through Total Quality Management (TQM). The origins of TQM are explored via the contributions of major theoreticians, its holistic nature is emphasised, as is the need to manage changes in both operational systems and organisational culture(s) for its successful implementation.

Learners are given the opportunity to focus on the need to empower and include individuals/teams and for monitoring/controlling their performance. In addition, learners are able to apply their understanding of the general principles of TQM via an analysis of the actions necessary to achieve one of the more common quality standards.

Summary of learning outcomes

To achieve this unit a learner must:

1   Define **total quality** and trace **the origins of TQM**

2   Explore the **aspects of culture** necessary to support a quality driven environment

3   Examine and analyse the **systems and procedures** used to monitor and control performance.

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Content

1 **Total quality and the origins of TQM**

Total quality: definitions, focus — customers, products/services, processes and people, fit for purpose — reliable, dependable, and predictable, consistent — compliance to the standard(s) required by the market, organisational processes and/or regulators, objective and subjective — defined by internal and external customer perceptions/needs

Theories: eg W Edward Deming, Joseph M Juran and Kaoru Ishikawa; Philip Crosby, A V Feiggnbaum, Shigeo Shingo, Genichi Taguchi; emphasis on internal and external customer/suppliers satisfaction and needs, driven by the desire for continuous improvement and prevention of problems (get it right first time), managed via leadership, participation and empowerment, suppliers accepted as long-term partners, information disseminated holistically, structured in terms of multi-disciplinary and multi-level teams, culture open and participatory, people encouraged to be creative and to take ownership, scope holistic/inclusive — all levels, individuals, teams, systems, clients, suppliers and functions

2 **Aspects of culture**

Culture: empowering, aspects including Quality of Working Life (QWL), team building, team maintenance, team processes, Quality Circles/Kaizen Teams, brainstorming, quality improvement teams, appraisal, training and development, counselling, mentoring, delegating

3 **Systems and procedures**

Monitor: force-field analysis, flow charts, Gantt charts, cause and effect analysis (Fishbone/Ishikawa Diagrams), statistical process control, setting standards/targets, internal service agreements, inspection and variance

Control: SMARTER planning, managing change, unfreezing/movement/refreezing, quality control, planning, policies, rules, standard operating procedures, value analysis, codes of conduct, discipline, internal service agreements

Quality standards: eg The Business Excellence Model, business process re-engineering (BRP), EN ISO 9000 Series, The Charter Mark and Investors in People (IiP)

Outcomes and assessment criteria

	Outcomes	Assessment criteria for pass
		To achieve each outcome a learner must demonstrate the ability to:
1	Define **total quality** and trace **the origins of TQM**	• define 'total quality' in a valid and relevant way, accurate to its use in TQM • analyse the origins of TQM and the contributions made by a variety of theorists, focusing on the difficulties associated with the implementation of TQM
2	Explore the **aspects of culture** necessary to support a quality driven environment	• identify the mission, aims and objectives of an organisation, explain the effect of these on the structure and culture of the organisation, and evaluate its application to quality • establish the rationale for a quality assurance system • identify and evaluate the development and promotion of continuous quality improvement within an organisation's culture
3	Examine and analyse the **systems and procedures** used to monitor and control performance	• define and evaluate quality audit systems/practice to manage and monitor quality to standards specified by the organisation and process operated • develop a detailed implementation plan to include the rationale, aims and objectives of the quality assurance system, details of how it will be implemented who will be involved, and their individual roles • devise a comprehensive flowchart clearly illustrating the stages/milestones needed to achieve a given quality standard

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Guidance

Delivery

This unit has been designed as an introduction to total quality and the culture, procedures and systems it requires for successful implementation. It is envisaged that delivery would normally be work-based with learners being encouraged to relate concepts and techniques to their own working contexts. Tutors can, however, cater for learners with little or no managerial experience of this type of activity by using relevant simulations, case studies and examples.

The techniques involved in force-field analysis and flow chart design should be introduced/reinforced and emphasised at an appropriate stage.

The unit should also stress the importance of skills such as communication, application of number and problem solving, with the holistic nature of TQM being emphasised and the need to manage the culture as well as the relevant systems being clearly explained.

Assessment

Evidence can be produced either as a response to work-related or work-based assignments **or** via the production of 'clusters' of work-based evidence. These must be clearly related to the learning outcomes and authenticated by witness testimony and/or tutor observation.

Learners must clearly demonstrate command of the knowledge, skills and understanding cited in the content section and required by the learning outcomes.

Learners' responses can be drawn from secondary research and standard texts, the application of which, however, may only be partial — so long as it clearly indicates a command of the main arguments and/or techniques associated with defining, implementing and maintaining a quality-driven environment.

The flowchart which the learners will devise as part of their evidence should clearly indicate the various stages of the action-chain necessary for achieving certification under a given quality standard — either in the learner's place of work or in a simulated work context. The required force-field analysis need only be indicative of a generalised understanding of the various countervailing pressures that may be relevant at a particular stage.

As part of the assessment process, learners should produce a work-related or work-based report focused on the actions needed to create an operational culture that is customer-focused and quality driven. The report should focuses on the introduction of techniques, systems and procedures which are needed to effectively monitor and control the performance of individuals and teams.

Links

The unit links with the following units from the National Occupational Standards in Management:

B1: Develop and implement operational plans for your area of responsibility

B2: Develop a strategic business plan for your organisation

F1: Manage projects

F3: Manage business processes.

The analysis of the cited monitoring devices needs to be of sufficient depth to enable learners to apply the models and techniques to their own work contexts, but only to a level of mathematical detail and sophistication compatible with the level 5 key skills Application of Number unit. Individual or group presentations on the application of TQM principles and procedures to their work-context would also be desirable for the acquisition of key skill evidence and competencies.

Resources

Sufficient library resources should be available to enable learners to achieve this unit.

Support materials

Suggested reading: generic texts

Cole G A — *Management Theory and Practice* (Thomson International, 2003)
ISBN: 1844800881

Mullins L — *Management and Organisational Behaviour* (FT Prentice Hall, 2001)
ISBN:0273651471

Specialised texts

Banks J — *The Principles of Quality Control* (John Wiley and Sons, 1992) ISBN: 0471620327

Bank J — *The Essence of Total Quality Management* (Prentice Hall, 1999) ISBN: 0135731143

Beckford J — *Quality: A Critical Introduction* (Routledge, 2002) ISBN: 0415259193

Bicheno J — *The Quality 60: A Guide for Service and Manufacturing* (Picsie Press, 1998)
ISBN: 0951382977

Burnes B — *Managing Change* (Prentice Hall, 2004) ISBN: 0273683365

Oakland J S — *Total Quality Management Text and Cases* (Butterworth-Heinemann, 1999)
ISBN: 0750639520

Pike J and Barnes R — *TQM in Action* (Kluwer Academic, 1995) ISBN: 0412715309

Magazines, journals and other publications

DTI Best Practice Benchmarking (Department of Trade and Industry)

DTI Total Quality Management and Effective Leadership (Department of Trade and Industry)

Management Today (The Chartered Management Institute)

Professional Manager (The Institute of Management)

Websites

www.benchmarkingnetwork.com	benchmarking training and research
www.benchnet.com	Benchnet, benchmarking exchange, advice and information
www.dti.gov.uk	Department of Trade and Industry
www.efqm.org	business advice on improving products and services
www.european-quality.co.uk	Management advice, including quality management

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www.iso9000.org   the international quality systems directory

www.quality.co.uk   the quality network

Unit 14:   Managing a Budget

Learning hours: 30
NQF Level 5

Description of unit

This unit is designed to introduce learners to the management of finance in organisations, providing the opportunity to examine a number of financial topics that directly impinge on 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 learn the main issues relating to the 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, how they behave 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 be given the opportunity to discover the value of costing techniques. They will study the issues of planning and control through the preparation of cash budgets.

Summary of learning outcomes

To achieve this unit a learner must:

1   Investigate the **principles of planning and forecasting**

2   Explore **budgets**

3   Examine **cost, cost control and break-even analysis**.

Content

1   Planning and forecasting

Planning and the decision-making framework: the 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

Forecasting and budgeting: identifying the limiting budget factor, the relevance of sales forecasting, forecasting methods, influence of economic factors and indicators, budget preparation timetable and procedure, communicating policy, initial preparation, the target setting process, negotiation and co-ordination of budgets, budget review

2   Budgets

Budgets: 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, variances in relation to sales, materials, labour, fixed and variable overheads

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

3   Cost, cost control and 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

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass **To achieve each outcome a learner must demonstrate the ability to:**
1 Investigate the **principles of planning and forecasting**	• analyse the range of plans of a given organisation • assess economic and other factors influencing the establishment of an organisation's budgets
2 Explore **budgets**	• prepare a cash budget for a given organisation • provide supporting analysis of variances, for a given organisation
3 Examine **cost, cost control and break-even analysis**	• describe clearly the operation of costs and cost control in an organisation • provide a break-even analysis

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Guidance

Delivery

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 impinge upon the decision-making process in organisations. It is essential that the delivery of the unit 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. Source documents such as published budget information should be used to encourage learners to look beyond conceptual models. Real-life case studies can be used to encourage debate and discussion.

Links could be made to other units in the programme, such as *Unit 4: Financial Awareness*, so that the management of budgets is not viewed as something separate from other business activities that take place in organisations. Links to these other units will also demonstrate the limitations associated with both forward projections and with control through the use of historic data, when attempting to manage organisations efficiently.

Delivery should focus on how learners can effectively evaluate their learning with reference to their own organisations and experience. It should also encourage learners, wherever possible, to 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 should also, through appropriate discussion, be prepared to 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, health care and local authorities, as well as the service sector and the manufacturing sector.

Learners should be encouraged, wherever possible, to investigate the approaches to budgeting in own organisations, such as construction of the budget manual, formation and structure of the budget committee, and target setting, and to critically evaluate these approaches in the light of their own learning.

Assessment

Much of this unit will involve learners critically evaluating the basic management accounting systems and procedures in their own organisations. As a result, they will have to conduct research and obtain information discreetly and should be made aware that their own organisations may be overly sensitive to any criticism and will need handling with care.

Learners should be able to demonstrate a basic understanding of the role and nature of planning as it affects an organisation and to analyse the range of plans (strategic, operational, tactical) for the organisation. They should be able to select and apply relevant approaches to forecasting, indicating limitations associated with the selected approach. Learners should be able to outline the administrative and organisational approaches to budgeting in given organisations.

Learners should also be able to identify and analyse the relationship between given budgets used by an organisation, and use cash flow techniques to set up a simple cash budget on a spreadsheet. They should be able to describe the target-setting process in general terms, identify significant variances in the budget and make some simple observations for improvements.

Learners should be able to explain the concept of cost and how costs are classified and calculated, make basic cost calculations, and identify situations in which knowledge of cost calculations would contribute to decision making. Learners should distinguish between different types of cost and use them in costing decisions.

Learners should be able to calculate marginal cost and identify its significance for decision making, to explain break-even and calculate the break-even point from any given data graphically and by formula, and to explain the significance and limitations of break-even for decision making.

Links

This unit has links with *Unit 2: Communications at Work*, *Unit 4: Financial Awareness* and *Unit 9: Decision Making and Taking.*

This unit also has links with the following units in the National Occupational Standards for Management:

B10: Manage risk

E1: Managing a budget

E2: Manage finance for you area of responsibility.

Support materials

Suggested reading

Attrill P and McLaney, E — *Management Accounting for Non-specialist, 3rd Edition* (FT Prentice Hall, 2002) ISBN: 0273655914

Broadbent M and Cullen J — *Managing Financial Resources* (Butterworth, 2003) ISBN: 0750657553

Cox D and Fardon M — *Management of Finance* (Osborne Books, 1997) ISBN: 1872962238

Drury C — *Management and Cost Accounting* (Thomson Learning, 2000) ISBN: 1861525362

Higgins R — *Analysis for Financial Management* (McGraw-Hill, 2003) ISBN: 0071232451

Lucey T — *Management Accounting*, *4th Edition* (Continuum, 2000) ISBN: 0826454089

Sleight S — *Managing Budgets* (Dorling Kindersley, 2000) ISBN: 0751307718

Other publications and websites

Professional accounting body qualifications such as CIMA and AAT contain units on budgeting and associated management accounting techniques. Their websites and other publications can provide relevant information, for example:

www.aat.co.uk   Association of Accounting Technicians

www.cimaglobal.com   Chartered Institute of Management Accountants

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Unit 15: Promoting Innovation

Learning hours: 30

NQF Level 6

Description of unit

The growing importance of innovation within organisations is well recognised. This unit draws from a range of disciplines to provide the knowledge a non-strategic manager needs to promote innovation within work groups.

Learners will explore the type of climate or atmosphere that fosters innovation and how management style and practices can influence it. Learners will develop skills in using a range of methods for helping employees to be creative and learn how to carry out innovation audits.

A combination of theory and experiential learning leads to the application of new insights and skills to real situations within organisations.

Summary of learning outcomes

To achieve this unit a learner must:

1 Investigate how to **create a climate which fosters innovation** within work groups

2 Examine methods of **unlocking creativity** amongst employees

3 Evaluate **innovation** in a work group or organisation.

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Content

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1 **Create a climate which fosters innovation**

   Context: pressures on organisations to become innovative, mature markets, global competition, shorter product life cycles

   Climate: definition of climate, influence of management style on climate

   Fostering innovation: features of climates that foster innovation eg Anderson and West's four-factor theory of group climate for innovation, vision, participative safety, task orientation and support for innovation and/or Goffee's common characteristics of businesses which deliver creativity — vision, common goals, leadership, range of communication channels, cross-functional co-ordination, cognitive conflict and fun. blocks to creativity eg work of Burnside (1990), insufficient time, status quo, political problems, evaluation pressure, relationship between innovation and learning organisations, rewards and incentives for innovation, measures for managing risk to support innovation

2 **Unlocking creativity**

   Innovation model: eg IDEAL model — identify problems and opportunities, define goals, explore possible strategies, look back and learn

   Idea generation methods: eg brainstorming — process, variations, synectics; the five psychological states — involvement and detachment, deferment, speculation, autonomy of object, hedonic response; lateral thinking — vertical versus lateral thinking; dimensions — awareness, alternatives, provocative methods, morphological analysis techniques — listing, checklists, clichés, proverbs and maxims, attribute listing, visual metaphor, mind-mapping, value analysis, forcefield analysis, free association, fishbone diagram appreciative enquiry

   Processes: eg for the evaluation, selection and development of ideas

3 **Innovation**

   Innovation: innovation audits, purpose, framework for innovation audit such as Doyle's Covering Climate (see 1), hard measures; new product development and success rates, customer satisfaction ratings, innovation/value portfolio analysis (Kim and Mugbourne 1998), policies and practices used to support innovation, cognitive styles of senior managers (Hurst et al 1989)

   Processes: selection and use of innovation audit tools, action planning to develop innovation in work groups

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Investigate how to **create a climate which fosters innovation** within work groups	• identify the existing organisational climate and its likely impact on innovative practices in the organisation • make proposals that take account of a range of factors that impact upon the climate within specified work groups • develop proposals that include actions likely to improve the climate for fostering innovation
2 Examine methods of **unlocking creativity** amongst employees	• use a range of methods of unlocking creativity • determine suitability of a range of methods for different situations
3 Evaluate **innovation** in a work group or organisation	• select appropriate tools and techniques for evaluating innovation within a work group or an organisation • use tools and techniques effectively • evaluate findings and relate to relevant theory

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Guidance

Delivery

This unit is drawn from a range of disciplines and a wide variety of learning methods can be employed. It is envisaged that learners will investigate the findings of key researchers in the field and discuss the relevance of the resulting theories using case studies or their own experiences. For the section on unlocking creativity an experiential approach is recommended so that learners can gain first-hand experience of as many methods as possible.

Although the unit could be delivered within a traditional pattern of regular group meetings it would also be especially suitable for block delivery eg a residential programme because this would afford extra opportunities for the experiential element. If a distance learning approach is adopted consideration should be given as to how the learners can experiment with the techniques.

As a Level 5 Management unit, the focus is on using the knowledge to inform developments at the non-strategic management level, although inevitably learners need to have an understanding of key strategic level issues.

Assessment

Ideally, if learners have suitable job roles and the support of senior management, all the assessments could be based on their work, paid or voluntary. Assessment instruments could include oral or written reports and a log of innovation activities and observations.

An alternative would be to use a combination of case study and experiential activities.

As a level 5 qualification, the emphasis should be on implementation within work groups rather than on organisational strategy, although learners will need to have some understanding of the strategic level issues.

Links

This unit has links with *Unit 1: Personal Development*, *Unit 3: Leadership*, *Unit 5: Managing Change*, *Unit 7: Managing Projects*, *Unit 8: Winning Teams*, *Unit 16: Managing Marketing* and *Unit 17: Enhancing Customer Value*.

The unit also has links with the following units within the National Occupational Standards in Management:

C1: Encourage innovation in your team

C2: Encourage innovation in your area of responsibility

C4: Lead change

C5: Plan change

C6: Implement change.

Support materials

Suggested reading

Boyett J — *The Guru Guide* (John Willey and Sons, 1998) ISBN: 1857882407

Carter S — *Renaissance Management* (Kogan Page, 1999) ISBN: 0749423749

Crainer S — *Corporate Man to Corporate Skunk* (Capstone Publishing, 1997) ISBN: 1841120138

Drummond G and Ensor J — *Strategic Marketing*, *Planning and Control*, *2nd Edition* (Butterworth Heinemann, 2001) ISBN: 0750652365 (for innovation audit)

Horibe F — *Creating the Innovation Culture* (John Willey and sons, 2001) ISBN: 0471646288

Lissak M and Roos J — *The Next Common Sense* (Nicholas Brealey, 1999) ISBN: 1857882407

Proctor T — *The Essence of Management Creativity* (Prentice Hall, 1995) ISBN: 013356536X

Watkins M J and Mohr B J — *Appreciative Inquiry* (Jossey-Bass/Pfeiffer, 2001) ISBN: 078795179X

Journals/magazines

Academy of Management Executive (Academy of Management)

International Journal of Project Management (Europrojex)

International Journal of Training and Development (Blackwell)

Management Today (Chartered Management Institute)

People Management (Chartered Institute of Personnel and Development)

The Professional Manager (The Institute of Management)

RSA Journal (RSA)

Other publications

Cambridge Strategy Publications offers scoreable company self-audits on:

The Business Innovation Audit

The Organisational Leadership Audit

The Organisation Shadow-Side Audit

Cambridge Strategy Publications
39 Cambridge Place
Cambridge
CB2 1NS

Website: www.cambridgestrategy.com

Websites

www.cambridgestrategy.com	see above
www.ccl.org	a non-profit educational institution offers research findings in areas of creative leadership
www.directedcreativity.com	an interesting site with a good range of information from another business creativity consultant
www.enchantedmind.com	ideas on creative thinking and some puzzles and humour

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www.gocreate.com	website of a business creativity consultant with articles on creativity
www.haygroup.co.uk	The Hay Group website has some explanations of climate
www.manaers.org.uk	The Chartered Management Institute — has searchable database which members can use to access journal articles and other publications
www.vta.spcomm.uiuc.edu/psg/psg-ov.html	a problem solving module — part of a project sponsored by US armed forces and universities

Unit 16: Managing Marketing

Learning hours: 30

NQF Level 5

Description of unit

All managers require some knowledge of marketing principles to gain a deeper understanding of their organisation's links with customers, to contribute effectively to the achievement of their organisation's marketing plans and to carry out effective internal marketing of their area of work.

Learners will study principles related to the broad management of marketing at an operational level. They will learn principles of marketing planning and management. Learners will also study marketing journals as a means of understanding how marketing professionals use recognised principles and techniques to manage marketing activities at an operational level.

The unit provides a vehicle for the development of analytical thinking skills, creative problem-solving skills and a wider knowledge of the environment within which organisations operate.

Summary of learning outcomes

To achieve this unit a learner must:

1 Analyse the contribution of **marketing principles and practices** to the attainment of organisational goal

2 Create coherent **marketing mix** proposals for a range of marketing opportunities

3 Examine **strategies for implementing marketing plans**.

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Content

1 **Marketing principles and practices**

Marketing: current accepted definitions including those of the Chartered Institute of Marketing, the contribution marketing can make to organisational performance, how marketing strategies and objectives emanate from the organisational mission statement, how marketing has changed organisations' focus towards a greater awareness of and interest in changing consumer needs/wants

Principles: macro-market analysis techniques such as SWOT and PESTLE, consideration of micro-environment factors such as stakeholder pressures and the influence of direct and indirect competitors

Practices: setting marketing objectives subject to constraints, target marketing, bases for segmenting consumer markets (geographic, demographic, psychographic and behavioural), contrasting consumer markets with organisational markets, segmentation of industrial markets, consumer versus organisational buying, buyer behaviour, motivation, perception and learning, social factors, psychological, tangible and intangible benefits of products and services, branding — importance in avoiding commoditisation, brand identity, positioning, brand extension, customer relationship management (CRM), use of information technology and CRM

2 **Marketing mix**

Coherence and marketing mix: role of market research, buyer behaviour, positioning in design of marketing mix

Product: product or service — product mix and benefits, life cycle, product strategy and new product development

Price and pricing processes: pricing strategies, positioning

Place: consumer convenience and availability, physical distribution management and integration, online channels, supply chains—- disintermediation/reintermediation

Promotion: awareness and image, the communication process, promotional mix, advertising above and below the line, public relations, sponsorship, branding, direct marketing, online methods

7Ps: the significance of the '7 Ps', adding the 'people, physical evidence and process management' dimensions to the standard '4 Ps'

3 **Strategies for implementing marketing plans**

Strategies: project management techniques, use of internal marketing principles, marketing control systems, allocation of budgetary limits to marketing-related expenditure, measures of marketing performance — eg sales, channel costs, share of voice, share of market, brand affiliation, footfall, repeat purchases, web tracking

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse the contribution of **marketing principles and practices** to the attainment of organisational goal	• relate core marketing principles and practices to relevant organisational aims and objectives • analyse their contribution in a specific organisation to the attainments of its goals
2 Create coherent **marketing mix** proposals for a range of marketing opportunities	• develop proposals to satisfy needs of clearly defined target groups • create internally coherent marketing mix proposals which support intended positioning
3 Examine **strategies for implementing marketing plans**	• recommend and justify appropriate and cost-effective implementation strategies for the achievement of specific marketing objectives.

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Guidance

Delivery

The depth of theoretical content will need to be tempered to the needs of managers rather than marketeers. An active style of learning with opportunities to discuss how theories are applied within learners' own organisations and to selected examples is recommended. There is considerable scope for the development of analytical and decision-making skills within the unit and the programme of activities should aim to develop learners' skills in these areas.

This unit could be delivered as a block, online with suitable support or as a traditional programme of classes or group meetings.

Assessment

The work presented for assessment should be compiled from learners' employment, placement or case study organisations. Since this unit has a learning hour value of 30 guided learning hours, a marketing plan is not required but the key themes from the content should be present in learners' work. In keeping with usual business practice, the work submitted should be in a professionally-presented format, making appropriate use of IT. Oral presentation is acceptable provided there is suitable evidence of individual attainment of outcomes.

Links

The knowledge and skills gained in this unit link to *Unit 2: Communications at Work*, *Unit 4: Financial Awareness*, *Unit 7: Managing Projects*, *Unit 9: Decision Making and Taking*, *Unit 17: Enhancing Customer Value* and *Unit 18: Introducing Strategy*.

This unit can provide a vehicle for learners to gain underpinning knowledge for the following units within the National Occupational Standards in Management:

B2: Map the environment in which your organisation operates

B1: Develop and implement operational plans for your area of responsibility

B3: Develop a strategic business plan for your organisation

B4: Put the strategic plan into action

C4: Lead Change

C5: Plan Change

F1: Develop and review a framework for marketing

F9: Build your organisation's understanding of its market and customers

Resources

Sufficient library resources should be available to enable learners to achieve this unit.

Support materials

Suggested reading

Davidson H — *Even More Offensive Marketing* (Penguin 1997) ISBN: 0140256911

Dibb S et al — *Marketing: Concepts and Strategies*, *4th Edition* (Houghton Mifflin, 2001) ISBN: 0395962447

Drummond G and Ensor J — *Strategic Marketing Planning and Control* (Butterworth, Heinemann, 2001) ISBN: 0750652365

Fifield P — *Marketing Strategy*, *2nd Edition* (Butterworth Heinemann, 2001) ISBN: 0582821959

Gabay J — *Teach Yourself Marketing* (Hodder Educational 2003) ISBN: 0340859466

Hatton A — *The Definitive Guide to Marketing Planning* (FT/Prentice Hall, 2003) ISBN: 0273649329

Knight P — *The Highly Effective Marketing Plan* (Pearson — Prentice Hall 2004) ISBN: 0273687867

Kotler P — *Marketing Insights from A-Z* (John Wiley & Sons Inc, 2003) ISBN: 0471268674

McDonald, M — *Marketing Plans: How to Prepare Them, How to Use Them, 5th Edition* (Butterworth Heinemann, 1999) ISBN: 0750641169

Palmer A — *A Introduction to Marketing* (Oxford University Press, 2004) ISBN: 0199266271

Journals/magazines

Admap (World Advertising Research Centre)

An International Marketing Review (Emerald)

Campaign (Haymarket Publishing Services)

European Journal of Marketing (Emerald)

Journal of Consumer Behaviour (Henry Stewart Publications)

Journal of Marketing Communications (Routledge)

Journal of Marketing Management (Westburn Publishers)

Journal of the Academy of Marketing Science (Academy of Marketing Science)

Marketing Business (The Chartered Institute of Marketing Magazine)

Marketing Intelligence and Planning (Emerald)

Marketing Week (Centaur Communications)

Revolution (Haynet)

Websites

www.brandrepublic.com/magazines/marketing	Marketing Magazine online
www.businesslink4london.com	Business Link — London with freely available resources designed to support small and medium sized businesses
www.cim.co.uk	Chartered Institute of Marketing — resources available only to members
www.hbsp.harvard.edu	extracts from Harvard Business Review article
www.knowthis.com	Know This.com — a marketing virtual library with many free articles

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www.mad.co.uk	Marketing Week Magazine online
www.marketingpower.com	American Marketing Association with access to searchable free resources
www.westburn.co.uk	Journal of Marketing Management online

Unit 17: Enhancing Customer Value

Learning hours: 30

NQF Level 5

Description of unit

Current theory suggests that, with the combined effects of the growth of technology and the spread of globalisation, economies are moving away from the industrial to what is often referred to as the third age or 'knowledge' era. Two inter-related features result from this — the continuous development of market expectations for customisation, rather than mass production of products and services and ever-increasing levels of competition to supply them. Consequently, organisations are realising that they must get closer to their customers or they will not survive.

There has been, as a result, a wide range of concepts developed to advise organisations how to achieve this new relationship with their customers-customer orientation, customer service, customer relationship management, relationship marketing, network management, customer value added, corporate inclusiveness being some of the more recent. Although they have differences, all have a common theme in the need for organisations to go beyond just knowing what customers need.

As a result, it is no longer a question of analysing market behaviour and developing products and services but of involving customers much more closely in the development processes through networking or strategies in what has become part of stakeholder inclusiveness.

This unit gives learners to come to a greater understanding of the history of this process and its consequences for product and service development today. Learners will be exploring the range of customer-related strategies that can be regarded as part of this movement and see how and where they can apply. They will also become aware of the methods of how they can be monitored and evaluated to ensure success.

Summary of learning outcomes

To achieve this unit a learner must:

1 Develop an understanding of **the need to enhance customer value**

2 Explore options for the **implementation of measures to enhance customer value**

3 Review approaches to the **monitoring and evaluation of measures to enhance customer value**.

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Content

1 **The need to enhance customer value**

Need to enhance customer value: industrial/post-industrial, Fordism and mass production, post-Fordism/third age/knowledge era, excellence theory, quality assurance, total quality management, kaizen/continuous development, business process reengineering, culture and organisational development, customer loyalty, market versus customer orientation, customer service, differentiation, enhancing customer value, competitive advantage, customisation of products and services, customer expectations, learning organisation, customisation and tailoring, economies of scale and of scope

2 **Implementation of measures to enhance customer value**

Measures to enhance customer value: customer relationship management, relationship marketing, network management, customer value added, corporate inclusiveness, quality chain, stakeholders, external customers, internal customers, listening to customers, qualitative and quantitative research, SWOT and PEST analyses, the value chain, adding value, staff suggestion schemes, links to organisational strategy, continuous learning, customer feedback loops, customer interaction centres, multiple channelling, customer databases, call centres and help desks, use of websites

3 **Monitoring and evaluation of measures to enhance customer value**

Monitoring and evaluation: SMART objectives, customer profiling and segmentation, customer research, questionnaires and surveys, primary and secondary data, research techniques, cost-benefit analysis, complaint handling, repeat business, referrals, control loop, target setting, value added, product life cycle, Boston Matrix, outcome measures, performance measures, evaluation techniques, questionnaires, customer research techniques

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Develop an understanding of **the need to enhance customer value**	- discuss the basis of the movement from industrial to post-industrial economy - differentiate between market and customer orientation processes - specify the linkage of competitive advantage and enhancing customer value
2 Explore options for the **implementation of measures to enhance customer value**	- propose methods for development of customer relationships - evaluate customer value-enhancing measures taken by an organisation
3 Review approaches to the **monitoring and evaluation of measures to enhance customer value**	- develop appropriate measures for monitoring and evaluating outcomes of the implementation of customer value-enhancing processes implemented - suggest the methods for measuring outcomes from the implementation of customer-enhancing processes - propose possible improvement in systems following monitoring and evaluation processes

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Guidance

Delivery

In addition to the necessary direct input, there is a clear need for learners to be as involved as possible in the processes ensuring customer value-enhancement. Learners need to be encouraged to actually meet an organisation's customers where possible and gain the direct experience of where value can be added. Questionnaire surveys will facilitate the learning process.

This unit is most easily achieved by investigations in learners' own workplaces but can be achieved by work placement and even by using the centre of learning as a case study. Case studies per se can be used in support or, in the last resort, as the basis of the research. Comparative study is invaluable here to ensure learners realise the range of value that can be delivered.

Assessment

Evidence of outcomes may be in the form of the following:

- a comparative investigation into the practices of organisations and their customer enhancement processes

- a group report on a number of case studies

- a report following participation in a project to develop an increased customer focus by an organisation

- a presentation following a group or individual investigation in an organisation reviewing its level of customer focus

- a report of a professional discussion on any of the above.

Links

This unit links with every other unit in this qualification to an extent. However, the unit has particular links to *Unit 2: Communications at Work*, *Unit 6*: *Managing Activities* and particularly *Unit 16*: *Managing Marketing*. It also has links to the Edexcel BTEC Level 5 Advanced Professional Qualifications in Management Studies, *Unit 17: Strategic Marketing Management*.

The unit will provide knowledge and understanding for the following units within the National Occupational Standards in Management:

F4: Develop and review a framework for marketing

F7: Support customer service improvements

F8: Work with others to improve customer service

B9: Build your organisation's understanding of its market and customers.

Resources

As suggested in the *Delivery* section, case studies as well as a good range of texts and journals need to be available. Video learning materials can also be of value. In addition learners need to read the 'broadsheet' press and weekly business magazines.

Support materials

Suggested reading

There is a growing range of books and other useful texts on the market and the list below is indicative. The list includes standard texts that need to be used appropriately, as well as some other texts that include case studies. The year of first publication has been included but the use of later editions where these are available is recommended.

Bergeron B — *Essentials of CRM: A Guide to Customer Relationship Management* (John Wiley & Sons, 2002) ISBN: 0471206032

Buttle F — *Customer Relationship Management: Concepts and Tools* (Butterworth Heinemann 2003) ISBN: 075065502X

Clegg B — *The Invisible Customer* (Kogan Page, 2000) ISBN: 074943144X

Foss B and Stone M — *Successful Customer Relationship Marketing: New Thinking*, *New Strategies*, *New Tools for Getting Closer to your Customers* (Kogan Page, 2004) ISBN: 0749435798

Gummesson E — *Total Relationship Marketing* (Butterworth Heinemann, 2002) ISBN: 0750654074

Lake N and Hickey K — *Customer service Workbook* (Kogan Page, 2002) ISBN: 0749437898

Molineux P — *Exploiting CRM: Connecting with Customers* (Hodder & Stoughton, 2002) ISBN: 0340858036

Peppers D and Rogers M — *One to One B2B: Customer Development Strategies for the Business to Business World* (Capstone, 2001) ISBN: 1841123129

Stern J M and Shiely J S — *The EVA Challenge* (John Wiley & Sons, 2001) ISBN: 047147889X

Journals/magazines

Most management journals contain some articles at least on the subject and have been included together with more specialised journals

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

Journal of Management Studies (Blackwell)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Websites

www.asa.org.uk   Advertising Standards Agency

www.bbc.co.uk   British Broadcasting Corporation

www.bized.co.uk	Business case studies for educational purposes
www.business.com	Business Search Engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.enterprisenetwork.s.co.uk	Sunday Times Archive
www.findarticles.com	Looksmart —articles published since 1998
www.ft.com	Financial Times Archive
www.instituteofcustomerservice.com	Institute of Customer Service
www.i-l-m.com	Institute of Leadership and Management
www.kmmagazine.com	Knowledge Management magazine
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Unit 18: Introducing Strategy

Learning hours: 30

NQF Level 6

Description of unit

All managers today need to take a longer-term view beyond their immediate and operational level, to develop the information needed to improve their decision making and ensure direction. This process has had several names over the years —strategic management, long-range and corporate planning, business planning and policy. Obviously there are similarities and differences in approach, dependent on the needs of the organisation and the context in which it operates.

This unit is designed to introduce operational managers to the idea of strategic management as a tool for redirecting or repositioning the firm in what it perceives through analysis, to be more advantageous areas.

The unit will explore how this can be achieved through setting clear business objectives and priorities. Learners will gain an understanding of how management needs to take a proactive rather than a reactive stance to a changing business climate.

The unit requires learners to have access to organisational plans and to senior managers who are implementing them. the unit will involve both theory and practice and develop a basic understanding of how strategic management operates in the selected organisation. Through this, learners will realise that strategic management is dynamic and ongoing.

Summary of learning outcomes

To achieve this unit a learner must:

1   Analyse the **strategic elements** of an organisational plan

2   Examine the **strategic significance** with senior management

3   Evaluate the **implications** for an operational area.

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Content

1 **Strategic elements**

Definitions and tools: relationship to values and organisational aim and culture, principles of competitive strategy, market positioning, environmental analysis and basic tools for its analysis — SWOT, STEP, value chains and stakeholder analysis, creating visions and missions, basic terminology — drift, diversification, gap analysis

2 **Strategic significance**

Development of policies and objectives: links to budgets, human resource planning, developing infrastructure, effects of organisational structure and configuration, implementation and monitoring processes, action planning, effects on stakeholders, developing communications, evaluation processes

3 **Implications**

Implications: effects at operational level, modelling and diagramming, leadership and communication styles, communicating changes, implementing monitoring and feedback methods, effects on systems and working patterns, effects on decision making and taking, implementing change

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse the **strategic elements** of an organisational plan	• summarise the processes of developing strategic elements of an organisation plan • apply appropriate tools to analyse these strategic elements • evaluate the plan in terms of future direction
2 Examine the **strategic significance** with senior management	• describe the processes of implementation of the plan • identify the effects on stakeholders • review the evaluation processes
3 Evaluate the **implications** for an operational area	• analyse the main effects of the strategic plan at an operational level • develop a strategy for communicating the changes • draw up an action plan for implementing change

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Guidance

Delivery

The learning strategy should be based on research with an element of direct input. Visiting speakers from local business and managers who work in an area of strategic management can also be of value. Learners may wish to deliver the action plan produced for the third outcome to their own team or to tutors and peers.

It is important for learners to have access to strategic plans either in their own organisation, or in another by arrangement or by a case study. Learners need access to senior managers or tutors acting as such, and also to an operational area to be able to gauge the effects locally.

The essence here is learning by observation and analysis rather than actual activity. The unit is planned so that learners can become acquainted with processes, problems and language rather than for them to undertake strategic action themselves. Learners also need to gain an appreciation of how strategic management affects other areas of management — finance, marketing, human resources, operations and communications: and learners may even wish to develop a bank of appropriate questions that they need to ask and understand.

Assessment

Evidence of outcomes will possibly need three elements:

- a written analysis of the basic thinking of a strategic plan

- records of discussions with senior management

- a presentation or report on effects at operational level.

A report of a professional discussion on any of the above can be used. A reflective report suggesting how this unit links with other units in the qualification could also be a useful addition — see below under *Links.*

Links

This unit has direct links with Edexcel BTEC Level 5 Advanced Professional Qualifications in Management Studies *Unit 4: Strategic Planning and Implementation* and *Unit 11: Strategic Review*. However, the importance of links to most other Level 5 units cannot be overstated and the points of integration with *Unit 2: Communications at Work*, *Unit 4: Financial Awareness*, *Unit 5: Managing Change*, *Unit 6: Managing Activities*, *Unit 12: Managing Performance*, *Unit 13: Managing Quality*, *Unit 14: Managing a Budget*, *Unit 15: Promoting Innovation*, *Unit 16: Managing Marketing* and *Unit 17: Enhancing Customer Value* need to be ensured.

Links can be made to the National Occupational Standards in Management:

B3: Develop a strategic business plan for your organisation

B4: Put the strategic business plan into action.

Resources

Access to local organisations is the greatest resource needed here with a case study library as back up. Local speakers can prove beneficial. Access to textbooks, journals and websites is essential.

Support materials

Suggested reading

There is a wide range of textbooks and other useful texts on the market and the list below is indicative. The list includes standard texts that need to be used appropriately as well as other texts that include case studies. The year of first publication has been included but many have been reprinted and updated over the years and the use of latest editions is encouraged.

Asch D and Bowman C — *Readings in Strategic Management* (Open University, 1989)
ISBN: 033351089

Cole G A — *Strategic Management* (Thomson Learning, 2004) ISBN: 1844800873

Grant R M — *Contemporary Strategy Analysis* (Blackwell Business, 1995)
ISBN: 1557865132

Gratton L — *Living Strategy; Putting People at the Heart of Corporate Purpose* (Prentice Hall, 2000) ISBN: 0273650157

Hussey D — *Strategy and Planning: A Manager's Guide* (John Wiley & Sons, 2000)
ISBN: 01500062

Johnson G and Scholes K — *Exploring Corporate Strategy* (Prentice, 1988)
ISBN: 027365117X

Johnson G and Scholes K — *Exploring Public Sector Strategy* (Prentice Hall, 2004)
ISBN: 0582850908

Kaplan R S and Norton D P — *The Strategy Focused Organisation* (Harvard Business School, Press, 2000) ISBN: 1578512506

Ohmae K — *The Mind of the Strategist* (Penguin Books, 1991) ISBN: 0070479046

Journals/magazines

Most management journals contain relevant articles and these have been included along with specialist journals.

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

Journal of Business Strategy (Blackwell)

Journal of Management Studies (Blackwell)

Long Range Planning (Elsevier)

MIT Sloan Management Review (MIT Sloan School of Management)

Strategic Change (Nottingham Business School)

Strategy and Leadership (Emerald)

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Websites

www.ft.com	Financial Times
www.managers.org.uk	Chartered Institute of Management
www.sps.org.uk	Strategy Planning Society

Annexe A

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule Section 96 and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for qualifications in this publication are:

100/4325/1	Edexcel Level 5 BTEC Professional Award in Management Studies
100/4326/3	Edexcel Level 5 BTEC Professional Certificate in Management Studies
100/4327/5	Edexcel Level 5 BTEC Professional Diploma in Management Studies

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Annexe B

Level indicators in the revised NQF

The level indicators proposed by QCA for the revised NQF are a guide to qualification levels.

They describe the learning and achievement that happens at each level and show how the skills and knowledge relate to job roles. The indicators are not intended to be precise or comprehensive — they are working guides. QCA will continue to review and consult on them.

The level indicators have been designed for:

- individual learners
- parents
- teachers/tutors/trainers
- careers advisers
- employers.

Framework level	Level indicators
Entry	Entry Level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
Level 1	Level 1 qualifications recognise basic knowledge and skills and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations and may be linked to job competence.
Level 2	Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.
Level 3	Level 3 qualifications recognise the ability to gain, and where relevant apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.
Level 4	Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to Certificates of Higher Education.

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Framework level	Level indicators
Level 5	Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers. Level 5 qualifications are at a level equivalent to intermediate higher education qualifications such as Diplomas of Higher Education, Foundation and other degrees that do not typically provide access to postgraduate programmes.
Level 6	Level 6 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to Bachelors degrees with honours, graduate certificates and graduate diplomas.
Level 7	Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to Masters degrees, postgraduate certificates and postgraduate diplomas.
Level 8	Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.

Currently, qualification titles such as 'certificate' and 'diploma' are not indicators of the level of a qualification.

Annexe C

Mapping against 2004 NOS in Management and Leadership

National Occupational Standards unit titles \ Edexcel Level 5 BTEC Professional Award/Certificate/Diploma in Management Studies	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
A: Managing self and personal skills																		
A1: Manage your own resources	✔								✔	✔								
A2: Manage your own resources and professional development	✔								✔	✔								
A3: Develop your personal networks	✔	✔	✔						✔									

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National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
B: Providing direction																		
B1: Develop and implement operational plans for your area of responsibility		✓				✓			✓				✓			✓		
B2: Map the environment in which your organisation operates													✓			✓		
B3: Develop a strategic business plan for your organisation									✓							✓		✓
B4: Put the strategic business plan into action						✓										✓		✓
B5: Provide leadership for your team			✓															
B6: Provide leadership in your area of responsibility	✓	✓	✓															

National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
B7: Provide leadership for your organisation																		
B8: Ensure compliance with legal, regulatory, ethical and social requirements										✔	✔							
B9: Develop the culture of your organisation			✔															
B10: Manage risk														✔				
B11: Promote diversity in your area of responsibility											✔							
B12: Promote diversity in your organisation																		
C: Facilitating change																		
C1: Encourage innovation in your team					✔										✔			

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Edexcel Level 5 BTEC Professional Award/ Certificate/Diploma in Management Studies National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
C2: Encourage innovation in your area of responsibility					✔										✔			
C3: Encourage innovation in your organisation																		
C4: Lead change		✔	✔		✔				✔						✔	✔		
C5: Plan change		✔			✔										✔	✔		
C6: Implement change			✔		✔						✔				✔			
D: **Working with people**																		
D1: Develop productive working relationships with colleagues								✔				✔						
D2: Develop productive working relationships with colleagues and stakeholders		✔						✔				✔						
D3: Recruit, select and keep colleagues											✔	✔						

National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
D4: Plan the workforce											✔	✔						
D5: Allocate and check work in your team								✔				✔						
D6: Allocate and monitor the progress and quality of work in your area of responsibility								✔				✔						
D7: Provide learning opportunities for colleagues								✔			✔	✔						
E: Using resources																		
E1: Manage a budget														✔				
E2: Manage finance for your area of responsibility				✔										✔				
E3: Obtain additional finance for the organisation				✔														

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Edexcel Level 5 BTEC Professional Award/ Certificate/Diploma in Management Studies National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
E4: Promote the use of technology within your organisation										✔								
E5: Ensure your own action reduce risks to health and safety (ENTO unit A)						✔				✔								
E6: Ensure health and safety requirements are met in your area of responsibility						✔				✔								
E7: Ensure an effective organisational approach to health and safety						✔				✔								
F: Achieving results																		
F1: Manage projects							✔		✔				✔			✔		

Edexcel Level 5 BTEC Professional Award/ Certificate/Diploma in Management Studies National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
F2: Manage a programme of complementary projects						✔												
F3: Manage business processes		✔											✔					
F4: Develop and review a framework for marketing																	✔	
F5: Resolve customer service problems (Unit 4 in Customer Service NOS at level 2)																		
F6: Monitor and solve customer service problems (Unit 4 in Customer Service NOS at level 3)																		
F7: Support customer service improvements (Unit 5 in Customer Service NOS at level 2)																	✔	

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National Occupational Standards unit titles	Unit 1: Personal Development	Unit 2: Communications at Work	Unit 3: Leadership	Unit 4: Financial Awareness	Unit 5: Managing Change	Unit 6: Managing Activities	Unit 7: Managing Projects	Unit 8: Winning Teams	Unit 9: Decision Making and Taking	Unit 10: IT for Managers	Unit 11: Recruitment and Selection	Unit 12: Managing Performance	Unit 13: Managing Quality	Unit 14: Managing a Budget	Unit 15: Promoting Innovation	Unit 16: Managing Marketing	Unit 17: Enhancing Customer Value	Unit 18: Introducing Strategy
F8: Work with others to improve customer service (Unit 3 in Customer Service NOS at level 3)		✔															✔	
F9: Build your organisation's understanding of its market and customers																✔		
F10: Develop a customer focussed organisation																		
F11: Manage the achievement of customer satisfaction		✔																
F12: Improve organisational performance																		

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