

Higher Level Qualifications Level 4 Higher Professional Diploma in Business Administration (4455)

Qualification handbook



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Introduction

1 City & Guilds vocational schemes

- 1.1 City & Guilds provides vocational certification for occupational areas at eight levels within its Progressive Structure of Awards.
- 1.2 City & Guilds has developed this scheme with the support of the City & Guilds National Advisory Committee for Senior and Higher Level Awards and a subject specific Steering Group which includes representation from Higher Education and practitioners in the sector.
- 1.3 City & Guilds does not itself provide courses but has a 120 year history of developing qualifications and providing Quality Assurance and has had a Royal Charter for these activities since 1900.

Guide to levels and qualifications

8	Level 8 Fellowship (FCGI)
7	Level 7 S/NVQ 7, Master Professional Diploma, Membership (MCGI), ILM Executive Diploma in Management
6	Level 6 S/NVQ 6, Graduateship (GCGI)/Associateship (ACGI)*
5	Level 5 S/NVQ 5
4	Level 4 S/NVQ 4, Higher Professional Certificate/Diploma, Licentiatehip (LCGI), ILM Diploma in Management
3	Level 3 S/NVQ 3, Advanced Professional Certificate, Advanced Vocational Certificate in Education, ILM Certificate in First Line Management, Pitman Qualifications – Advanced/Professional, Pitman Qualifications – Level 3
2	Level 2 S/NVQ 2, Intermediate GNVQ, ILM Certificate in Team Leading, Pitman Qualifications – Intermediate, Pitman Qualifications – Level 2
1	Level 1 S/NVQ 1, Foundation GNVQ, GCSE, Pitman Qualifications – Elementary/Essential, Pitman Qualifications – Level 1

*Only graduates of the City and Guilds College, Imperial College of Science, Technology and Medicine are awarded the Associateship (ACGI)

2 City & Guilds Higher Level Qualifications

- 2.1 The City & Guilds Higher Level Qualifications have been developed in response to:
- government initiatives to increase the numbers participating in higher level education and training and Lifelong learning
 - the emergence of QCA design principles for the submission of higher level vocational qualifications (excluding NVQs and degrees) into the National Qualifications Framework
 - a need from existing City & Guilds customers for higher level qualifications which offer a progression route from traditional level 3 and 4 qualifications
 - a City & Guilds initiative to offer its customers the full range of vocational qualifications from the basic to the highest levels.
- 2.2 These qualifications have been designed to:
- combine the development of knowledge, understanding and skills in a variety of vocational areas
 - equip the individual with a flexible programme of study which will provide the relevant level of knowledge and skills that are needed in the world of work
 - meet employer needs and reflect the knowledge areas expressed in the relevant National Occupational Standards and/or professional standards or frameworks.
- 2.3 The design and development of the Level 4 City & Guilds Higher Professional Diploma (HPDs) reflects an outcomes-based model that meets the requirements for Certificate Level (Level 1 HE) outcomes under the Framework for Higher Education Qualifications. This articulation facilitates the use of the HPD as the first year of a two-year Foundation Degree. Please see the City & Guilds publication: *Further Education and Higher Education working together to deliver Foundation Degrees*.
- 2.4 It is anticipated that potential candidates for these qualifications will currently be in work or have access to work placement but require a mechanism for the acquisition of relevant knowledge. In the first instance it is expected that many of these individuals will undertake the City & Guilds Higher Level Qualifications on a part-time basis, ie half day and evening, evenings only or as block release. However, there is also potential for these qualifications to be delivered as full-time programmes.
- 2.5 It is likely that these qualifications will be delivered in
- colleges
 - training organisations
 - higher education institutions.
- 2.6 In the future, City & Guilds plans to develop with partners a range of mechanisms such as website material and open learning packages to promote flexible delivery to the individual where suitable materials do not already exist to support the Lifelong Learning agenda. In addition, reference should be made to the 'Guidance' sections within the units.

- 2.7 Some of the content covered in the units of the Higher Professional Diploma in Business Administration can contribute to the underpinning knowledge of S/NVQs. Effective delivery mechanisms could connect the delivery of units from both qualifications in a coherent, linked fashion for candidates.

3 The qualification

3.1 **The Higher Professional Diploma in Business Administration:**

- has been accredited by QCA as a Level 4 qualification on the National Qualifications Framework
- offers candidates an up-to-date, dynamic programme focussing on the broad range of knowledge and skills relevant to the organisations in which they work
- provides a progression route for candidates currently working in business administration or financial services, and/or with a Level 3 qualification, such as the S/NVQ in Administration/Accounting/Customer Service, or City & Guilds Certificate in Business Administration/Customer Service/Management
- can be contextualised within a private, public or voluntary sector office environment
- reflects an outcomes-based model that meets the requirements of Certificate Level (HE Level 1)
- is designed to provide progression onto the second year of a related Foundation (or Honours) Degree
- relates to the knowledge areas of the Level 4 Business Administration National Occupational Standards to ensure employer and QCA acceptability
- comprises 12 units, equating to a total of 120 credits, which can be accredited separately
- is likely to be delivered primarily as a 2 year part-time course for individuals in work or with access to work placement
- enables candidates to reflect on their own personal and professional development, identifying strengths and areas for further development
- is assessed by means of centre-devised assignments, based on the assessment requirements of each unit, and externally moderated by City & Guilds.

3.2 **Aims**

The Higher Professional Diploma in Business Administration is designed to prepare candidates:

- for work roles with responsibility for designing, operating and monitoring business administration systems
- for work roles supervising staff undertaking business administration functions
- for progression onto related Foundation or Honours Degree programmes, or professional qualifications.

4 General structure

- 4.1 In order to achieve the full Higher Professional Diploma in Business Administration, candidates must successfully complete all 12 units. It has been designed as a 480 guided learning hours programme deliverable most probably part-time, but possibly as a full-time programme. An example of mode of study could be 2 years part-time (6.5 hours/week). The recommended total of notional learning hours for this award (including guided learning hours) is 1200 hours (120 credits).
- 4.2 The award has been designed to provide a set of units which will form the basis of a coherent and targeted course of study.

The table below shows the award structure in terms of mandatory and optional unit combinations.

Award structure

Block A	Block B
Mandatory All six of:	Optional Six of:
Financial management	Analysing and presenting quantitative data*
Law and the business organisation	Budgeting and cost control
Business organisation	Financial appraisal and accountability
Using information systems in business administration	Marketing in business administration
The Organisational Environment	Sales administration and customer service
Personal and Professional Development	Purchasing and contracting with suppliers
	Insurance and risk in the organisation
	Planning and organising formal meetings
	Leading and developing a work team
	Recruiting, selecting and developing new staff
	Ensuring a healthy, safe and secure working environment
	Quality improvement
	Equal rights and diversity in the workplace
	Project management using ICT
	Applying ICT to optimise business operations
	Applying ICT to manage strategic information

*NB For those candidates using the Business Administration HPD as the first part of the University of Hertfordshire's Foundation Degree in Leadership and Management, this unit is mandatory.

- 4.3 Success in each unit within the qualification will be recognised by the issuing of a City & Guilds Certificate of Unit Credit. Achievement of all 12 designated units will result in a City & Guilds Higher Professional Diploma being issued.
- 4.4 As far as possible the units have been expressed in a standard format which fits with QCA Design Principles for Higher Level Vocational Qualifications. Each unit comprises:
- *Unit Title*
 - *Unit Summary*
 - *Aims*
 - *Outcomes* – statements of what the candidate is expected to achieve
 - *Unit Content* – specifies all the learning the students need to apply and draw upon in order to be able to produce evidence indicated in the assessment section which addresses outcomes. In addition, it provides guidance to tutors in the design of their programmes and can be used as a diagnostic tool to identify areas of weakness when candidates have not been able to achieve outcomes.
 - *Assessment* – specifies what candidates need to produce to show that they have met the outcomes. A form of evidence, eg a report, is indicated in this section, but different forms of evidence such as a case-study, presentation or a piece of practical work accompanied by appropriate research and information gathering activity are valid as long as they provide the opportunity for candidates to produce evidence of comparable quantity and quality and to meet the same outcomes.
 - *Guidance* – on delivery, on assessment, links with other units/qualifications, resources. Guidance also on Key Skills signposting – suggestions on where evidence could contribute to the Key Skills of Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others, and Problem-Solving .
- 4.5 Each unit should be allocated one grade: **Pass**, **Merit** or **Distinction**. In order for candidates to achieve a **Pass**, it is necessary for them to produce evidence which clearly shows that all the assessment requirements (and therefore all the outcomes) have been met. In addition, the overall quality of the work should be of a satisfactory and reliable standard.
- 4.6 To gain a **Merit** grade, candidates will, in addition to meeting the **Pass** requirements, need to produce work which meets all of the criteria detailed in the **Merit** column. To gain a **Distinction** grade, candidates will need to meet both the **Pass** and **Merit** requirements and produce a high standard of work as reflected in the **Distinction** column.
- 4.7 The criteria for **Merit** and **Distinction** focus on the quality of the work, and the way in which candidates have approached it. The criteria have been written to specify the requirements in terms of 'better' (not 'more') work.

4.8 The grading criteria

4.8.1 Unit grades

Each unit within the qualification should be graded on the following basis:

Pass: Candidates must meet the assessment requirements and outcomes in the unit specifications

Merit: Candidates must achieve a Pass and in addition achieve at least 14 marks from the Merit descriptors in the table below

Undertake research with minimum guidance from tutors/assessors (1) select and use a wide range of appropriate research sources (1) , record and analyse data/information accurately (1) to draw valid conclusions (1)	4 marks
Present and analyse information and ideas accurately and clearly (2) , using a well-structured format and appropriate technical language (2)	4 marks
Demonstrate effective and consistent application and development of work-related skills (2) knowledge and understanding (2)	4 marks
Demonstrate management of time, resources and learning (2) and an ability to analyse and reflect upon own ideas and actions (2)	4 marks

Distinction: Candidates must achieve a Merit and in addition 16 marks from the Distinction descriptors in the table below

Define the focus and scope of research (1) , carry out research independently (1) evaluate the suitability of research sources and methods used (1) , analyse and verify data/information (1) to develop an appropriate work strategy (1)	5 marks
Consolidate and present complex information and concepts fluently and persuasively (2) with evidence of an original and imaginative approach (2)	4 marks
Evaluate and synthesise relevant work-related skills, knowledge and understanding (2) and use these to justify conclusions and recommendations (2)	4 marks
Demonstrate consistently good management of time, resources and learning (2) and an ability to identify areas for development and improvement by critically reflecting upon own ideas and actions (2) employ appropriate methods to resolve unpredictable problems (1)	5 marks

4.8.2 Calculating an overall grade for the qualification

Each unit/credit grade achieved by the candidate should firstly be converted into **points** as follows:

Pass = 1

Merit = 2

Distinction = 3

Then, the **points** should be aggregated and converted into an overall score and corresponding grade for the whole qualification as follows:

Pass = 12-17

Merit = 18-27

Distinction = 28-36

NB Achievement of all 12 designated units is necessary for the full award. It is therefore necessary for candidates to achieve a minimum of 1 point for each of the units.

5 Course planning and delivery

- 5.1 In terms of delivering Higher Level Qualifications, the emphasis is expected to be on the relationship between the content of the unit and the demands made on the individual by their existing or future job.
- 5.2 As long as the assessment requirements of units within the Higher Level Qualifications are met tutors/lecturers can design courses of study in any way which they feel will meet the needs of their candidates as individuals. There are opportunities for aspects of Key Skills: Communication Skills, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving to be covered as appropriate throughout the teaching programme at Level 4. Please see the Key Skills Signposting section within each unit.
- 5.3 It is essential that candidates and tutors/lecturers are aware of health and safety considerations at all times. The need to ensure that candidates preserve the health and safety of others as well as themselves should be emphasised.
- 5.4 Equal opportunity issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of the programme.
- 5.5 Candidates are likely to come from a variety of backgrounds, in that they will have had different education, training and work experiences and they will also have differing ambitions and opportunities. Tutors/lecturers may therefore find it helpful to
 - conduct an initial assessment of achievement for each candidate, so that prior learning and experience can be established and assessment strategies agreed
 - consider the best approaches to learning for each candidate.

- 5.6 Tutors/lecturers need to make these judgements by referring to the requirements of Higher Level Qualifications and establish what candidates already know and can do, to clarify where they need further preparation before assessment.
- 5.7 During this initial assessment tutors/lecturers are likely to consider what, if any
- previous educational qualifications the candidates have, what training they have had and in particular what experience they have had in relevant vocational programmes and Key Skills
 - previous and current practical work experience the candidate has which is relevant to the aims of the scheme and from which relevant skills and knowledge may have been informally acquired.
- 5.8 When selecting appropriate approaches to learning and locations, tutors/lecturers are likely to consider the result of the initial assessment as well as the availability and suitability of open or distance learning materials and other resources, or co-operative working with other centres.
- 5.9 Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to provide comments on their progress and course from their own personal perspective.
- 5.10 Some centres use a 'self-directed study' or 'negotiated approach' in terms of assignment design to enable candidates to tailor their response to a particular work opportunity or scenario. Tutors meet with candidates individually to discuss the learning outcomes of the unit and negotiate assignments which will allow the achievement of the criteria and relate to the candidate's work context or experience. Centres have the flexibility to work with candidates in terms of the context of the assignment or the presentation format of the assessment, as long as the specified requirements are met.
- 5.11 Consideration should be made regarding candidate access to certification for the Higher Level Qualification. In cases where the HLQ is the first part of a Foundation (or Honours) Degree, the candidate must be made aware of and **enabled to gain City & Guilds certification** for the HLQ part of the award.

6 Entry requirements

- 6.1 City & Guilds Higher Level Qualifications have been designed primarily for those in work, or with access to work experience as the specifications are vocationally relevant to the needs of the sector. In addition, given the high level of understanding and skills required of the qualification, it is likely that in order for prospective candidates to cope with the demands of the programme and achieve their full potential, they will have acquired one of the following:
- S/NVQ in Administration at Level 3
 - S/NVQ in Customer Service at Level 3
 - S/NVQ in Contact Centre Operations at Level 3
 - S/NVQ in Occupational Health and Safety at Level 3
 - S/NVQ in Procurement at Level 3
 - S/NVQ in Management at Level 3
 - a relevant Level 3 vocationally-related qualification eg City & Guilds Certificate in Business Administration/Customer Service
 - AVCE in Business Studies
 - A level of expertise commensurate with Level 3 in the National Qualifications Framework which has been acquired through work experience and can be demonstrated through an APL procedure.
- 6.2 In addition, prospective candidates should demonstrate that they are sufficiently mature, capable and motivated to meet the requirements of the programme and should be able to provide evidence of a range of relevant practical skills.

7 Assessment

- 7.1 Assessment is by means of centre-devised assignments which should provide the opportunity for the assessment requirements of the unit to be achieved. Please refer to Appendix A for guidance on assignment design.
- 7.2 Each unit has its own assessment which must be rigorous and fit for the purpose for which it is designed. The purpose of the assessment is for candidates to demonstrate that they have fulfilled the outcomes of the unit and achieved the standard required of the award they seek.
- 7.3 Assessment must reflect the achievement of the candidate in fulfilling the assessment requirements, which are related to a consistent national standard. The assessment must therefore be carried out by competent and impartial assessors and by methods which enable them to assess a student fairly against the set requirements. This process will be monitored by the appointment to each centre of a City & Guilds External Moderator who will be responsible for upholding the subject standards to a national level.
- 7.4 Centres must design a selection of assignments **prior to the start of the course**, so that there is an opportunity to obtain some feedback on their suitability from the Higher Level Qualifications External Moderator.

7.5 Assignments should be designed to provide candidates with the opportunity to meet the unit outcomes and, where applicable, the grading criteria.

7.6 It is important for centres to use an integrated approach (ie content which effectively links across two or more units) in relation to at least one assignment. In the Higher Professional Diploma in Business Administration, there are a number of units which have links and could potentially form the basis for the development of an integrated assignment including:

Unit 1: Financial Management **with** Unit 8: Budgeting and Cost Control **or** Unit 9: Financial Appraisal and Accountability

Unit 3: Business Organisation **with** Unit 5: The Organisational Environment

Unit 2: Law and the business organisation **with** Unit 12: Purchasing and Contracting with Suppliers **or** Unit 16: Recruiting, Selecting and Developing New Staff **and/or** Unit 19: Equal Rights and Diversity in the Workplace

The approach to marking/assessing integrated assignments should enable an individual grade to be allocated to each unit covered, for the purposes of grading calculations, etc.

7.7 Assignment design should take account of opportunities for the **Merit** and **Distinction** criteria to be met for those candidates with the potential to achieve a higher grade. For instance, the grading descriptors (see page 12) reflect the need for students to carry out research with increasing degrees of independence and also to take more responsibility for the learning process.

7.8 Centres must ensure that both the marking criteria and candidate guidance for assignments relate to the assessment requirements and outcomes identified in the unit. Assignments (including candidate guidance and marking criteria) together with candidate evidence must be available for checking by the Higher Level Qualifications External Moderator.

8 Approval of centres

8.1 Centre approval procedures

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the qualification **approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications – a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Approval applications for this qualification should be sent to the **HLQ Department at City & Guilds, 1 Giltspur Street, London EC1A 9DD**. The HLQ Department will support new centres and appoint an External Moderator to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

8.2 Centre staff qualifications

It is important that centre staff involved in delivery, assessment, and internal moderation have appropriate knowledge and skills to ensure effective provision of Higher Level Qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC/HND/HPD or MPD/NVQ in an appropriate subject with 3 years relevant sector experience.
- or**
- Level 3 qualification in an appropriate subject with 5 years relevant sector experience at senior/managerial level.
- or**
- 7 years proven experience in the sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy. (In certain circumstances this may be negotiable on discussion with the external moderator).
- and**
- A Cert Ed/equivalent teaching qualification and/or 2 years teaching/training experience.

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Please note: Centre staff may undertake more than one role eg tutor and assessor but must never internally moderate their own assessments.

If additional experts (eg workplace practitioners) involved in the delivery of the programme do not have the necessary teaching qualifications or experience, it is necessary for any assessment they undertake to be second-marked by a qualified member of staff and form part of the internal moderation process.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and moderation remains current, and takes account of any national or legislative developments.

9 The quality assurance system

9.1 It is important that centres have effective internal quality assurance to ensure optimum delivery and accurate assessment of the Higher Level Qualifications. It is expected that the centre will appoint a Scheme Co-ordinator/Internal Moderator who will ensure that assessment is subject to a suitable and agreed system of internal moderation. In addition, City & Guilds appoints a subject-specific External Moderator to monitor standards, provide advice and guidance, and confirm results. The following roles are key to successful implementation and assessment of these schemes.

9.2 **The role of the Qualification Co-ordinator/Internal Moderator is to:**

- liaise with City & Guilds (including completion of Form APU – Approval Update – to notify City & Guilds of any change in details previously provided)
- ensure that all staff are appropriately qualified to deliver and assess the qualification (see 8.2)
- plan and manage the implementation of the qualification
- ensure there are adequate resources – both staff and materials
- keep staff who are involved in the delivery of the qualification informed of any changes to the scheme documentation made by City & Guilds
- establish and monitor candidate support systems
- ensure all staff carrying out assessment are familiar with and understand the specifications and assessment requirements
- discuss and ensure the implementation of any action agreed with the external moderator as a result of the outcomes of the approval or any subsequent visits
- ensure that assignments and candidate evidence are available and clearly organised and accessible for the external moderator
- ensure that all City & Guilds documentation is completed when required
- manage the **internal moderation** process within the centre

- ensure that there is a consistent interpretation of the requirements in the delivery of the award through standardisation procedures and meetings
- ensure that policies for equal opportunities, complaints and appeals are effectively operated
- provide feedback or relevant documentation relating to standardisation procedures to the external moderator.

9.3 The **internal moderation** process should provide a sampled check of all aspects of the assessment process and should take account of:

- all candidates for each student group
- all tutors
- all assignments
- all forms of assessed work
- all grades of performance.

In addition, confidence in the validity, reliability, sufficiency and authenticity of the centre's assessment practice must be established by these internal checks. Consequently, they must show that work assessed as satisfactory or better is:

- the candidate's own work
- sufficient and appropriate to meet the requirements of the specification
- at the correct level
- free from assessor bias.

One of the strategies to be included in internal moderation is double marking of a representative sample of candidates for each assignment.

9.4 **The role of the Tutor is to:**

- ensure that each candidate is fully briefed on the characteristics of this qualification (eg approach to assignment delivery, grading)
- design assignments according to City & Guilds requirements which provide opportunities for the assessment requirements and, where applicable, the grading criteria to be met
- assess the extent to which the candidate's work contains evidence demonstrating that the assessment requirements have been met
- exercise judgement on claims for Accreditation of Prior Learning (APL), as appropriate
- provide each candidate with prompt, accurate and constructive feedback
- keep accurate and legible records
- assist in the centre's internal moderation by carrying out double marking, as required
- meet with the co-ordinator and other tutors to monitor, agree and maintain standards.

9.5 **When carrying out monitoring visits and external moderation visits, the External Moderator will carry out checks to ensure the following:**

- continued compliance with centre approval criteria
- effective scheme co-ordination
- effective internal quality assurance systems by sampling assessment activities, methods and records
- consistent interpretation of the specified standards
- appropriate and accurate grading of the completing candidates
- centre documentation meets the specified requirements
- effective appeals, complaints and equal opportunities provision.

9.6 **The role of the External Moderator, in relation to assessment, is to ensure that:**

- the assignments set by the centre are relevant, meet the specifications and are at the correct level
- centres interpret assessment standards fairly, consistently and accurately
- centres are following the assessment specifications published by City & Guilds
- centre documentation meets the requirements of City & Guilds
- judgements on APL are fair, consistent and appropriate
- centres carry out internal moderation of candidate work.

The External Moderator will:

- independently assess a piece of work from every candidate against the specifications and provide feedback
- sample and confirm grading decisions

and will require to see:

- a record of all units completed by candidates
- the assignments (including any candidate guidance and marking criteria) and internally assessed work by all candidates for whom the centre intends to seek certification
- a record of tutors showing their teaching/assessment responsibility for the units
- evidence of internal moderation and standardisation procedures.

10 Summary of registration and certification procedures

10.1 Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

Please note that the centre should ensure that candidates are registered for this qualification with City & Guilds **within 12 weeks** of enrolling at the centre. The external moderator will be unable to check any evidence from a candidate that has not been registered with City & Guilds for the qualification.

Please also note that final results for the qualification should not be submitted until they have been agreed by the external moderator.

- 10.2 Centres must retain copies of candidate assessment records for at least three years after certification.
- 10.3 After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.
- 10.4 A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved the unit. They do not need to wait until the full programme of study has been completed.
- 10.5 Full certificates are only issued to candidates who have met the full requirements of the qualifications, as described in section 4.2 'Award structure'.

11 Appeals

- 11.1 This section relates to appeals against results from assessment of evidence.
- 11.2 It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission. If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the external moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the external moderator and/or City & Guilds as appropriate.
- 11.3 City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to formally appeal to City & Guilds regarding assessment decisions using the designated procedures.

11.4 All appeals must be made to City & Guilds Appeals Co-ordinator, Co-ordinated Services (Assessment Support). Applications should be made as soon as possible after the assessment concerned and, at the latest, within three months of the issue of results.

12 Equal opportunities

12.1 Access to these awards is open to all entrants, irrespective of gender, race, creed, age or special needs. The course tutor will ensure that no candidate is subject to unfair discrimination on any of these grounds in relation to access to assessment. City & Guilds will monitor the administration of these awards through external moderation to ensure that this policy is adhered to.

13 Further progression with City & Guilds and the Institute of Leadership & Management

Achieving a City & Guilds Higher Level Qualification provides the opportunity to also gain a Senior Award from City & Guilds and/or a grade of membership from the Institute of Leadership & Management.

Senior Awards are available at three levels and are offered under City & Guilds Royal Charter. They recognise a combination of academic achievement and vocational skills.

The **Institute of Leadership & Management (ILM)** is part of the City & Guilds Group. It is a professional body dedicated to raising leadership and management capability through qualifications, learning support, publishing and membership services across all sectors and at all levels.

Higher Level Qualification	Senior Award	ILM Membership grade
Master Professional Diploma + 10 yrs management experience	Membership (MCGI) in Management (Masters Degree level)	ILM Fellow (FInstLM)
Master Professional Diploma + 5 yrs management experience	Graduateship (GCGI) in Management (Honours Degree level)	ILM Fellow (FInstLM) or ILM Member (MInstLM)
Higher Professional Diploma + 5 yrs vocational experience	Licentiate (LCGI) in Management (Foundation Degree level)	ILM Member (MInstLM)

In order to gain the relevant Senior Award you will need to submit a copy of your Higher Level Qualification certificate, full CV and an endorsement of your vocational experience from a senior manager. All Senior Award holders receive a diploma, post nominal letters, and the opportunity to attend the yearly graduation ceremony.

If you would like more details please contact Senior Awards on 0207 294 8220, email senior@cityandguilds.com, or write to us at City & Guilds, 1 Giltspur Street, London, EC1A 9DD.

For more information about gaining ILM membership or any other ILM services please contact the membership team on 01523 251346 or email membership@i-l-m.com

The units

The units of the Professional Diploma in Business Administration have been licensed by the Department of Health to City and Guilds. Accordingly **City & Guilds has copyright of the content of the award** and it is an offence to replicate and use the units for any other purpose than for the registration of candidates and delivery of the award.

The following pages detail the unit specifications for this scheme.

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Higher Level Qualifications Level 4 Higher Professional Diploma in Business Administration (4455)

The units

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Unit 1

Financial management

Unit summary

This unit is concerned with the monitoring and control of the financial resources of an organisation. In a competitive environment the organisation which can operate effectively, efficiently and economically will be pro-active in their evaluation of the impacts of change or new opportunities. The unit focuses on the practical application of various accounting techniques, which will allow the manager to make an accurate evaluation of the impact of a variety of decisions on the financial capabilities of the organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- acquire practical skills and techniques
- apply those techniques to the evaluation, monitoring and control of the organisation's financial resources
- understand the role of financial management in the achievement of the organisation's objectives and in the wider business environment.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 assess the basic need for a financial planning cycle and the role of budgets in meeting the strategic aims of an organisation
- 2 evaluate the basic use of the accounting function and use of costs and capital investment appraisal to inform business decisions within the requirements of the regulatory framework
- 3 demonstrate an understanding of the purpose of financial statements for organisations
- 4 interpret and analyse a variety of financial statements used by public and private sector organisations.

Unit 1 Financial management

Unit content

Outcome 1

Assess the basic need for a financial planning cycle and the role of budgets in meeting the strategic aims of an organisation

The candidate knows how to:

- define the nature of organisational objectives such as profitability, solvency, asset utilisation and investment, sustainability, social and/or economic development, and explain how financial planning would support these
- discuss the steps involved in budgetary planning and show an understanding of the limitations and advantages of budgets (both Fixed and Flexible)
- evaluate the implications of operating a budgetary control system – variance analysis, negotiation, staff inputs, control
- explain break–even analysis, Last in First Out (LIFO), First in First Out (FIFO), contribution and recovery calculations.

Outcome 2

Evaluate the basic use of the accounting function and use of costs and capital investment appraisal to inform decisions within the requirements of the regulatory framework

The candidate knows how to:

- demonstrate an understanding of the need for accounting records and the processes of recording financial information
- explain the difference between financial and management accounting, and the legal and professional regulations which apply
- explain the role of costing, concepts of cost units, cost centres, direct and indirect costs and their classification
- explain the value of capital investment project evaluation, the factors to be taken into consideration such as funding, lifecycle, discounted and present value, different rates of return.

Outcome 3

Demonstrate an understanding of the purpose of financial statements for a variety of organisations

The candidate knows how to:

- define the purpose, structure and layout of a profit and loss and revenue and expenditure account, and a balance sheet
- explain the requirements and the importance of published accounts in different types of public and private sector organisations
- demonstrate an appreciation of the need for cash flow statements and how this relates to other areas of operations in the organisation
- evaluate the links between the financial statements and their part in informing stakeholders and managers of the organisation's performance.

Unit 1 Financial management

Outcome 4

Interpret and analyse a variety of financial statements used by public and private sector organisations

The candidate knows how to:

- illustrate the use of the main tools of analysis:
 - ratios
 - stock valuation
 - vertical analysis
 - horizontal analysis
 - trend analysis
 - best value analysis
- recognise external and internal market factors, which have had an impact on performance or projects and other ethical, environmental, or moral factors, which may impinge
- make recommendations for adjusting budgets, forecasts and targets for annual accounts or project accounts
- discuss the strengths and weaknesses of various appraisal techniques such as cost benefit analysis, software programmes and accuracy of financial techniques for calculating returns or 'business' decision making.

Assessment

The outcomes of this unit will be assessed on production of:

An appraisal of the financial performance of an organisation using four different methods of financial analysis appropriate to the sector.

- The word-processed report, of approximately 2,500 words, should be a comparative analysis of the organisation's performance over 2 consecutive years and may include appropriate comparative data from a 'like' or benchmark organisation.

or

- A 20 minute presentation using a variety of visual aids, which makes an assessment of a capital investment project which an organisation has undertaken. The presentation should show:
 - an analysis of the appraisal techniques used and how these were applied
 - how non-financial aspects of the project were considered
 - congruency of objectives and outcomes with reasons for variance
 - reporting mechanisms or most recent progress accounts
 - recommendations, which might be applied to future similar projects.

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Unit 1 Financial management

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.
- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications

This unit has links with Unit 3: Business Organisation, Unit 4: Using information systems in business administration, Unit 8: Budgeting and Cost Control and Unit 9: Financial Appraisal and Accountability, within this qualification.

It also links to the Level 4 National Occupational Standards in Management and Leadership, as follows:

Unit E2. Manage finance for your area of responsibility

Unit 1 Financial management

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in financial management and include:

Cox D & Fardon M – *Management of Finance* (Osborne Books, 1997)

Mott G – *Investment Appraisal* (2nd ed. (M&E Handbooks, 1993)

Atkinson A et al – *Management Accounting* (Prentice Hall International, 1996)

Knott G – *Financial Management* (Macmillan Press Ltd, 1998)

Atrill P & McLaney E – *Management Accounting for Non-Specialists* (Prentice Hall, 1998)

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Unit 2

Law and the business organisation

Unit summary

This unit is about the legal environment and how it affects public and private sector organisations.

As society becomes increasingly litigious, organisations, their employees and customers are increasingly aware of legal rights and possible financial compensation. This is particularly the case for larger organisations with more financial resources. The threat of negative publicity is a further reason why organisations need to be vigilant in this area.

This unit aims to achieve a balance between legal awareness and practical considerations when examining an organisation's relationships with its stakeholders. It seeks to provide an overview of the principal laws relevant to most public and private sector organisations and an appreciation of their inter-relationship.

It will be necessary for reference to other UK legal systems and substantive areas of law to be made, as appropriate, where the unit is being delivered outside England.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- recognise the legal issues that may arise in a public or private sector organisation
- acquire an understanding of the key legal areas which may impact on the organisation
- use legal theory to resolve management problems, balancing both legal and practical considerations.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 understand the basic operation of the English legal system, including the role of European law
- 2 explore how different types of consumer law might impact upon management decisions and how any legal issues might be addressed
- 3 research employment laws and assess how they will affect the relationship between an organisation and its workforce, identifying solutions, as appropriate
- 4 demonstrate how legal considerations relating to the external environment might be applicable in a public or private sector organisation.

Unit 2 Law and the business organisation

Unit content

Outcome 1

Understand the basic operation of the English legal system, including the role of European law

The candidate knows how to:

- differentiate between civil and criminal law
- understand the basic court structure, including the role of the European Court
- recognise the different sources of law
 - legislation
 - case law
 - European law
- identify different types of legal advice available for organisations, such as
 - Department of Trade and Industry
 - Office of Fair Trading
 - trade associations.

Outcome 2

Explore how different types of consumer law might impact upon management decisions and how any legal issues might be addressed

The candidate knows how to:

- describe the different consumer laws affecting organisations
 - business contracts
 - Sale of Goods Act
 - Supply of Goods and Services Act
 - Trade Descriptions Act
 - Consumer Credit Act
 - Consumer Protection Act
 - Negligence
- explain which laws have the greatest impact on the organisation
- assess the impact of these laws upon an organisation.

Outcome 3

Research employment laws and assess how they will affect the relationship between an organisation and its workforce, identifying solutions, as appropriate

The candidate knows how to:

- identify employment laws relevant to an organisation
 - the employment relationship
- employees
- self employed
 - the contract of employment
 - vicarious liability
 - common law rights and duties ie respect and confidentiality
 - statutory rights and duties ie discrimination and health and safety
 - termination of employment

Unit 2 Law and the business organisation

- dismissal
- redundancy
- assess how such employment laws may influence business decisions
 - relationship between laws and policies/procedures ie harassment policy/consultancy procedure
 - decisions re treatment of staff
 - rationale for decisions.

Outcome 4

Demonstrate how legal considerations relating to the external environment might be applicable in a public or private sector organisation

The candidate knows how to:

- describe relevant laws relating to the organisational environment
 - environmental law
 - competition law
 - intellectual property
 - data protection
 - public interest disclosure ('whistle blowing')
 - freedom of information
 - declarations of interest
- evaluate business decisions made in this context
 - applicable legal rules
 - impact on an organisation.

Assessment

The outcomes of this unit will be assessed on the production of a word-processed report of approximately 2500 words, which requires the candidate to respond to a scenario(s) containing legal problems relating to consumer law, employment law, and other laws which might affect a retail business.

Examples of scenarios might include:

- a customer complaint about defective goods
- local residents complaining about late night deliveries
- a member of staff requesting time off to look after a disabled child.

The report should include:

- a brief summary which outlines how the English legal operates, including the role of European Law
- details of the legal issues/implications
- appropriate application of the relevant legal theory
- solutions for the organisation, based upon both legal and practical considerations.

Unit 2 Law and the business organisation

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Problem Solving

PS4.1 Develop a strategy for problem solving.

PS4.2 Monitor Progress and adapt your strategy for solving the problem.

Communication

C4.1 Develop a strategy for using communication skills over an extended period of time.

C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Improving own Learning and Performance

LP4.1 Develop a strategy for improving your own learning and performance.

Links with other units/qualifications

This unit has links with Unit 3: Business Organisation, Unit 5: The Organisational Environment, Unit 16: Recruiting, Selecting and Developing New Staff and Unit 19: Equal rights and diversity in the workplace, within this qualification.

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Where the unit is being delivered outside England, the relevant UK legal system and areas of law should be referred to, as appropriate, in place of the English equivalents.

Assessments should be practical and realistic and relate to current organisational practices. The aim is to produce realistic legal scenarios with sufficient complexity to allow candidates to assess the outcomes when they apply the law – very clear ‘yes and no’ situations should be avoided. Where possible, employers should be involved in the selection of material for this assessment.

Where candidates are currently employed there will be an opportunity for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Unit 2 Law and the business organisation

Assignments should be the candidates' own work and candidates are expected to plan and carry out their assessments independently. Tutors will provide advice and guidance as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented or assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extensive range of textbooks and reference materials are available to candidates undertaking research studies in law, including the following:

Denis Keenan & Sarah Riches – *Business Law* (Pearson Education, 2002)

John Ellison & Tom Harrison – *Business Law 2000* (Harrison Publishing 2000)

David Kelly, Ann Holmes & Ruth Haywood – *Business law* – (Cavendish Publishing 2002)

Margaret Griffiths & Ivor Griffiths – *Law for Purchasing & Supply* (Pearson Education 2002)

Adams Alix – *Law for Business Students* (Pearson Education 2000)

Paul Dobson – *Charlsworth's Business Law* (Sweet & Maxwell 1997)

Tom Harrison – *Employment Law* (Harrison Publishing 2003)

John Duddington – *Employment Law* (Pearson Education 2003)

Malcolm Sargeant – *Employment Law* (Pearson Education 2001)

Robert Lee & Peter Wallington – *Blackstone's Statutes on Public Law and Human Rights* (Oxford University Press 2004)

Jill Poole – *Textbook on Contract Law* (Oxford University Press 2004)

Colin Munro *Studies in Constitutional Law* (LexisNexis 1999)

Websites

www.emplaw.co.uk

www.incomesdata.co.uk

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Unit 3

Business organisation

Unit summary

This unit is about the range of organisational types found in the public and private sector, their structures, cultures and goals, and the nature and role of management and leadership in enabling those goals to be achieved. As a senior administrator or manager within an organisation, the candidate is likely to be called upon to plan, design and manage systems and people in order to support the overall operation of organisation in which they work.

The unit focuses on organisational types and their legal implications, organisational structure and culture, management theories and leadership styles, and relationships within organisations.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- evaluate the main types of business organisation, their characteristics and legal status, and the responsibilities of members, directors and officers
- appreciate the effects of internal organisational structure on performance
- investigate the main business functions and their contribution to organisational performance
- appreciate the implications of management and leadership models and their implications for organisational performance.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 investigate, differentiate between, and recognise the goals and values of different types of organisation in the public and private sectors within their legal context
- 2 demonstrate an understanding of the culture and structure of a range of organisations and the role of relevant legislation
- 3 analyse different organisational structures, assessing their effectiveness and the potential areas of conflict within them
- 4 investigate and critically evaluate management theories and leadership styles.

Unit 3 Business organisation

Unit content

Outcome 1

Investigate, differentiate between, and recognise the goals and values of different types of organisation in the public and private sectors within their legal context

The candidate knows how to:

- distinguish between different types of incorporated and unincorporated organisations in both public and private sectors
- describe the process of formation of different types of public and private sector organisation and their legal identity
- explain the roles and legal liability of owners, members, directors and officers of different types of public and private sector organisations
- identify the accountability of owners, members, directors and officers of different types of public and private sector organisations
- implement the requirements of relevant legislation and codes of practice within an organisation including:
 - financial management and accountability requirements
 - consumer legislation and protection
 - data protection
 - equal opportunities legislation
 - health and safety at work
 - fair trading and advertising standards.

Outcome 2

Demonstrate an understanding of the culture and structure of a range of organisations and the role of relevant legislation

The candidate knows how to:

- evaluate the structure, organisation and culture of organisations
- identify management structures
 - identify organisational charts
 - identify lines of communication
 - identify lines of authority
- explain the activities and functions of management
 - the role planning
 - types of leadership
 - the role of motivation
 - methods of controlling
- identify organisational cultures
 - authoritarian
 - democratic
 - centralised
 - de-centralised
 - informal.

Unit 3 Business organisation

Outcome 3

Analyse different organisational structures, assessing their effectiveness and the potential areas of conflict within them

The candidate knows how to:

- distinguish between different types of organisational structure
- use systems theory to analyse organisational structure
- analyse the effect of organisational structure on performance, with reference to issues like:
 - strategy
 - communication
 - power and control
 - flexibility and responsiveness
 - accountability
 - efficiency
- consider different functional areas of organisations and identify the causes of conflict and factors determining effective working within them.

Outcome 4

Investigate and critically evaluate management theories and leadership styles

The candidate knows how to:

- evaluate a range of management theories
 - scientific approach
 - classical approach
 - human relations approach
 - contingency theory
 - human resource management
- assess the effectiveness of various leadership styles
 - trait approach
 - style approach
 - contingency leadership
 - best-fit approach.

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 2,500 words, on a particular organisation, which includes:

- a description of its structure, culture, goals and objectives, legal obligations and accountability
- an evaluation of the effects that the structure, culture, and management and leadership styles have on the effectiveness of the organisation achieving its goals, highlighting particular areas of conflict or effective working
- a proposal to improve the design of the organisation.

The report should include comparisons with high-performing organisations of a similar type and size.

Unit 3 Business organisation

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Problem Solving

- PS4.2 Monitor Progress and adapt your strategy for solving the problem.

Working with Others

- WO4.1 Develop a strategy for working with others.
- WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Links with other units/qualifications

This unit has links with Unit 1: Financial Management and Unit 2: Law and the business organisation, within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration:

Unit 406 – Monitor and review the implementation of corporate objectives, strategies and policies

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Unit 3 Business organisation

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in financial management and include:

Ian Brooks *Organisational Behaviour: Individuals, Groups and Organisation* (FT Prentice Hall 2002)

Peter Senge *The Fifth Discipline: The Art and Practice of the Learning Organisation* (Bantam Doubleday Dell Publishing Group 1994)

R L Daft – *Management* (Dryden Press, 1993)

T Hannaghan – *Management Concepts and Practices* (Pitman Publishing, 1995)

P Mudie P & A Cottam – *The Management and Marketing of Services* (Butterworth Heinemann, 1993)

G A Cole – *Management Theory and Practice* (Letts Educ, 1993)

J Harvey-Jones – *Troubleshooter* (BBC Books, 1990)

L Mullins – *Management and Organisational Behaviour* (Pitman Publishing, 1996).

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Unit 4

Using information systems in business administration

Unit summary

It is essential that managers have access to accurate and valid information in order to aid decision-making, and it is the responsibility of senior administrators to ensure that such information is collected, stored, processed and reported in a secure and timely way. This unit provides the opportunity for candidates to explore the use of technology in gathering, analysing and disseminating information and its role in the key procedures of any organisation. In addition, the unit enables candidates to investigate organisational policies and procedures in relation to information systems, and to assess their effectiveness in meeting user needs and legal requirements.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- acquire an understanding of the principal components of an IT system
- consider the application of IT in the provision of a hierarchical management information system
- demonstrate the importance of collecting, analysing, managing and using information to enable effective organisational performance
- identify necessary confidentiality, security and legal requirements for information management.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 identify the main types of activity in an organisation's operations which can be supported by IT systems, and understand the underpinning structures, hardware and software requirements
- 2 explain the role of IT, assessing its advantages and limitations, in setting up a management information system within an organisation
- 3 identify and evaluate formal and informal information flows within an organisation
- 4 assess the security, confidentiality and legal requirements for the collection, analysis, storage and dissemination of information.

Unit 4 Using information systems in business administration

Unit content

Outcome 1

Identify the main types of activity in an organisation's operations which can be supported by IT systems, and understand the underpinning structures, hardware and software requirements

The candidate knows how to:

- identify the main applications of IT, for different types of organisation and activity, such as
 - management information
 - procurement and inventory management
 - production/operations control and management
 - transaction processing and recording, and financial management
 - customer relationship management, sales and marketing
 - HR recruitment and management, training and development
- explain the main structures required to set up IT systems
 - open systems
 - closed systems
- identify the main hardware for use in IT systems
 - computers: servers, personal, laptop, midi, mainframe, super, etc
 - input devices: keyboard, scanner, bar code reader, card reading devices, etc
 - output devices: visual display unit (VDU), printers, etc
 - storage media: CD ROM, disk drives, etc
- identify software for use in IT systems
 - operating software
 - application software (general purpose, integrated and bespoke)
- identify different network configurations
 - multi-user systems
 - distributed processing
 - local area networks (LAN) and wide area networks (WAN)
 - internet (World Wide Web), intranets and extranets
 - electronic data interchange (EDI).

Unit 4 Using information systems in business administration

Outcome 2

Explain the role of IT, assessing its advantages and limitations, in setting up a management information system within an organisation

The candidate knows how to:

- identify the types and purpose of information required of the management information system
 - strategic (key ratios, strategic plans, market analysis, etc)
 - technical (variance analysis, exception reports)
 - operational (invoices, customer orders, stock records, etc)
- identify the functional areas of an organisation which generate data to the management information system
 - financial department (accounts, debtors, payroll)
 - purchasing/procurement department (orders issued, stock selection)
 - HR department (staffing levels, absenteeism, skills levels/shortages)
 - sales and marketing department (turnover, sales ratios, market intelligence)
- formulate the presentation formats of the outputs of the management information system based on data type and user needs
 - tabulation (quantities and values, sub-totals and totals, and percentages using different bases)
 - graphical presentation (line graphs, pie and bar charts, etc)
 - numerical (variance analysis and ratios, etc).

Outcome 3

Identify and evaluate formal and informal information flows within an organisation

The candidate knows how to:

- identify the range of communication technologies and channels available to transmit oral, written and digital information within the organisation
- identify and map the formal information flows in an organisation, using standard information flow notations
- employ software to construct information flow diagrams
- identify informal information flows within an organisation, the factors determining their operation and their effect on formal information flows
- evaluate systems for transmitting, recording, storing, analysing and using information
- explain the importance of accurate, timely and valid information, in appropriate formats, to solve problems and make decisions
- analyse the information requirements of others in solving problems and making decisions
- evaluate current information systems and make recommendations for improving information systems in the organisation.

Unit 4 Using information systems in business administration

Outcome 4

Assess the security, confidentiality and legal requirements for the collection, analysis, storage and dissemination of information

The candidate knows how to:

- identify the relevant legal obligations of organisations, their employees and others in the collection, storage and transfer of information
 - Data Protection Act 1998 and the eight principles for protecting personal and policy and practice on monitoring employee computer use and privacy information
 - Computer Misuse Act 1990
 - Privacy and Electronic Communications Regulations 2003
 - Freedom of Information Act 2000 and Environmental Information Regulations 2004
 - The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000
 - Electronic Communications Act (2000)
 - Electronic Commerce (EC Directive) Regulations 2003
 - Telecommunications (Data Protection and Privacy) Regulations 1999
 - Role of the Information Commissioner
- recognise the main external threats information security and confidentiality and the main policies and procedures needed to address these
 - viruses, spam and denials of service
 - anti-virus and anti-spam software, firewalls and encryption
- observe policy on retaining/archiving information and legal
 - legal requirements for retention of data
 - methods of data retention and archiving
 - and policies and procedures for data retention and archiving.

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 2,500 words, **or** a 20 minute presentation, using a variety of visual aids, on information systems of a particular organisation. It should include:

- an overview of the main applications of information technology within the organisation
- an evaluation of the policies, procedures and systems for collecting, storing, analysing and reporting information within the organisation or an operating division, including relevant security, confidentiality and legal requirements
- reasoned proposals, including benefits and limitations, on how (aspects of) information systems and practices within the organisation or operating division could be developed to improve procedures, problem-solving and decision-making.

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Unit 4 Using information systems in business administration

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications

This unit has links with Unit 1: Financial Management and Unit 8: Budgeting and Cost Control, within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration, as follows:

Unit 410 Create and manage information systems

Unit 407 Inform and facilitate corporate decision making

Unit 4 Using information systems in business administration

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to an organisation, in order to be able to carry out the assignment task, as well as a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment. Access to information within the candidate's own, or support, organisation would be necessary in order to draw evidence of activity relevant to the unit content.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

- Bickerton P, Bickerton M, Simpson-Holby K *Cyberstrategy* (Butterworth Heinemann: 1998)
- Barnes S, Hunt B. *E-Commerce and V-Business* (Butterworth Heinemann: 2000)
- Ace, Cathy *Effective Promotional Planning for E-Business* (Butterworth Heinemann: 2001)
- Smith, PR *eMarketing eXcellence* (Butterworth Heinemann 2001)
- Business Course Book *Management Information Systems* (BPP Publishing 0-7517-7037-X)
- John Hull *Management Information Systems: Managing the Digital Firm* (FT Prentice Hall: 2003)
- Dave Chaffey, et al *Business Information Systems: Technology, Development and Management in the E-business* (FT Prentice Hall: 2002)
- Dave Chaffey *E-business and E-commerce Management* (FT Prentice Hall: 2003)
- John Ward, Joe Peppard *Strategic Planning for Information Systems* (John Wiley and Sons Ltd: 2002)

Unit 4 Using information systems in business administration

Websites

Codes of Practice from Information Commissioner

www.informationcommissioner.gov.uk/eventual.aspx?id=437

Information Briefings from Business Link: Website and email law

[blsl.useico.com/Assets/Files/Feb%20alert%20\(HR\)/Website_and_email_law.pdf](http://blsl.useico.com/Assets/Files/Feb%20alert%20(HR)/Website_and_email_law.pdf)

Janet Factsheet: Computers and the Law

www.ja.net/documents/factsheets/computers_and_the_law.pdf

DTI eCommunications Overview

<http://www.dti.gov.uk/industries/ecommunications>

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Unit 5

The organisational environment

Unit summary

This unit is about the economic, political and legal environment in which organisations operate and the effect that this environment has on it. It covers recent developments in the sector in which the organisation operates and likely future trends that are likely to have a significant impact on it. The unit provides the opportunity for candidates to conduct an analysis of the environment in which an organisation operates and to evaluate their findings.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- investigate the effect of the economic, political and legal environment on the organisation
- use appropriate tools of analysis to assess the impact of changes in the external environment on the organisation
- the specific external pressures on their own organisation and the consequences this may have on its future direction and performance.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 research the environment in which their organisation has developed and the major external factors that have shaped its development
- 2 analyse the structure and characteristics of the sector in which the organisation operates
- 3 apply appropriate analysis techniques to assess the impact of internal and external factors on the organisational environment
- 4 draw valid conclusions from environment analyses and make recommendations for appropriate action.

Unit 5 The organisational environment

Unit content

Outcome 1

Research the environment in which their organisation has developed and the major external factors that have shaped its development

The candidate knows how to:

- explain the development of the sector and the organisation over recent years
- demonstrate an understanding of the principles and characteristics of organisations operating in this sector
- produce reasoned proposals as to how the organisation and the sector generally might develop in the future.

Outcome 2

Analyse the structure and characteristics of the sector in which the organisation operates

The candidate knows how to:

- identify and describe the distinguishing features and workings of a variety of different types of organisations, such as
 - small, medium and large organisations
 - local, regional, national and transnational organisations
 - private, public and not-for profit organisations
 - franchising, sub-contracting, PFI and other forms of partnership working
- describe and explain the operating characteristics of organisations in a particular sector, and the factors shaping this, including:
 - ownership, control and accountability requirements
 - legal or regulatory requirements specific to this sector
 - resources, employment and locational aspects and their impact on activities
 - values, goals and other drivers shaping organisational behaviour in this sector
 - supply of goods and services, distribution channels, pricing strategies, customer/client relationships, etc.

Outcome 3

Apply appropriate analysis techniques to assess the impact of internal and external factors on the organisational environment

The candidate knows how to:

- apply macro environment analysis techniques to a specific organisation
 - apply the PESTLE model (political, economic, social-cultural (including ethical), technological, legal and environmental factor) to analyse an organisation's environment
 - employ an appropriate product/market analysis (eg SWOT, Ansoff, BCG) to assess the organisation's performance and potential
 - apply Porter's 5 Forces model (ie identification and analysis of competitors, suppliers, buyers/customers, potential entrants and substitutes) to assess the organisation's performance and potential
 - carry out competitor analysis

Unit 5 The organisational environment

- assess the impact of external forces on the organisation's strategy, structure, activities and performance
- assess the organisation's core competences.

Outcome 4

Draw valid conclusions from environment analyses and make recommendations for appropriate action

The candidate knows how to:

- analyse and evaluate information derived from the environment analyses
- draw valid conclusions from this analysis and recommend appropriate action.

Assessment

The outcomes of this unit will be assessed on production of a report of approximately 2500 words, **or** a 20 minute presentation using a variety of visual aids, which includes: a brief account of the development of the organisation and the sector within which it operates

- a detailed review of the operation of the sector
 - types of organisations in the sector
 - activities undertaken by organisations in the sector
 - interactions between organisations in the sector
- reasoned proposals as to how the sector might operate in the future
- an analysis of the impact of the external environment on an organisation. It should include:
 - evidence of the application of environmental analysis techniques
 - an evaluation of the information derived from the environmental analysis
 - valid conclusions from the evaluation and recommendations for appropriate action(s).

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Unit 5 The organisational environment

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Links with other units/qualifications

This unit has links with Unit 3: Business Organisation, within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration as follows:

Unit 406 – Monitor and review the implementation of corporate objectives, strategies and policies

Unit 408 – Evaluate internal and external factors and promote partnership working

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current organisational and sectoral issues. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Unit 5 The organisational environment

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in the organisational environment:

Kevan Scholes, Gerry Johnson, Richard Whittington *Exploring Corporate Strategy: Text and Cases* (FT Prentice Hall: 2004)

Kevan Scholes, Gerry Johnson *Exploring Public Sector Strategy* (FT Prentice Hall: 2002)

Adrian Palmer and Bob Hartley *The Business and Marketing Environment*, 3rd edition (McGraw-Hill: 1999)

Richard Lynch *Corporate Strategy* (FT Prentice Hall: 2002)

Alan Lovell, Colin Fisher *Business Ethics and Values* (FT Prentice Hall: 2002)

Paul Joyce *Strategic Management for the Public Services* (Open University Press: 1999)

Gill Ringland *Scenario Planning: Managing for the Future* (John Wiley and Sons Ltd: 1998)

Gill Ringland *Scenarios in Public Policy* (John Wiley and Sons Ltd: 2002).

Keith Davis, William C. Frederick, James E. Post *Business and Society: Corporate Strategy, Public Policy, Ethics*, 7th edition (McGraw-Hill: 1992)

Timothy O'Riordan *Environmentalism (Research in planning and design)*, 2nd edition (Pion: 1981)

Richard Mead, *International Management: Cross-cultural Dimensions*, 3rd edition (Blackwell: 2004)

Terrence E. Deal, Allan A. Kennedy, *Corporate Cultures* (Perseus Books: 2000)

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Unit 6

Personal and professional development

Unit summary

This unit is about the knowledge and skills needed to plan, monitor and manage a personal learning and development programme which will enable individuals to accept responsibility for their own career development, make and take opportunities for themselves whilst, at the same time, looking beyond the immediate needs of the organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- seek information on ways to achieve what they want to do and identify factors that may affect their plans
- use this information to agree targets with others
- prioritise action and manage their time effectively to complete tasks
- seek and use feedback and support from others to monitor progress.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 review their learning, capabilities and work performance, identifying strengths, weaknesses and areas for improvement
- 2 devise a strategy and schedule to manage their personal development and achieve goals
- 3 investigate various learning strategies and how the learning experience can be optimised and managed
- 4 monitor and review their progress with support from others
- 5 critically reflect on the degree of personal development achieved and implications for further personal and professional progression.

Unit 6 Personal and professional development

Unit content

Outcome 1

Review their learning, capabilities and work performance, identifying strengths, weaknesses and areas for improvement

The candidate knows how to:

- undertake a self-audit to record experiences to date, identifying knowledge and skills acquired through previous experience and present job role
- review, with help from others, the experience of learning and identify personal strengths and weaknesses
- outline own aspirations using appropriate sources of advice and information
- explain the importance of self development
- describe what personal effectiveness is
- describe how lifestyle and health impact on personal effectiveness
 - diet
 - exercise
 - rest
 - recreation
 - stress
- identify behaviours associated with personal effectiveness
 - assertiveness
 - stamina
 - commitment
 - drive
 - energy
 - motivation
- explain the importance of personal presentation
- describe the important personal skills
 - entrepreneurial
 - innovation
 - communication
 - counselling
 - presentation skills
 - decision making
 - problem solving
 - time management
 - controlling stress
 - self evaluation
 - analysis techniques
- describe the importance of developing effective professional relationships
 - colleagues
 - superiors
 - team members
- describe effective social skills
 - conventions of business relationships
 - greetings
 - punctuality.

Unit 6 Personal and professional development

Outcome 2

Devise a strategy and schedule to manage their personal development and achieve goals

The candidate knows how to:

- identify practical targets, including relevant qualifications and/or units of awards, which lead to career and personal development
- establish a timetable to achieve targets
- identify factors that might affect their plans eg financial, stress implications, available opportunities, motivation, possible implications for changes in lifestyle
- investigate details of the identified units and/or qualifications, using advice from others to identify gaps in their existing knowledge and skills that are needed
- identify the appropriate resources which may enable them to obtain the identified units and/or qualification eg formal/informal training, the time available, personal circumstances.

Outcome 3

Investigate various learning strategies and how the learning experience can be optimised and managed

The candidate knows how to:

- explain how people learn and how learning capacity can be optimised
- describe the various learning styles and their relative strengths and weaknesses
- identify their own preferences with regard to learning
- describe how study skills increase learning effectiveness
 - speed reading
 - reading
 - report writing
 - note taking
 - research methods
- describe the self evaluation skills
- evaluate learning resources.

Outcome 4

Monitor and review their progress with support from others

The candidate knows how to:

- prioritise actions for achieving targets
- devise a method of tracking personal progress by use of a diary, the collection of evidence or an alternative agreed logging method
- monitor own performance and review progress towards achieving objectives with an appropriate person paying particular attention to
 - method of study
 - ability to meet deadlines
- monitor the development of learning methods

Unit 6 Personal and professional development

- make use of available means of support, such as:
 - self-directed learning using written or IT-based material
 - teaching or training sessions
 - tutorials
 - activity-based learning
- make revisions to plans to take account of any changes in personal circumstances adapt methods of learning as necessary.

Outcome 5

Critically reflect on the degree of personal development achieved and implications for further personal and professional progression

The candidate knows how to:

- reflect on progress made, taking into account the contribution made to personal development by negotiating and collaborating with others, the methods by which strengths were maximised and weaknesses were overcome, the changes in working methods developed, and the effect on personal lifestyle, motivation and confidence
- seek information from others
 - tutors
 - colleagues
 - supervisors
 - managers
 - careers advisors
 - mentors
- establish evidence of own achievements
 - examples of work
 - witness statements
 - records
 - reports
 - certificates
 - awards
- assess the extent to which targets have been met
- present own views, take advice from others and agree possible action for future progression
- produce a structured report using a form and style to suit purpose and audience
- describe the career planning cycle
 - goal
 - action
 - review
 - goal
- draw up a career action plan
- set development goals
- plan for a change in direction
 - specialising
 - diversifying
 - acquiring
 - marketing new skills

Unit 6 Personal and professional development

- maximise development opportunities
- plan and implement Continuous Professional Development (CPD)
- develop a professional portfolio of achievement.

Assessment

The outcomes of this unit will be assessed on the production of a word-processed report of approximately 2,500 words which will include:

- a personal development strategy which incorporates a self-audit of experience and knowledge and skills acquired to date and identifies aspirations, needs and targets
- an assessment of various learning strategies available and suggestions as to how the candidate's learning experience might be optimised
- records which demonstrate that the candidate has:
 - actively undertaken personal development
 - monitored and analysed personal development
 - dealt with any problems which occurred
- an evaluative report which reflects on progress made in terms of personal and professional development, the extent to which targets have been met including any changes in expectations and the implications of the experience for further personal and professional development.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.

Improving own Learning and Performance

- LP4.1 Develop a strategy for improving your own learning and performance.
- LP4.2 Monitor progress and adapt your strategy to improve your performance.
- LP4.3 Evaluate your strategy and present the outcomes of your learning.

Unit 6 Personal and professional development

Links with other units/qualifications

The content of this unit has links with all other units within this qualification.

It also links to the Level 4 National Occupational Standards in Business Administration, as follows:

Unit 401 – Carry out your responsibilities at work

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning. There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current sector practice. If candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in self development and personal skills and include:

Mike Pedler *A Manager's Guide to Self-Development* (McGraw Hill, 2001)

Fiona Elsa Dent *The Self-Managed Development Pocketbook* (Management Pocketbooks, 1999)

Phil Murray, Kevin Ash *Bites on Personal Development: Fresh Thoughts with a Sharp Twist of Reality* (Perfect Words and Music: 1996)

David Megginson Vivian Whitaker *Cultivating Self-Development* (CIPD: 1996).

Unit 7

Analysing and presenting quantitative data

Unit summary

One of the key tasks of any senior administrator is to collect, analyse and present quantitative data to enable informed decisions to be made about the effectiveness of the organisation. Quantitative analysis also underpins a wide range of other administrative and managerial responsibilities, and the knowledge and skills developed by this unit will have a widespread application. Candidates will need a level of numeracy equivalent at least to Key Skill level 2 to enable them to address the requirements of this unit.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- understand the importance of collecting and analysing quantitative data to inform decision-making
- use spreadsheets to analyse and present quantitative data
- employ statistical and mathematical techniques to analyse complex quantitative data.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 identify types and sources of data and evaluate their accuracy and validity
- 2 evaluate alternative sampling methodologies
- 3 employ spreadsheets to store, analyse and present data, link data in different files, use functions and embed tables and graphics in documents
- 4 analyse and present complex data, using appropriate statistical techniques, to aid decision-making.

Unit 7 Analysing and presenting quantitative data

Unit content

Outcome 1

Identify types and sources of data and evaluate their accuracy and validity

The candidate knows how to:

- distinguish between qualitative and quantitative data and identify the strengths and weaknesses of both types
- distinguish between internal and external validity of data and assess sample data for validity
- identify how accuracy of data is determined by its nature and use (fitness for purpose) and assess sample data for accuracy
- recognise the main research techniques used to collect data and explain their effect on the accuracy and validity of the data collected
- identify the main sources of data:
 - national government sources
 - international sources (Eurostat, OECD, UN, etc)
 - academic and research sources
 - internal (organisational) sources.

Outcome 2

Evaluate alternative sampling methodologies

The candidate knows how to:

- recognise the main research techniques used to collect data and explain their effect on the accuracy and validity of the data collected
- explain the reasons for using sampling to obtain data about a population
- distinguish between probability and non-probability sampling
- explain the main techniques used for selecting probability (eg random, cluster, stratified) and non-probability (eg quota and purposive) samples and the advantages and disadvantages of each
- explain the causes of bias in different sampling techniques and its effect on the validity of the data collected.

Outcome 3

Employ spreadsheets to store, analyse and present data, link data in different files, use functions and embed tables and graphics in documents

The candidate knows how to:

- enter different categories of data into a spreadsheet and format cells and ranges of data
- apply simple arithmetical and ratio calculations with data (add, subtract, multiply, divide, %)
- apply common statistical functions to analyse data (total, mean, median, standard deviation, minimum, maximum)
- apply logical functions to analyse data ('and, if, not, or true')
- make links between cells in the same worksheet, different worksheets and different files

Unit 7 Analysing and presenting quantitative data

- create appropriate graphs and charts from data
 - bar, pie and line charts and scatter graphs
 - 2D and 3D charts
 - insert and format titles and labels
 - insert trend lines
- insert linked and embedded tables and charts from spreadsheet into a word processed document.

Outcome 4

Analyse and present complex data, using appropriate statistical techniques, to aid decision-making

The candidate knows how to:

- create tables of complex data, including:
 - frequency tables
 - tables with mixed categories of data (eg volumes and values)
 - summed and cumulative summed data
 - interpolated and extrapolated data
- format tables and charts to maximise understanding and emphasise important messages
- use statistical techniques to analyse the data and its distribution, including:
 - arithmetic mean
 - medians
 - mode
 - standard deviation
 - inter-quartile range
 - maximum and minimum value.

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 1,500 words, which contains an analysis of a range of different data taken from both internal (to an organisation) and external sources (eg National Statistics). The data should be presented in different formats (including tables and charts), and the analysis should involve computations and the application of statistical techniques.

The report should be supported by the evidence that the data has been processed using a spreadsheet and involves the use of functions and other techniques. The report should contain a commentary on, and a rationale for, the methodology employed.

Guidance

Candidates will need a level of numeracy equivalent at least to Key Skill level 2 to enable them to cope with the requirements of this unit. It may be necessary to offer some additional support to candidates who have not achieved this level or who lack confidence in their numeracy skills.

Unit 7 Analysing and presenting quantitative data

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.
- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications

This unit has links with Unit 1: Financial Management, Unit 8: Budgeting and Cost Control and Unit 9: Financial Appraisal and Accountability, within this qualification.

It also links to the e-skills National Occupational Standards in Spreadsheet Software (Level 3).

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision offering access to programmes such as Microsoft Excel, Lotus 1-2-3, Sun Office Star, Apple Works, etc needs to be available on a flexible basis to allow the candidate to develop their knowledge and skills and produce the evidence required for assessment.

Unit 7 Analysing and presenting quantitative data

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in analysing and presenting qualitative data and include:

Darrell Huff *How to Lie with Statistics* (Penguin Business: 1991)

Derek Rowntree *Statistics without Tears: An Introduction for Non-Mathematicians* (Penguin Books: 1991)

Clare Morris *Quantitative Approaches in Business Studies*, 6th edition (FT Prentice Hall: 2003)

Edward R. Tufte *The Visual Display of Quantitative Information* (Graphics Press: 2001)

Greg Harvey *Excel 2003 All-in-one Desk Reference for Dummies* (Hungry Minds: 2003)

C. Frye *Excel 2003 Step by Step* (Microsoft Press International: 2003)

Conrad Carlberg, et al *Managing Data with Excel* Que: 2004

Wayne Chess, Paul McFedries *Formulas and Functions with Microsoft Excel 2003* Que: 2004

Sharon Murphy, Paul Holden *ECDL Advanced Spreadsheets* (Prentice Hall: 2002)

S. Albright, et al *Data Analysis and Decision Making with Microsoft Excel* (Duxbury: 2002)

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Unit 8

Budgeting and cost control

Unit summary

This unit builds on Unit 1 (Financial Management) by exploring in more detail those aspects of management accounting introduced there. As organisations have computerised the basic functions of recording financial data, there has been a greater need for more senior staff to use the information that is increasingly available about the flow of money. This unit focuses on the day to day management of financial flows, looking at the importance of forecasting expenditure and income, planning its allocation and determining the costs of products and services.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- prepare, control and report on budgets for an operational area
- calculate, control and analyse costs
- use financial data to inform decision-making.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 forecast revenue and costs associated with an operational area
- 2 prepare, manage and report on a budget for an operational area
- 3 classify costs and calculate the standard and actual cost of a good or service using an appropriate costing model
- 4 employ appropriate techniques to manage a cost centre.

Unit 8 Budgeting and cost control

Unit content

Outcome 1

Forecast revenue and costs associated with an operational area

The candidate knows how to:

- identify the determinants of current activity or sales levels
- assess whether/how these determinants are likely to change in future
- prepare forecasts of future activity based on historic data, using trend lines
 - regression lines
 - moving averages
- analyse seasonal fluctuations in the historic pattern of activity or sales and the factors causing these fluctuations
- use these analyses to forecast future levels of activity or sales
 - in outline for three to five years
 - in detail for next twelve months
- calculate revenue/income flows based on these forecasts
- prepare a break-even analysis.

Outcome 2

Prepare, manage and report on a budget for an operational area

The candidate knows how to:

- explain the structure of a budget, and the main types of budget found in different organisations
- explain the use of a budget as a management tool and the importance of regularly reconciling budgets and explaining variances
- compare and evaluate historic and zero-based budgeting
- identify the broad resource requirements based on forecasts of future levels of activity or sales for the next three to five years
- identify the specific resource requirements based on forecasts of future levels of activity or sales for the 12 months
- prepare an annual budget, based on forecasts of resource requirements.

Outcome 3

Classify costs and calculate the standard and actual cost of a good or service using an appropriate costing model

The candidate knows how to:

- distinguish different types and sources of costs
 - fixed and variable costs
 - sunk costs
 - marginal costs
 - direct and indirect/overhead costs
 - labour, materials/consumables, services, facilities, capital/depreciation, finance, etc
- explain the principles and evaluate the benefits of:
 - absorption costing
 - activity-based costing
- calculate the standard cost of a unit of activity/output using absorption costing.

Unit 8 Budgeting and cost control

Outcome 4

Employ appropriate techniques to manage a cost centre

The candidate knows how to:

- prepare an annual cash flow statement based on an agreed budget
- identify the factors causing variances in actual outcomes compared to budgeted outcomes
- calculate the actual cost of a unit of activity or output
- compare the actual to the standard cost and identify the variance
- identify the causes of variance and explain the actions needed to rectify the situation.

Assessment

The outcomes of this unit will be assessed using realistic case studies of public or private sector organisations in which candidates are supplied with a range of data and background material and required to:

- forecast future levels of activity or demand
- prepare one year (detailed) and outline (three-five year) budgets based on this analysis and the data available, making clear any assumptions underpinning their proposals
- calculate the costs of identified activities or products/services
- prepare a report or make a ten minute presentation, identifying and determining the cause of budget and cost variances.

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.
- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Unit 8 Budgeting and cost control

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications

This unit has links with Unit 1: Financial Management and Unit 9: Financial Appraisal, within this qualification.

It also links to the Level 4 National Occupational Standards in Business Administration, as follows:

Unit 405 – Negotiate and agree budgets

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be realistic and relate to current workplace practice. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should prepare detailed case studies containing realistic data in a variety of different formats so that candidates recognise the complexity of the task. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Unit 8 Budgeting and cost control

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in budgeting and cost control and include:

John Sizer *An Insight into Management Accounting* (Penguin Books Ltd: 1989)

Peter Atrill, et al *Accounting and Finance for Non-specialists* (FT Prentice Hall: 2003)

Colin Drury *Management and Cost Accounting* (Thomson Learning: 2004)

J.R. Dyson *Accounting for Non-accounting Students* (FT Prentice Hall: 2003)

Peter Atrill, Eddie McLaney *Management Accounting for Non-specialists*, 3rd Ed. (FT Prentice Hall: 2002)

J Walker *Accounting in a Nutshell* (CIMA Publishing: 2001).

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Unit 9

Financial appraisal and accountability

Unit summary

Organisations are accountable to a range of different people for a range of different aspects of their operations, but their principal obligation is to be accountable financially to those stakeholders that have invested in the organisation. This financial accountability is often involves legal obligations and it is often the responsibility of senior administrators to collect, process and present the information needed to fulfil these obligations.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- understand the language, concepts and use of financial accounts and reports
- identify the sources of accounting data and information
- apply standards of accounting practice
- be aware of the legal and regulatory requirements for financial statements for different types of organisation.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 describe the responsibilities of an employing organisation for recording and publishing financial data to stakeholders
- 2 critically evaluate the value and financial viability of an organisation based on an analysis of its published accounts
- 3 evaluate the financial viability of projects.

Unit 9 Financial appraisal and accountability

Unit content

Outcome 1

Describe the responsibilities of an organisation for recording and publishing financial data to stakeholders

The candidate knows how to:

- explain why organisations in different sectors need to be accountable for their financial performance
- identify the main sources of regulation of public and private sector organisations
- explain the role of audit committees, external auditors and internal auditors
- describe the accountability of company directors and secretaries to report on financial performance and to ensure financial probity
- explain the standards of accountability in the Public Sector
 - Good Governance Standard for Public Services
 - regulations relating to various public sector activities (eg Local Government, NHS, Education, etc)
 - role of the National Audit Office and the Audit Commission
 - declarations of financial interest
- explain the main obligations for financial reporting in the
 - Companies Acts
 - Companies Audit Investigations & Community Enterprise Bill
 - Statutory Instruments.

Outcome 2

Critically evaluate the value and financial viability of an organisation based on an analysis of its published accounts

The candidate knows how to:

- explain accounting concepts and policies, including
 - treatments of stocks
 - fixed assets
 - depreciation
 - R&D
 - goodwill and intangibles
 - provisions
 - taxation
 - profitability surplus and break even
 - liquidity
 - gearing
 - historical cost
 - replacement cost
 - fair value
 - current purchasing power
 - asset utilisation
 - cash flows
 - revenue and expenditure statements
- recognise the form, content and limitations of published accounts

Unit 9 Financial appraisal and accountability

- analyse published accounts to assess an organisation's financial status and viability
 - profit and loss/income and expenditure accounts
 - balance sheet.

Outcome 3

Evaluate the financial viability of projects

The candidate knows how to:

- determine the financial and non-financial costs and benefits associated with a project
- carry out a risk assessment, sensitivity and contingency analysis of a project
- apply value for money principles to assess a project
- apply time value of money practices to assess the returns to a project
- assess investment proposals prepared by others.

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 2,500 words or a 20 minute presentation using a variety of visual aids, that assesses either:

- the financial status and accountability of an organisation, explains its financial organisation, ownership, control and accountability, and its long term financial risks, prospects and viability
- or**
- the financial viability of a project, should explain the objectives, costs and benefits, financing arrangements, risks, sensitivities, contingencies, control and accountability for the project.

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Unit 9 Financial appraisal and accountability

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.
- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Links with other units/qualifications

This unit has links with Unit 1: Financial Management and Unit 8: Budgeting and Cost Control within this qualification.

It also links to the Level 4 National Occupational Standards in Business Administration, as follows:

- Unit 405 – Negotiate and agree budgets
- Unit 408 – Evaluate internal and external factors and promote partnership working

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Unit 9 Financial appraisal and accountability

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in financial appraisal and accountability and include:

Peter Atrill, et al *Accounting and Finance for Non-specialists* (FT Prentice Hall: 2003)
J.R. Dyson *Accounting for Non-accounting Students* (FT Prentice Hall: 2003)
J Walker *Accounting in a Nutshell* (CIMA Publishing: 2001)
Jamie Elliott, Barry Elliott *Financial Accounting and Reporting* (FT Prentice Hall: 2004)
Wendy McKenzie *Financial Times' Guide to Using and Interpreting Company Accounts* (FT Prentice Hall: 2003)
Geoff Black *Students' Guide to Accounting and Financial Reporting Standards* (FT Prentice Hall: 2003)
Roger Mason *Analysing Financial Statements in a Week* (Hodder Arnold H&S: 2002)
Anne Britton, David Alexander *Financial Reporting* (Thomson Learning: 2004)
Thomas Ittelson *Financial Statements: A Step-by-step Guide to Understanding and Creating Financial Reports* (Career Press: 1998)
Bernard Jones *Financial Management in the Public Sector* (McGraw-Hill: 1996)
Richard Tinsley *Advanced Project Financing* (Euromoney Books.)
Stephen Cirell and John Bennett (Eds) *Best Value Law and Practice* (Sweet & Maxwell)

Websites

Financial appraisal of PFI project risks

www.actuaries.org.uk/Display_Page.cgi?url=/ramp/fin-app.xml

Supplier financial appraisal guidance (Office of Government Commerce)

www.ogc.gov.uk/sdtoolkit/reference/ogc_library/generic_guidance/ogcfinanapp.pdf

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Unit 10

Marketing in business administration

Unit summary

This unit is about the knowledge and skills required to understand the purpose and assess the effectiveness of an organisation's marketing strategy. As a senior member of the administration team, candidates are likely to be involved in the development of the marketing and sales strategies to enable the achievement of the organisation's marketing objectives. In particular, those people responsible for a sales administration or customer service operation will find it valuable to have an insight into the relationship between their role and the wider marketing function. This unit, therefore, complements Unit 11: Sales and Customer Service Administration.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- acquire advanced marketing planning skills
- investigate marketing planning theory
- investigate and critically evaluate professional practices in marketing management.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 Investigate the role, principles and tools of marketing
- 2 analyse the marketing activities and functions within different organisations
- 3 present a case for employing market research to identify customer perceptions and behaviour
- 4 evaluate a marketing strategy for a selected product/service or product/service range.

Unit 10 Marketing in business administration

Unit content

Outcome 1

Investigate the role, principles and tools of marketing

The candidate knows how to:

- demonstrate an understanding of the principles and role of marketing
- recognise the importance of customer needs in determining business and consumer market behaviour
- distinguish between a product/service's features and the benefits it offers
- employ the principle of market segmentation to define the market for a product or service
- explain the concept of the marketing mix – Product-Price-Promotion-Place (the 4 Ps) plus People-Physical evidence (or Proof)-Processes (the 7 Ps).

Outcome 2

Analyse the marketing activities and functions within different organisations

The candidate knows how to:

- identify and describe the purpose and practices of the main marketing activities and functions
 - product and brand management and development
 - advertising, market communication and promotion
 - market research
 - distribution and merchandising
 - customer service and sales administration, selling and sales promotion
 - marketing planning
 - corporate identity and promotion
- identify and evaluate marketing objectives in relation to:
 - different markets and products
 - market needs
 - the effects of competition and change
 - sales growth and increase profitability
 - markets, diversification of products and services
 - market share and market penetration
 - customer service, retention and churn rates
- assess the factors that influence pricing decisions:
 - direct and indirect costs
 - competition
 - legislation
 - seasonality
 - advertising and branding
 - quality
 - discounts and margins in the distribution channel

Unit 10 Marketing in business administration

- evaluate the effectiveness of sales and promotion strategies to achieve marketing objectives
 - face to face selling
 - internet, e-mail, fax and telephone selling
 - direct mail
 - public relations and sponsorship
 - product promotions
 - advertising.

Outcome 3

Employ market research to identify customer perceptions and behaviour

The candidate knows how to:

- identify market research objectives, to explore:
 - attitudes and behaviours in existing and potential markets
 - product development opportunities
 - competitor behaviour and performance
 - market trends
 - effectiveness of advertising and promotions
- compare and contrast the two main research sources:
 - primary research: information gathered for a specific purpose
 - secondary research: information gathered for another purpose
- identify sources of marketing research information:
 - primary research: questionnaires, interviews, observations, surveys
 - contact methods: telephone, face-to-face, mail, e mail, internet etc
 - secondary:
 - internal: sales records, customer registration cards, occupancy figures etc
 - external: government statistics, tourist office statistics or surveys, trade
 - journals, professional organisations
- plan marketing research:
 - setting objectives
 - select suitable research methods
 - carry out research
 - summarise findings
- use marketing research findings to make decisions about products, customer service, markets and marketing strategy.

Unit 10 Marketing in business administration

Outcome 4

Evaluate a marketing strategy for a selected product/service or product/service range

The candidate knows how to:

- recognise appropriate marketing objectives
- assess how well the marketing strategy has
 - identified and reviewed the 'product' bundle (augmented product), and its Unique Selling Proposition (USP),
 - planned the product development process, taking note of the position of products on the product life cycle curve and the effects of the diffusion of innovation curve
 - developed a pricing strategy to reflect customer sensitivity, competitive pricing and sector practice
 - measured market penetration
 - selected appropriate promotional media and their associated costs
- assess the suitability of these elements of the marketing strategy and their likely effectiveness in achieving the defined objectives.

Assessment

The outcomes of this unit will be assessed on the production of a word-processed report, of approximately 2500 words, which contains an evaluation of marketing strategy for a product and/or service within an organisation. It should include:

- identification and assessment of the appropriateness of the marketing objectives for the organisation's markets or market segments
- a review of any market research activity and its utility in shaping marketing strategy
- a review of the purpose and likely effectiveness of the marketing functions
- conclusions and fully costed and justified recommendations to improve the marketing strategy.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Unit 10 Marketing in business administration

Working with Others

WO4.1 Develop a strategy for working with others.

WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Links with other units/qualifications

This unit has links with Unit 11: Sales Administration and Customer Service within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration, as follows:

Unit 415: Allocate and monitor the progress and quality of work in your area of responsibility

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Unit 10 Marketing in business administration

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in marketing and include:

- Baker MJ *Marketing strategy and management* (2nd ed): Macmillan Press Ltd
Blois K (Ed) *The Oxford textbook of marketing* (Oxford University Press: 2000)
Chisnall P *Marketing Research* 5th ed. (McGraw-Hill: 1992)
Hague P & Jackson P *Market Research: A guide to planning, methodology and evaluation* (Kogan Page: 1999)
Hughes AM *Strategic database marketing* (McGraw-Hill Publishing Company: 2000)
Jobber D & Lancaster G *Selling and sales management* (Financial Times Management: 2000)
Kotler P & Armstrong G *Marketing – An introduction* (5th Ed.) (Prentice Hall: 1999)
Kotler P *Kotler on marketing* (Free Press: 1999)
Kotler P *Marketing management: analysis, planning implementation and control* (9th ed.) (Prentice-Hall: 1999)
McDonald M *Marketing plans: How to prepare them, how to use them* (3rd ed.) (Butterworth Heinemann: 1995)
Miller RB, Heiman SE & Tuleja T *Strategic Selling* (Kogan Page: 1988)
Proctor P *Essentials of Marketing Research* (Financial Times Management: 1997)
Randall G *Branding* (2nd ed.) Kogan Page: 2000)
Ruskin-Brown I *Marketing a service* (Kogan Page: 2000)
Stone M & Woodcock N *Customer relationship marketing* (Kogan Page: 2000)
Swift I *Marketing* (Hodder & Stoughton Educational: 2000).

Unit 11

Sales administration and customer service

Unit summary

This unit is about the knowledge and skills required to ensure an effective sales administration and customer service function within an organisation operating in a wide range of different sectors. As a senior member of the sales administration or customer service function within the organisation, candidates are likely to be called upon to plan and implement strategies to support the overall operation of the business in which they work. This unit complements Unit 10: Marketing in business administration which provides an understanding of the wider marketing function.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- the nature and role of the sales administration and customer service functions
- the tools and techniques of successful selling and customer service
- the management of the sales administration and customer service functions.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 assess the contribution of sales administration and customer service to achieving the organisation's goals
- 2 analyse sales and customer service activity and identify patterns and trends
- 3 establish targets and systems for monitoring the performance of sales or customer service
- 4 evaluate how the sales administration and customer service functions are structured within an organisation.

Unit 11 Sales administration and customer service

Unit content

Outcome 1

Assess the contribution of sales administration and customer service to achieving the organisation's goals

The candidate knows how to:

- identify the organisation's goals and values and the role of sales administration and customer service in achieving these
- identify the specific objectives of the sales administration and customer service function
 - maintain or increase profitability, sales volumes, margins, etc
 - maximise customer satisfaction
 - address competitive behaviour
 - promote repeat business, reduce churn rates
- assess the relationship between the organisation's espoused values and the culture and behaviour of sales administration and customer service personnel
- identify best practice in sales administration and customer service, based on market leader practice and customer feedback
- review the organisation's e-business, e-commerce and other web-based strategy, systems and procedures for supplying information and services
 - benchmarking
 - quality standards
 - kaizen and continuous improvement
 - quality circles and quality improvement groups
- describe the implications of legislation for the supply of goods and services
 - consumer law
 - contract law
 - trades description
 - data protection
 - weights and measures
 - advertising standards
 - equal opportunities
 - other relevant laws or regulations.

Outcome 2

Analyse sales and customer service activity and identify patterns and trends

The candidate knows how to:

- assess the methods for collecting data on sales and customer service activity for their reliability, validity of the data collected, timeliness and economy
- use appropriate statistical methods to analyse data
 - mean, median and mode
 - inter-quartile range, maxima and minima
 - standard deviation
 - regression lines and moving averages
 - interpolation and extrapolation of data

Unit 11 Sales administration and customer service

- identify trends, seasonality and other patterns in data and determine the factors influencing them
- prepare forecasts for future sales and customer service activity.

Outcome 3

Establish targets and systems for monitoring the performance of sales or customer service

The candidate knows how to:

- describe best practice in target-setting and monitoring performance
- agree challenging but achievable targets for performance based on operational objectives
- review customer relationship management (CRM) systems and procedures
 - maintaining details of customers
 - maintaining customer accounts, credit control and recording sales and contacts
 - stock control, sales fulfilment and service delivery
 - using customer information to inform sales and customer service activities and strategy
- distinguish between qualitative and quantitative sales and customer service performance data and evaluate their contribution to monitoring performance against objectives
- appraise the systems for collecting and monitoring performance data for their reliability, validity of the data collected, timeliness and economy
- make appropriate recommendations for improvements, as necessary.

Outcome 4

Evaluate how the sales administration and customer service functions are structured within an organisation, making justified recommendations for any improvements

The candidate knows how to:

- develop strategies to improve the quality of sales administration and customer service in the organisation
- critically review organisational communication strategies with sales administration and customer service personnel
 - company policy and procedures
 - communication channels and their effectiveness
 - team meetings
- critically assess criteria for employing sales administration and customer service personnel
 - knowledge requirements
 - IT and other practical skills
 - customer care skills
 - personality characteristics, attitude and motivation
 - interpersonal skills
 - manner and appearance
 - initiative and commitment

Unit 11 Sales administration and customer service

- evaluate organisational strategies for training and developing sales administration and customer service personnel
 - induction
 - product knowledge
 - sales techniques
 - customer service
 - dealing with complaints
- select appropriate strategies for motivating sales administration and customer service personnel staff
 - managerial support, coaching and mentoring
 - training and development
 - reward and recognition systems (commission, bonuses, prizes, employee of the month, etc).

Assessment

The outcomes of this unit will be assessed on the production of a word-processed report, of approximately 2,500 words, evaluating an organisation's sales administration and customer service operations. It should include:

- identification and assessment of the appropriateness of the objectives for sales administration and customer service and how they contribute to the achievement of organisational goals and values
- a review of the performance of the sales administration and customer service function, including its systems and procedures, its personnel practices, and the effect of relevant organisational strategies
- data analysis to identify any trends and any other patterns, forecasts of future levels of activity and customer requirements from the sales administration and customer service function
- conclusions and fully costed and justified recommendations to improve the sales administration and customer service function.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Unit 11 Sales administration and customer service

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.
- N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Working with Others

- WO4.1 Develop a strategy for working with others.
- WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Links with other units/qualifications

This unit has links with Unit 10: Marketing in business administration and Unit 7: Analysing and Presenting Quantitative Data, within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration as follows:

Unit 406 – Monitor and review the implementation of corporate objectives, strategies and policies

Unit 415 – Allocate and monitor the progress and quality of work in your area of responsibility

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Unit 11 Sales administration and customer service

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in sales administration and customer service and include:

Chris Fill *Marketing Communications: Contexts, Strategies and Applications* (FT Prentice Hall: 2001)

Dave Chaffey *E-business and E-commerce Management* (FT Prentice Hall: 2003)

Jeffrey Gitomer *The Sales Bible: The Ultimate Sales Resource* (John Wiley & Sons: 2003)

Frank Pacetta, Roger Gittines *Don't Fire Them, Fire Them Up: Motivate Yourself and Your Team* (Simon & Schuster: 1995)

Dave Chaffey, et al *Internet Marketing: Strategy, Implementation and Practice* (FT Prentice Hall: 2002)

Robert W. Bly *Secrets Of Successful Telephone Selling* (Henry Holt & Company: 1997)

David Pickton, Amanda Broderick *Integrated Marketing Communications* (FT Prentice Hall: 2004)

David Freemantle *The Buzz: 50 Little Things That Make a Big Difference to Serve Your Customers* (Nicholas Brealey Publishing: 2004)

Colin Shaw *Revolutionize Your Customer Experience* (Palgrave Macmillan: 2004)

Patrick Barwise, Sean Meehan *Simply Better: Winning and Keeping Customers by Delivering What Matters Most* (Harvard Business School Press: 2004)

Ken Blanchard, Sheldon Bowles *Raving Fans: Revolutionary Approach to Customer Service* (One Minute Manager S.) (HarperCollins Business: 2004)

Colin Shaw, et al *Building Great Customer Experiences* (Palgrave Macmillan: 2002)

Charles Turner, David Alexander *The C.R.M. Pocketbook* (The Pocketbook S.) (Management Pocketbooks: 2001)

Malcolm Carlaw, et al *Managing and Motivating Contact Center Employees: Tools and Techniques for Inspiring Outstanding Performance from Your Frontline Staff* (Higher Education: 2003)

Unit 11 Sales administration and customer service

Paul Greenberg *CRM at the Speed of Light: Essential Customer Strategies for the 21st Century* (Osborne McGraw-Hill: 2004)

Michael Gentle *The CRM Project Management Handbook: Building Realistic Expectations and Managing Risk* (Kogan Page: 2002)

John Freeland *The Ultimate CRM Handbook: Strategies and Concepts for Building Enduring Customer Loyalty and Profitability* (Higher Education: 2002)

Jill Dyche *The CRM Handbook: A Business Guide to Customer Relationship Management* (Information Technology S.) (Addison Wesley: 2001).

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Unit 12

Purchasing and contracting with suppliers

Unit summary

This unit is about the importance of ensuring that supplies of goods and services are organised to achieve goals of economy, efficiency and effectiveness. It explores the principles of supply chain management and examines how contracts for the supply of goods and services are managed. It also considers the regulatory requirements applying to tendering and contracting in the public sector.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- investigate the concept of supply chain management
- understand the importance of managing the inventory
- assess the importance of appropriate storage, usage and control of supplies
- contract for the supply of goods or services.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 analyse the principles and practices of supply chain management and logistics within an organisation
- 2 explain the processes involved in the purchasing, monitoring and control of supplied goods and services
- 3 negotiate and agree contracts to supply goods or services to own organisation
- 4 critically evaluate systems to monitor supply contracts and take appropriate action to resolve supply failures.

Unit 12 Purchasing and contracting with suppliers

Unit content

Outcome 1

Analyse the principles and practices of supply chain management and logistics within an organisation

The candidate knows how to:

- discuss the origins of supply chain operations
 - initial operation of buying and store control
 - disadvantages of the initial type of operation
- assess the advantages of supply chain integration
 - principles of Michael Porter's Value Chain in relation to the supply chain
 - role of an integrated supply chain in providing customer value and satisfaction
 - partnership with suppliers
 - role of logistics within the integrated supply chain
- investigate the role of an integrated supply chain in managing costs
 - lean supply chains
 - reduced warehousing costs
 - Just in Time Delivery (JIT)
- identify the role of purchasing in the supply chain
 - create partnerships
 - review outsourcing agreements
 - negotiate contracts.

Outcome 2

Explain the processes involved in the purchasing, monitoring and control of supplied goods and services

The candidate knows how to:

- recognise the reason for inventory holdings
- understand different forms of forecasting demand, including
 - time series analysis
 - exponential smoothing
 - probability
- describe different forms of inventory costing systems and assess their advantages and disadvantages
- explain the basic methods of inventory control, including
 - fixed order point method including re-order levels, buffer stock, ABC/Pareto Analysis
 - Economic Order Quantity (EOQ) and stock service levels
 - Distribution Resource Planning (DRP)
 - Manufacturing Resource Planning (MRPII)
- explain the issues involved in outsourcing, including
 - stockholding issues (costs)
 - stockless purchasing
 - Just in Time Delivery (JIT)
 - vendor managed inventory
 - virtual inventory

Unit 12 Purchasing and contracting with suppliers

- assess the benefits of various forms of storage equipment (eg racking, shelving and containers)
 - protection against breakage, contamination or distortion
 - identification
 - security and safety
 - hazardous materials and items.

Outcome 3

Negotiate and agree contracts to supply goods or services to own organisation

The candidate knows how to:

- distinguish between integrative (win:win) and positional or distributive bargaining
- explain the organisational values and policies and the objectives and priorities associated with a negotiation activity for the supply of goods and services, and identify their effect on the negotiation strategy
- employ appropriate communication skills to achieve negotiation goals
 - questioning, when and how to use open and closed questions
 - active listening, reflection and reframing
 - maintaining objectivity, seeking to maximise benefits for both parties
- explain the main features of common and statute law governing the supply of goods and services and their effect on negotiation procedures, particularly:
 - basis of a contract, including verbal and written contracts
 - contracts relating to property
 - quality and fitness of purpose and other implied terms in contracts, and statutory limitations
 - liability and responsibility for health and safety and environmental protection in the supply of goods and services
 - resolution of disputes and rights of parties to annulling of contracts and to compensation
- identify the relevance of European regulations for the contracting for goods and services, particularly in the public sector.

Outcome 4

Critically evaluate systems to monitor supply contracts and take appropriate action to resolve supply failures

The candidate knows how to:

- identify agreed standards and terms for the delivery of goods and services
- establish systems and procedures for recording and monitoring the delivery of goods and services
- use appropriate techniques for assessing the quality of delivered goods and services
- use data on contract performance to inform future action.

Unit 12 Purchasing and contracting with suppliers

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 2,500 words, or a 20 minute presentation using a variety of visual aids, which either:

- evaluates the systems and procedures used by an organisation for the purchase of goods and services and the selection and contracting with suppliers;
- or**
- describes a specific case study of a specific purchase contract, and evaluates the processes for identifying the supplier(s), negotiation with them, selection, contracting and subsequent monitoring and control of the supply of goods and/or services.

In both cases, candidates should make recommendations for improvement in systems and procedures, and in the performance of individuals or organisations involved in the process. Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Unit 12 Purchasing and contracting with suppliers

Links with other units/qualifications

This unit has links with Unit 2: Law and the business organisation, Unit 4: Using information systems in business administration and Unit 7: Analysing and Presenting Quantitative Data, within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration as follows:
Unit 404 – Manage contracts

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Unit 12 Purchasing and contracting with suppliers

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in purchasing and contracting and include:

Shoshanah Cohen, Joseph Roussel *Strategic Supply Chain Management: The Five Disciplines for Top Performance* (Higher Education: 2004)

Roger Fisher, Bill Ury, and Bruce Patton *Getting to YES: Negotiating Agreement Without Giving In* (Penguin: 1991)

Kenneth Lysons, Mike Gillingham (Editor) *Purchasing and Supply Chain Management* (FT Prentice Hall: 2002)

Peter Baily *Purchasing, Principles and Management* (FT Prentice Hall: 2004)

Mark Whitehead, Chris Barrat *Buying for Business: Insights in Purchasing and Supply Management* (John Wiley and Sons Ltd: 2004)

Margaret Griffiths *Law for Purchasing and Supply* (FT Prentice Hall: 2002)

Amy Zuckerman *Supply Chain Management (ExpressExec Series)* (Capstone Express Exec: 2002)

Terry Bamford *Commissioning and Purchasing (Social Work Skills Series)* (Routledge: 2001)

Alan Lawrie *Managing Quality of Service (Contracting & Service Provision)* (Directory of Social Change: 1995)

Donald Harney *Service Contracting: A Local Government Guide* (LGC Information: 1992)

Websites:

Traders Guides to the Sale and Supply of Goods and Services
<http://www.dti.gov.uk/ccp/topics1/saleandsupply.htm>

The Chartered Institute of Purchasing & Supply
<http://www.cips.org/>

EU regulations on tendering and contracting for the supply of goods and services
<http://www.bipsolutions.com/html/ecdirectives.htm>

Unit 13

Insurance and risk in the organisation

Unit summary

The range of risks facing organisations in an increasingly competitive and litigious society is increasing all the time. Risks extend from those concerned with health and safety to the risks associated with financial transactions, trading conditions and the effects of new technology and rapidly changing social and economic behaviour on the competitive position of an organisation. This unit looks at risk in its widest sense and examines the steps that organisations can take to reduce their exposure to risk and the role that insurance can play in transferring risks to others.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- understand the nature of risk and the role of insurance in sharing risk
- assess sources and types of risk and the insurance availability
- explain the operations of the insurance market.

Outcomes

On successful completion of this unit the candidate will be able to:

- explain the nature of insurable risk and the role of insurance in managing risk
- explain the types of insurance available and assess the advantages and disadvantages of each
- identify insurable and uninsurable risks within their own operational area
- review current level of insurance cover for their own area of responsibility and make appropriate recommendations for action.

Unit 13 Insurance and risk in the organisation

Unit content

Outcome 1

Explain the nature of insurable risk and the role of insurance in managing risk

The candidate knows how to:

- define risk, insurance, insurable interest and related concepts, such as:
 - arbitration
 - assurance
 - claim
 - concealment
 - conditions
 - cover note
 - duty of disclosure
 - endorsement
 - excess (or deductible)
 - exclusion (or exception)
 - indemnity
 - insurable interest
 - insurance premium tax
 - liability
 - material fact
 - negligence
 - policy
 - premium
 - risk management
 - risk
 - schedule
 - subrogation
 - third party
 - utmost good faith
 - warranty
- explain how risks can be managed and the criteria for determining whether or not a risk is insurable
- identify the role of organisations and professional service providers operating in the area of risk management and insurance
 - Insurance Agent
 - Insurance Broker
 - Insurance Company
 - Insurance Ombudsman
 - Lloyd's (of London)
 - Loss Adjuster
 - Loss Assessor
 - Name
 - Underwriter.

Outcome 2

Explain the types of insurance available and assess the advantages and disadvantages of each

The candidate knows how to:

- distinguish the main types of commercial insurance and explain the features and conditions normally associated with each:
 - Factory, Home Office, Office, Shop and Premises Insurance
 - Public Liability
 - Employers Liability
 - Professional Indemnity
 - Credit Insurance
 - Fidelity Insurance
 - Key Person Insurance
- assess the benefits and weaknesses of each type of insurance.

Unit 13 Insurance and risk in the organisation

Outcome 3

Identify insurable and uninsurable risks within their own operational area

The candidate knows how to:

- demonstrate an understanding of the organisation's risk policy and procedures
- carry out risk assessments, using qualitative and quantitative methods, such as:
 - What-If method
 - Failure Mode and Effect Analysis (FMEA)
 - Hazard and Operability Study (HAZOPS)
 - Fault Tree Analysis (FTA)
 - Delphi technique
 - Defi method
 - Preliminary Hazard Analysis (PHA)
 - Method Organised for a Systematic Analysis of Risks (MOSAR)
- calculate the level of risk using the EN 1050 mathematical formula for evaluating hazards and determining risk ($LO \times FE \times DPH \times NP$), where:
 - LO = Likelihood of occurrence, ranging from 1 (almost impossible) to 15 (certain)
 - FE = Frequency of exposure, ranging from 0.5 (annually) to 5 (constant)
 - DPH = Degree of possible harm, ranging from 0.1 (scratch or to 15 (fatality)
 - NP = Number of persons exposed, ranging from 1 (1 or 2 people) to 12 (50 or more people)
- identify methods of minimising risk.

Outcome 4

Review current level of insurance cover for their own area of responsibility and make appropriate recommendations for action

The candidate knows how to:

- evaluate the outcomes of a risk assessment and risk minimisation exercise to distinguish between insurable and non-insurable risks
- evaluate the potential level of insurance liability
- identify the need to review or revise insurance cover.

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 2,500 words, or a 20 minute presentation using a variety of visual aids, which presents the results of a risk assessment of the candidate's own area of operation, a review of the current type and level of insurance, and makes any necessary recommendations to review or revise this insurance, as appropriate.

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Unit 13 Insurance and risk in the organisation

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.

Links with other units/qualifications

This unit has links with Unit 2: Law and the business organisation within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration, as follows:

Unit 409 – Manage risk

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Unit 13 Insurance and risk in the organisation

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in insurance and risk and include:

Roy King *Risk Management* (Universal Manager series) (ILM: 2000)

John Adams *Risk* (Routledge: 1995)

Neil Doherty *Integrated Risk Management: Techniques and Strategies for Reducing Risk* (McGraw-Hill Education: 2000)

Alex Kiam *Understand Financial Risk and Analysis in a Day* (Understand in a Day) (Take That: 1997)

Ralph Blanchard *Introduction to Risk and Insurance* (Beard Books: 2001)

Michel Crouhy *The Essentials of Risk Management* (McGraw-Hill Education: 2004).

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Unit 14

Planning and organising formal meetings

Unit summary

This unit is about the importance of ensuring that formal committee and board meetings are organised and run effectively, conforming to the law and the rules of good governance, and that appropriate and accurate records are made and stored safely and securely. This unit will be particularly appropriate to those candidates who act as secretaries to such meetings, or are likely to do so.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- understand the structure and organisation of formal meetings
- explain the nature and role of a meeting secretariat
- recognise the importance of maintaining records of formal meetings.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 organise formal meetings within their own organisation according to the established rules and regulations
- 2 ensure that the rules and regulations governing the meeting are understood and applied
- 3 act as secretary to a formal meeting, keep accurate records and provide advice and guidance to the chair and members
- 4 ensure that the records of meetings are stored safely and securely and that agreed actions are monitored.

Unit 14 Planning and organising formal meetings

Unit content

Outcome 1

Organise formal meetings within their own organisation according to the established rules and regulations

The candidate knows how to:

- describe the role of a meeting secretary and chair
- identify the rights of attendees
 - meeting participants
 - ex-officio members
 - public and media representatives right to attend and participate
- issue appropriate notices of formal committee or board meetings
- prepare an agenda for formal committee or board meetings
- ensure that the documentation prepared for a formal committee or board meetings is complete
- circulate documentation to the appropriate people at the appropriate time.

Outcome 2

Ensure that the rules and regulations governing the meeting are understood by those attending and applied appropriately

The candidate knows how to:

- identify the relevant rules and regulations governing the organisation of committee or board meetings, such as:
 - Company and Public Law
 - memorandum and articles of association
 - Stock Exchange Listing Rules
 - principles of good governance
 - standing orders, rules of order, motions, amendments, etc
 - constitution of organisation
- explain the principle of *ultra vires*
- describe the roles, speaking and voting rights of:
 - directors, managers and shareholders in public and private limited companies
 - elected members, officials and members of the public in public sector organisations
 - trustees, managers and members in voluntary organisations
- explain the specific rules governing the frequency, notice, quorum, use of proxies, at committee or board meetings
- identify the decision-making powers of different types of committee or board meetings.

Unit 14 Planning and organising formal meetings

Outcome 3

Act as secretary to a committee or board, keep accurate records and provide advice and guidance to the chair and members

The candidate knows how to:

- advise the meeting chair on standing orders and procedures
- keep minutes of meetings
- ensure the wording of formal resolutions conforms to organisational policy and is within the powers of the meeting
- ensure that the meeting adheres to standing orders
- record formal resolutions, amendments and decisions.

Outcome 4

Ensure that the records of meetings are stored safely and securely and that agreed actions are monitored

The candidate knows how to:

- receive, and notify appropriate personnel, of correspondence received
- correspond with others on behalf of a committee or board
- notify relevant personnel of decisions made at committee or board meetings
 - Companies House
 - Financial Services Authority
 - Charity Commissioners
- maintain records of meetings and decisions securely and in accordance with regulatory requirements, including:
 - Companies Acts
 - Data Protection Act 1998
 - Freedom of Information Act 2000
 - Public Interest Disclosure Act 1998
- secure electronic records by using password protection and encryption.

Assessment

The outcomes of this unit will be assessed on production of a word-processed report, of approximately 2,500 words, **or** a 20 minute presentation using a variety of visual aids, which presents a review of procedures and practices relating to formal committee and/or board meetings in an organisation.

The review should consider the extent to which those acting in official positions follow the principles, practices, rules and regulations, appropriate to the meeting and their role, including the organisation of the meeting, preparation and circulation of papers, meeting performance targets and subsequent action. The review should identify strengths and weaknesses in the procedures and performance of individuals and make recommendations to improve these, where appropriate.

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

Unit 14 Planning and organising formal meetings

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Information and Communication Technology

- ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications

This unit has links with Unit 2: Law and the business organisation within this qualification.

It also links to the Level 4 National Occupational Standards in Business and Administration as follows:

Unit 412: Chair meetings

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Unit 14 Planning and organising formal meetings

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in planning and organising formal meetings and include:

Helen Ashton *The Company Secretary's Handbook: A Guide to Duties and Responsibilities* ('Sunday Times' Business Enterprise Series) (Kogan Page: 2004)

David Martin *One Stop Company Secretary* (ICSA Publishing: 2005)

Barbara Cooper *The ICSA Handbook of Good Boardroom Practice* (ICSA Publishing: 2004)

Andrew Hamer *The ICSA Meetings and Minutes Handbook* (ICSA Publishing: 2001)

Raymond Knowles *Knowles on Local Authority Meetings* (ICSA Publishing: 1999)

Joanna Gutmann *Taking Minutes of Meetings* (Creating Success Series) (Kogan Page: 2001)

Gudrun Limbrick-Spencer *Just a Minute: A Guide to Taking Effective Minutes* (Wordworks: 2003)

Stephen Mayson, et al *Mayson, French and Ryan on Company Law* (OUP: 2004)

L.C.B. Gower, Paul L. Davies (Editor) *The Principles of Modern Company Law* (Sweet & Maxwell: 2004)

David Impey, Nick Montague *Running a Limited Company* (Jordans: 2001)
Limited Company Guide (Law Pack Publishing: 2000)

Francis Rose *Company Law (Nutshells Series)* (Sweet & Maxwell: 2004)

Jane Munro *Public Law* (Thomson W. Green: 2003).

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Unit 15

Leading and developing a work team

Unit summary

This unit is about the principles and practices associated with team leadership and development, reflecting the importance of teams and team working in most organisations. It has a particular focus on the role of the team leader in ensuring that the team works effectively as a team and that individuals are able to identify and have access to relevant development opportunities that will help them to maximise their contribution to the team.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable candidates to understand:

- the nature and role of leadership
- the benefit of effective team working
- strategies for developing effective teams.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 distinguish between management and leadership and assess the implications of each on effective team performance
- 2 describe the processes of team formation, and evaluate strategies for encouraging team formation and development
- 3 evaluate the stages of development of their own work group as a team and select and employ strategies to improve and develop team working
- 4 set standards and targets and review performance
- 5 identify own leadership style and skills, and assess own effectiveness in leading and developing the team and its performance.

Unit 15 Leading and developing a work team

Unit content

Outcome 1

Distinguish between management and leadership and assess the implications of each on effective team performance

The candidate knows how to:

- explain significant theories about nature and role of management, such as classical management theorists, human relations approach and contingency theories, combining human relations and systems approaches
- explain significant theories about nature and role of leadership, including:
- the evolution of leadership theory (trait, behaviour and situational/contingency theories)
- contribution of significant theorists in development of these models (Likert, Fiedler, Hersey & Blanchard, Burns and Bass, Greenleaf, Kotter, etc)
- evaluate the strengths and weaknesses of different management and leadership styles and their implications for effective team performance
- analyse the relationship between leadership and management and their roles at different levels in hierarchy.

Outcome 2

Describe the processes of team formation, and evaluate strategies for encouraging team formation and development

The candidate knows how to:

- define a team, distinguish between different types of teams (eg operational, project and management teams) and their roles, and explain how teams differ from work groups
- assess the contribution that teams and team working can make to effective work performance
- use different models of team formation to explain a team's developmental progress, eg
 - tuckman model – forming, storming, norming & performing [plus mourning] or
 - drexler, Sibbet, and Forrester's seven stage Team Performance Model
- explain the characteristics of self-managing teams, their role and how they are developed.

Outcome 3

Evaluate the stages of development of their own work group as a team and select and employ strategies to improve and develop team working

The candidate knows how to:

- use appropriate models of team roles to identify team leadership and team member roles and their contribution to team effectiveness (eg team versus task roles, Adair's three circle model, Belbin's team roles inventory)
- assess own work team's developmental stage and progress towards effective team working and employ appropriate team development strategies
- identify relationship and organisational barriers to effective team working

Unit 15 Leading and developing a work team

- distinguish between conflict, tension, stress and other personal problems that arise from organisational factors and those from individual or group characteristics and behaviour
- employ appropriate methods to reduce conflict and encourage trust, co-operation and good relationships between team members.

Outcome 4

Set standards and targets and review performance

The candidate knows how to:

- identify the characteristics of a properly set objective, including
 - the nature of the objective
 - SMART (specific, measurable, achievable, realistic, time based)
- link individual, team and group objectives to the objectives of the organisation
- identify types of review, including
 - formal
 - informal
 - appraisal
 - performance
- identify assessment methods, including
 - self-assessment
 - peer assessment
 - tests
 - work sample
 - observation.

Outcome 5

Identify own leadership style and skills, and assess own effectiveness in leading and developing the team and its performance

The candidate knows how to:

- assess own leadership style and evaluate its effectiveness
- identify appropriate styles to use in different situations
- explain concept and models of motivation and select and employ appropriate techniques to motivate team members
- evaluate and communicate organisational vision and goals
- develop team vision and goals, and motivate team to work towards their achievement.

Unit 15 Leading and developing a work team

Assessment

The outcomes of this unit will be assessed on the production of a word processed report, of approximately 2500 words, on leadership and team/work group development and performance within their own organisation or another organisation to which they have access.

The report should assess:

- management and leadership styles prevalent in the organisation, their impact on the environment within which the team or work group operates, and the effectiveness of strategies set out by the organisation to promote effective team working
- the extent to which the team or work group demonstrates the characteristics associated with effective work teams and their stage of development, including the role and contribution of individual members making up the team and barriers to effective team working
- the leadership style adopted by the team/group leader or manager, and its effectiveness in communicating with, motivating, developing and enabling the team/group to work to agreed standards and achieve its goals. *(Where the candidate is the team/group leader or manager, this section should include reflection on own performance supported by feedback from those being led/managed.)*

The candidate's work should combine evidence of research, observation and data collection in the workplace with reference to the principles and models and theories outlined in the Unit Content.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Working with Others

WO4.1 Develop a strategy for working with others.

WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Unit 15 Leading and developing a work team

Links with other units/qualifications

This unit has links with Unit 16: Recruiting, Selecting Developing New Staff and Unit 19: Equal Rights and Diversity in the Workplace, within this qualification.

This unit also has links with the following qualifications:

- Level 4 National Occupational Standards in Business Administration – Unit 418: Provide leadership in your area of responsibility
- ILM Level 4 Diploma in Management.

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Assessments should be practical and realistic and relate to the candidate's own work team or group, and its employing organisation and sector, or to a team or group to which the candidate has access. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather information.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.

Evidence for assignments should be the candidates' own work and candidates are expected to plan and carry out their assessments independently. Tutors will provide appropriate advice and guidance as necessary.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in leadership and team development and include:

- Adair J, *The Inspirational Leader: How to Motivate, Encourage and Achieve Success* Kogan Page: 2003
- Bass BM & Stogdill RM, *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications* The Free Press 1990
- Belbin JM, *Management Teams* Butterworth-Heinemann 2003
- Goleman D, Boyatzis R & McKee A, *The New Leaders: Emotional Intelligence at Work* Little, Brown 2002
- Katzenbach J & Smith D, *The Wisdom of Teams: Creating the high performance organisation* HarperBusiness: 2003
- Kotter, JP, *Leading Change* Harvard Business School Press 1996
- Leigh A & Maynard M, *Leading Your Team: How to Involve and Inspire Teams* Nicholas Brealey 2002
- Levi D, *Group Dynamics for Teams* Sage: 2001
- James M. Kouzes JM & Posner BZ, *The Leadership Challenge* Jossey Bass Wiley 2002

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Robbin H & Finley M, *Why Teams Don't Work: What Went Wrong and How to Make It Right* Texere: 2000

Pardey, D: 2004 *Leading Teams* Institute of Leadership and Management

Teams that work (video case studies) Institute of Leadership and Management

Websites

Center for the Study of Work Teams website at the University of North Texas:
www.workteams.unt.edu

Wharton Leadership Digest (on-line free subscription newsletter)

<http://leadership.wharton.upenn.edu/digest/index.shtml>

Wharton Leadership Digest (on-line free subscription newsletter)

<http://leadership.wharton.upenn.edu/digest/index.shtml>

Unit 16

Recruiting, selecting and developing new staff

Unit summary

This unit is about the management strategies involved in recruiting, selecting and developing new staff. Managers need to know the background to organisational structures and procedures so that they can practise effectively the day-to-day skills involved in personnel management and development.

In this unit, candidates will consider organisational structure, staff and job specifications, induction, standards and control functions as they apply to the organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- acquire an understanding of the theory and principles of various organisational structures
- recruit, induct and develop new staff
- be aware of current working practices, standards and legislation.

Outcomes

On successful completion of this unit the candidate will be able to:

- 1 assess a range of organisational structures and their effects on recruitment practice
- 2 plan and implement recruitment and selection strategies using appropriate selection methods
- 3 organise the induction of new employees and initiate training plans to meet the needs of the organisation
- 4 understand employment legislation and formal consultative procedures and implement appropriate working practices within an organisation.

Unit 16 Recruiting, selecting and developing new staff

Unit content

Outcome 1

Assess a range of organisational structures and their effects on recruitment practice

The candidate knows how to:

- describe a range of management structures including:
 - hierarchical
 - matrix
 - flat
 - functional
 - trapezium
 - shamrock
- identify the type of structure existing in a given organisation
- explain the probable advantages and disadvantages of a given organisational structure
- explain how the recruitment process may vary according to organisational structure.

Outcome 2

Plan, implement and review recruitment and selection strategies, using appropriate selection methods

The candidate knows how to:

- produce a person specification
 - essential qualities and/or qualifications
 - desirable qualities and/or qualifications
- produce a suitable job description
- use advertising and recruitment agencies
- shortlist applications and invite candidates for interview
- prepare for interview
 - individual or panel interviews
 - interview questions, checklists, interview notes
 - assessment methods – tests, exercises, assessment centres
- make fair assessment decisions based on objective assessment criteria and provide feedback to applicants.

Outcome 3

Organise the induction of new employees and initiate training plans to meet the needs of the organisation

The candidate knows how to:

- recognise the key components of an induction programme for new staff
 - company background, mission strategic aims
 - meet key staff
 - job requirements, work standards, expected standards of behaviour
 - terms and conditions of employment, health and safety responsibilities, etc

Unit 16 Recruiting, selecting and developing new staff

- schedule staff induction, clarifying what aspect of the process will take place:
 - by the end of the first day of employment
 - by the end of the first week of employment
 - by the end of the first month of employment
 - at other times
- identify the various areas that need to be covered during induction including:
 - workplace geography
 - health and safety
 - introductions to others
 - personal and social needs
 - job task requirements
 - mentoring arrangements
 - training opportunities and requirements
 - contractual matters
 - organise health and safety training
- monitor and evaluate the induction programme
- prepare a training plan for a new employee, including
 - identification of the training need
 - training methods
 - resources required.

Outcome 4

Understand employment legislation and formal consultative procedures and implement appropriate working practices within an organisation

The candidate knows how to:

- explain the contractual relationship between the organisation and the employee
 - contracts of employment
 - terms and conditions of employment
 - employment protection, rights of individual employees
- ensure compliance with employment legislation
 - equal pay
 - maximum working hours
 - minimum wage
 - equality of opportunity and non-discrimination
- explain disciplinary and grievance procedures
 - categories of acts of misconduct
 - procedures for issuing verbal and written warnings and summary dismissal
- describe the health and safety legislation applicable to the workplace
 - Health and Safety Management at Work Act
 - COSHH (Control of Substances Hazardous to Health)
 - manual handling
- identify the roles and responsibilities for implementing the organisations health and safety procedures.

Unit 16 Recruiting, selecting and developing new staff

Assessment

The outcomes of this unit will be assessed on the production of a study on the staff recruitment and selection practices within an organisation.

The study should include:

- a report assessing the effect on recruitment and selection strategy of:
 - existing organisational structures
 - current employment legislation
 - health and safety regulations
- records which show that the candidate has:
 - planned and implemented a staff recruitment programme which employs appropriate selection methods
 - planned and implemented an induction course for new staff working in an organisation
 - undertaken a training needs analysis and proposed an initial training plan.

The candidate should also consider how effective the current recruitment, selection, and development strategies are (eg personnel retention), whether there may be better approaches, and make appropriate recommendations for improvement.

The above pieces of work should total approximately 2,500 words.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Problem Solving

- PS4.1 Develop a strategy for problem solving.
- PS4.2 Monitor Progress and adapt your strategy for solving the problem.

Links with other units/qualifications

This unit has links with Unit 15: Leading and Developing a Work Team and Unit 19: Equal Rights and Diversity in the Workplace, within this qualification.

It also links to the Level 4 National Occupational Standards in Business Administration as follows:

Unit 416 – Recruit, select and keep colleagues

Unit 16 Recruiting, selecting and developing new staff

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in recruitment and selection and include:

Charles Handy *Understanding Organisations* (Penguin Books: 1993)

Charles Handy *The Age of Unreason* (Random House Business Books: 1995)

Peter Chandler *An A-Z of employment law A complete reference source for managers* (Kogan Page, 2000)

David Walker *Selection interviewing* (Marshall Editions, 1998)

Paul Iles *Managing staff selection and assessment* (OUP, 1998)

Robert Wood, Tim Payne *Competency-based Recruitment and Selection: A Practical Guide (Strategic Human Resource Management)* (John Wiley and Sons: 1998)

Margaret Dale *A Manager's Guide to Recruitment and Selection* (Kogan Page: 2003)

Gareth Roberts *Recruitment and Selection: A Competency Approach (Developing Practice 5.)* (Chartered Institute of Personnel and Development: 1997)

Chris Lindsay *Manage Recruitment Selection and Induction Processes* (Software Publications: 2003).

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Unit 17

Ensuring a healthy, safe and secure working environment

Unit summary

This unit is concerned with the need to maintain a safe, secure and healthy working environment, by recognising the nature and source of hazards at work and assessing risks in relation to premises, people, and services. The unit enables candidates to recognise the main legislation that applies to their own workplace. It also emphasises that health and safety is a common responsibility and the role that candidates have in ensuring their own, their colleagues', their clients' and the general public's health and safety.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable candidates to understand:

- the legal context of health and safety at work and the implications for their role
- the sources of hazards and risks at work
- strategies for risk assessment and reduction
- the importance of maintaining accurate records.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 explain the legal responsibilities and liability of employers in relation to health, safety and security, and how these impact on policies and procedures within their own work environment
- 2 assess and monitor the hazards and risks to health, safety and security in their own work environment
- 3 understand the principles of accident prevention and implement appropriate control measures
- 4 review strategies in their own work environment for ensuring the health, safety and security of colleagues and others, making recommendations for improvement, as necessary.

Unit 17 Ensuring a healthy, safe and secure working environment

Unit content

Outcome 1

Explain the legal responsibilities and liability of employers in relation to health, safety and security, and how these impact on policies and procedures within their own work environment

The candidate knows how to:

- distinguish between regulations, guidance and codes of practice, in relation to health, safety and security at work, and interpret those that are relevant to own organisation or workplace
- explain the requirements imposed on employers by the:
 - *Health and Safety at Work etc. Act 1974*
 - *The Management of Health and Safety at Work Regulations 1999*
 - *Workplace (Health, Safety and Welfare) Regulations 1992*
- recognise the significance to own work environment of relevant regulations, such as:
 - *Health and Safety (Display Screen Equipment) Regulations 1992*
 - *Personal Protective Equipment at Work Regulations 1992*
 - *Provision and Use of Work Equipment Regulations 1998*
 - *Manual Handling Operations Regulations 1992*
 - *Health and Safety (First Aid) Regulations 1981*
 - *The Health and Safety Information for Employees Regulations 1989*
 - *Employers' Liability (Compulsory Insurance) Act 1969*
 - *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*
 - *Noise at Work Regulations 1989*
 - *Electricity at Work Regulations 1989*
 - *Control of Substances Hazardous to Health Regulations 2002 (COSHH)*
- explain the purpose of health, safety and security procedures in own work environment and identify responsibilities for their operation and control
- recognise the legal and financial implications of failing to comply with necessary health and safety regulations and standards.

Outcome 2

Assess and monitor the hazards and risks to health, safety and security in their own work environment

The candidate knows how to:

- recognise and distinguish between 'hazards' and 'risks'
- carry out a risk assessment of health, safety and security in their own work environment
- carry out an assessment of their own work team's awareness of risks to health, safety and security, their roles and responsibilities
- maintain records of and report accidents or near accidents and security incidents in accordance with organisational policy and practice and regulatory requirements
- monitor compliance or non-compliance with organisational policies and legal requirements for maintaining health, safety and security.

Unit 17 Ensuring a healthy, safe and secure working environment

Outcome 3

Understand the principles of accident prevention and implement appropriate control measures

The candidate knows how to:

- understand the principles of accident prevention
- prioritise recommendations in line with the results of risk assessments using the range of control measures available
- carry out procedures for dealing with accidents, emergencies and evacuation
- make provision for first aid
- monitor fire safety policies and procedures
- ensure the safe and hygienic (where appropriate) storage, distribution handling and use of items
- ensure that arrangements are in place to maintain the safety of equipment
- manage and control the safe storage of hazardous substances and disposal of waste.

Outcome 4

Review strategies in their own work environment for ensuring the health, safety and security of colleagues and others, making recommendations for improvement, as necessary

The candidate knows how to:

- audit own team's practices and compliance with organisational policies and procedures and regulatory requirements
- assess areas which are non-compliant and areas where improvements are needed or possible
- make recommendations for improvements in health, safety and security
- implement measures for further risk reduction, including
 - removing identified hazards
 - guarding, reducing, or eliminating identified risks
 - training, supervising and protecting operators or users, as necessary
- identify opportunities, consulting with colleagues, to improve and promote the health, safety and security of their own team and others
- carry out a cost-benefit analysis of possible strategies to improve health and safety and security.

Assessment

The outcomes of this unit will be assessed on the production of a word processed report, of approximately 2500 words, on health, safety and security practice in the candidate's own workplace. This should include:

- a review of the relevant regulations, guidelines, codes of practice, and standards, policies and procedures that apply, how these relate to the health, safety and security policies and procedures of their own workplace, and the implications and risks of non-compliance

Unit 17 Ensuring a healthy, safe and secure working environment

- a health, safety and security risk assessment of their work environment, which includes an appraisal of their team's practices and compliance with health, safety and security policies and accident prevention procedures
- make proposals for improvements supported by a cost-benefit assessment to substantiate the value to the organisation.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Links with other units/qualifications

This unit has links with the following qualifications:

- Level 4 National Occupational Standards in Business Administration – Unit 409: Manage risk
- ILM Level 4 Diploma in Management.

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Risk assessments should not be conducted without the knowledge of those that are affected and the results of any risk assessments must be made known to them. It is important that the candidate is in a position to establish communication with others regarding the issues and any actions required.

Unit 17 Ensuring a healthy, safe and secure working environment

Assessments should be practical and realistic and relate to current workplace practice. If candidates are currently in employment, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and industrial codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Appropriate centre staff should agree the title and outline of the report to be presented for assessment prior to commencement. Evidence presented should be the candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in health, safety and security and include:

Holt A StJ, *Principles of Health and Safety at Work* IOSH Services Ltd 2002

HSE *Successful Health and Safety Management (HSG)* Health & Safety Executive: 1997

Stranks J, *Health and Safety Law (Health & Safety in Practice)* Prentice Hall: 2001

Ridley J, *Health and Safety in Brief* Butterworth-Heinemann: 2001

C.J. Barrow *Environmental Management: Principles and Practice* (Routledge Environmental Management) Routledge: 1999

Richard Welford (Editor) *Corporate Environmental Management: Systems and Strategies* Earthscan: 1998

The Health and Safety Executive (HSE) publishes a large number of leaflets and guidance notes, most of which are freely available as downloads from its website, at <http://www.hse.gov.uk/>

The Department for Environment, Food & Rural Affairs website has some useful information about environmental protection at <http://www.defra.gov.uk/environment/>

The Environment Agency also has some information, at <http://www.environmentagency.gov.uk/>

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Unit 18

Quality improvement

Unit summary

This unit is concerned with the principles and practices of quality improvement, looking at the development, implementation and management of policies, strategies, tools and techniques of quality control and quality monitoring, quality assurance and continuous improvement.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable candidates to understand:

- the nature and role of quality management
- quality management techniques for use in the workplace
- setting and monitoring standards of performance
- leading the continuous improvement process.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 compare and evaluate alternative models of quality management
- 2 critically evaluate the quality culture in their own workplace
- 3 collect and analyse data on their own work team/group's performance and identify areas for improvement
- 4 prepare a business case for improvements in own work team/group's service delivery
- 5 lead a continuous improvement process to identify and implement improvements in service delivery.

Unit 18 Quality improvement

Unit content

Outcome 1

Compare and evaluate alternative models of quality management

The candidate knows how to:

- explain and contrast basic concepts and principles used in quality management, including quality, inspection, quality control, quality assurance, continuous improvement/kaizen, benchmarking, performance indicators, standards and targets, TQM, quality circles and quality improvement teams
- employ external standards for quality assurance from:
 - generic standard setting bodies (eg ISO 9000, EFQM, IIP)
 - professional, regulatory or sector specific standards issued by bodies appropriate to own sector or organisation
- explain the role of, and respond to, external assessors, regulators, auditors or inspectors operating within the context of quality assurance.

Outcome 2

Critically evaluate the quality culture in their own workplace

The candidate knows how to:

- explain the concept and significance of a 'quality culture' in shaping the implementation of quality policy and practices
- evaluate the assessment and sampling tools and techniques employed by their own organisation to assess performance against benchmarks, and explain the operational implications
- analyse trends and developments, both internal and in other comparable organisations, which have been identified through quality improvement processes
- identify and promote measures to improve the quality culture to meet the needs of 'customers' and other stakeholders.

Outcome 3

Collect and analyse data on their own work team/group's performance and identify areas for improvement

The candidate knows how to:

- identify data collection requirements and methodologies to help work team/group's monitor its own performance
- use appropriate tools and techniques to analyse data on own work team/group's performance
- critically appraise current performance data collection in relation to own work team/group's activities
- identify and use benchmarks to assess team/group's performance
- evaluate own work team/group's performance and identify areas for improvement.

Unit 18 Quality improvement

Outcome 4

Prepare a business case for improvements in own work team/group's service delivery

The candidate knows how to:

- recognise the importance of using accurate, comprehensive and accessible documentation as the basis for quality improvement processes
- liaise with relevant groups of people to make decisions on the use of the outcomes of quality improvement processes
- identify types of resources which may be needed to implement the recommendations of a quality improvement process, and how these might be accessed
- calculate the 'costs of quality' and potential benefits associated with identified improvements in own work team/group's activities
- make recommendations for improvements based on this analysis.

Outcome 5

Lead a continuous improvement process to identify and implement improvements in service delivery

The candidate knows how to:

- employ appropriate techniques for identifying the root cause of problems and developing creative solutions
- establish the criteria for selecting appropriate solutions to identified problems
- agree solutions to problems to improve own work team/group's performance
- implement, monitor and review improvements (PDCA).

Assessment

The outcomes of this unit will be assessed on the production of a word-processed report on the candidate's own work team or group's performance in relation to quality management.

The report should include:

- a comparison of their own organisation's model of quality management with alternative models
- an analysis of the quality culture at their organisation and trends and developments, both internal and in other similar organisations, which have been identified through quality improvement processes
- a case for changing their own work team or group's practices to raise performance, based on an analysis of current operational performance and quality standards, or proposed improved quality standards, as appropriate
- an assessment of the costs of quality
- recommendations for improvement and how to effectively implement, monitor and review progress.

Unit 18 Quality improvement

The candidates' assignment should be approximately 2500 words in length and contain realistic recommendations that are possible to implement. The candidate's work should combine evidence of research, observation and data collection in the workplace with reference to the principles, models and evidence from other workplaces referred to in the Unit Content.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Problem Solving

- PS4.1 Develop a strategy for problem solving.
- PS4.2 Monitor progress and adapt your strategy for solving the problem.

Working with Others

- WO4.1 Develop a strategy for working with others.
- WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Links to other units/qualifications

This unit has links with the ILM Level 4 Diploma in Management.

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Assessments should be practical and realistic and relate to the candidate's own work team or group, and its employing organisation and sector, or to a team or group to which the candidate has access. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather information.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.

Unit 18 Quality improvement

Evidence for assignments should be the candidates' own work and candidates are expected to plan and carry out their assessments independently. Tutors will provide appropriate advice and guidance as necessary.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in quality management and include:

Juran, JM and Gryna, FM *Juran's Quality Control Handbook* (McGraw-Hill Book Company: 1988)

Juran, JM *Juran on Quality by Design: The New Steps for Planning Quality into Goods and Services* (1992)

Oakland, JS *Total Quality Management* (2nd ed) (Butterworth-Heinemann: 1993)

Swanson, RC *The Quality Improvement Handbook: Team Guide to Tools and Techniques* (1995)

Howard, H *Managing Quality Scitech Educational* (Universal Manager series: 2000)

Hutchins, D. *Quality Circles Handbook*. (Pitman, 1985)

Smith, G *Quality Problem Solving* (McGraw-Hill Education: 1998)

Zairi, M *Benchmarking for Best Practice* (Butterworth-Heinemann 1998)

Websites:

www.asq.org The American Society for Quality has many useful definitions, articles and other information

www.quality.nist.gov The Baldrige award, the US equivalent of the EFQM

www.efqm.org for details of the business excellence model

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Unit 19

Equal rights and diversity in the workplace

Unit summary

This unit is concerned with the importance of ensuring that policies and working practices in the organisation recognise that this is a diverse society in which everyone should recognise the rights and responsibilities of customers and work colleagues to be treated fairly and without discrimination. It emphasises the importance of accepting personal responsibility for taking action when encountering inappropriate behaviour or language.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable candidates to understand:

- the legal, regulatory and policy environment relating to equal opportunities and diversity
- the implications for the organisation of failing to encourage equality of opportunity for all
- strategies for increasing equality of opportunity and diversity in the workplace.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 evaluate the effect of living in a diverse society and its implications for workplace relationships and behaviours
- 2 explain the legal, regulatory and policy requirements relating to equality of opportunity and the implications for employment and workplace practice
- 3 review workplace policies and practices in terms of their effectiveness in meeting legal requirements, promoting diversity and encouraging a productive and socially inclusive working environment
- 4 promote strategies that welcome diversity and create equal opportunities in the work environment.

Unit 19 Equal rights and diversity in the workplace

Unit content

(NB: References to 'in the workplace' includes fellow team members, other employees and to those they come into contact with, including customers, suppliers, managers and colleagues)

Outcome 1

Evaluate the effect of living in a diverse society and its implications for workplace relationships and behaviours

The candidate knows how to:

- explain the meaning of 'rights and responsibilities'
- distinguish between 'equal opportunities' and 'diversity' as constructs and their implications for practice
- consider the effects of different types of discrimination, such as, race, sex, age and disability, on life chances
- explain the implications of living in a diverse society on the provision of goods and services
- consider the effects of their own and others' attitudes, behaviours, and other aspects of interpersonal relationships, on equality of opportunity and diversity at work.

Outcome 2

Explain the legal, regulatory and policy requirements relating to equality of opportunity and the implications for employment and workplace practice

The candidate knows how to:

- identify the legislative and other regulatory requirements for equality of opportunity in employment and the provision of goods and service in their workplace, including specific equal opportunities legislation and the Human Rights Act
- explain how their own organisation's policies and procedures are set up to address equality of opportunity in employment and service provision
- recognise the implications for both the individual and the organisation of failing to comply with relevant legal and other requirements.

Outcome 3

Review workplace policies and practices in terms of their effectiveness in meeting legal requirements, promoting diversity and encouraging a productive and socially inclusive working environment

The candidate knows how to:

- investigate best practice in policies and procedures designed to ensure equality of opportunity and promote diversity in the workplace
- identify appropriate systems for monitoring equality of opportunity and diversity in the workplace
- analyse data relating to equality of opportunity and diversity relating to employment in their organisation, or the supply of goods and services
- review the effectiveness of their own organisation's policies and practices and identify any areas for improvement.

Unit 19 Equal rights and diversity in the workplace

Outcome 4

Promote strategies that welcome diversity and create equal opportunities in the work environment

The candidate knows how to:

- challenge procedures, behaviour and language that could be discriminatory or oppressive to others
- propose and justify suitable strategies for dealing with bullying, harassment and other discriminatory behaviour in the workplace
- develop strategies to promote positive attitudes and behaviours in relation to equality of opportunity and diversity in the workplace.

Assessment

The outcomes of this unit will be assessed on the basis of a study, of approximately 2500 words, of a particular aspect of equality of opportunity and diversity in the workplace. The study should:

- describe the specific issue that is the subject of the study (eg under-representation of a particular group in employment or the failure to meet the specific needs of a particular group in terms of supply of goods or services)
- provide a rationale for the chosen subject, highlighting the organisation's legal and ethical responsibilities, and individual rights and responsibilities, within a diverse society
- the implications for the organisation of current policy, activities or behaviour in relation to this particular issue or group
- propose strategies for addressing the issue and the implications for the organisation of introducing them.

The candidate's work should combine evidence of research, observation and data collection in their own and other workplaces with reference to the concepts, principles, and legislation outlined to in the Unit Content.

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Unit 19 Equal rights and diversity in the workplace

Problem Solving

PS4.1 Develop a strategy for problem solving.

PS4.2 Monitor Progress and adapt your strategy for solving the problem.

Links with other units/qualifications

This unit has links with Unit 15: Leading and Developing a Work Team and Unit 16: Recruiting, Selecting and developing Staff within this qualification.

This unit also has links with:

- Level 4 National Occupational Standards in Business Administration – Unit 418: Provide leadership in your area of responsibility
- ILM Level 4 Diploma in Management.

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Assessments should be practical and realistic and relate to the candidate's own work team or group, and its employing organisation and sector, or to a team or group to which the candidate has access. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather information.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.

Evidence for assignments should be the candidates' own work and candidates are expected to plan and carry out their assessments independently. Tutors will provide appropriate advice and guidance as necessary.

Suggested resources list

An extended range of textbooks and materials are available to candidates undertaking research studies in equal opportunities and diversity, and include:

Kirton G & Greene A-M, *Dynamics of Managing Diversity: A Critical Approach* (Butterworth-Heinemann: 2000)

Fullerton J & Kandola R, *Diversity in Action* (CIPD: 1998)

Roemer JE, *Equality of Opportunity* (Harvard University Press: 2000)

CRE *Positive Action and Equal Opportunity in Employment* (Commission For Racial Equality: 1991)

Cartwright R, *Managing Diversity* (Capstone Express Exec: 2001)

Hammonds *Family Friendly Rights* (CIPD: 2003)

Modood T, *Ethnic Minorities in Britain: Diversity and Disadvantage* (PSI Report) (Policy Studies Institute: 1991)

Barry B *Culture and Equality* (Polity Press: 2000)

Unit 19 Equal rights and diversity in the workplace

Parekh B, *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (Palgrave Macmillan: 2000)

Alibhai-Brown Y, *After Multiculturalism* (Foreign Policy Centre: 2000)

Websites

- The Commission for Racial Equality www.cre.gov.uk/
- The Equal Opportunities Commission www.eoc.org.uk/
- The Disability Rights Commission www.drc.org.uk/

The DTI's equality website www.dti.gov.uk/er/equality/index.htm contains details of the legal rights of employees and the advantages for business of welcoming diversity.

A search on the Internet for equal opportunities policies will produce a wide range of examples that may be of use in making a comparative analysis.

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Unit 20

Project management using ICT

Unit summary

This unit is concerned with the assessment of project feasibility, including financial, organisational and ethical appraisal; the selection, deployment and supervision of project teams; the planning, resourcing and monitoring of projects, including the use of project management tools; and the implementation and successful completion and post-completion maintenance of projects.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable candidates to:

- identify project strategies and plan and implement a project
- identify how project teams work and are managed
- acquire and practice the skills needed for successful project management
- review a project on completion.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 use a life cycle model on which to base the development of an ICT project
- 2 plan an ICT project/solution
- 3 establish a project team and identify roles and responsibilities
- 4 use management tools to maintain control and monitor a project
- 5 review a project on completion and learn from the experience.

Unit 20 Project management using ICT

Unit content

Outcome 1

Use a life cycle model on which to base the development of an ICT project

The candidate knows how to:

- identify different life cycle models when developing a project eg systems life cycle, waterfall model, standard model
- explain the function of each stage of the model eg analysis, design, testing, documentation, implementation, review.

Outcome 2

Plan an ICT project/solution

The candidate knows how to:

- undertake feasibility studies and risk analysis eg assessing project viability, timescales, existing ICT solutions available
- take into consideration environmental and ethical issues
- use management tools to undertake cost-benefit and breakeven analysis
- check integration and interfacing with other systems in the organisation
- collate the required inputs and outputs of the proposed solution
- produce both outline and detailed specification requirements
- review previous projects in this and other organisations to inform judgements about the likelihood of the project being successful
- establish and document clear objective criteria on which the project will be judged.

Outcome 3

Establish a project team and identify roles and responsibilities

The candidate knows how to:

- assemble effective, coherent and cohesive project teams that capitalise on the strengths of individual members
- identify general models of leadership and leadership behaviour
- identify any training issues
- establish clear lines of project management and responsibility eg project team leader, section leader
- identify available and required resources that will support the project
- ensure communication strategies are in place to support teams and to enable them to achieve goals eg newsletters, Intranet, meetings, visual aids for oral presentations
- use standard software applications to manage the project and communicate with team members eg Microsoft Schedule or Lotus Notes, Microsoft Project, Project Scheduler, websites, email, spreadsheets, databases
- document team meetings and bring to the attention of the project leader any difficulties that have arisen or may affect the project completion.

Unit 20 Project management using ICT

Outcome 4

Use management tools to maintain control and monitor a project

The candidate knows how to:

- identify and use the tools available to plan for successful monitoring and control of the project ie GANTT chart, Pert chart
- back-up data prior to the implementation of any new software
- identify any security issues and control unauthorised access to data during the development of the project
- use team targets or milestones to monitor team progress against goals and adjust plans accordingly
- report on progress, ensure adherence to agreed procedures and budgets and be accountable for performance against set goals
- use phased roll-out methodologies in order to cause minimal disruption within the business
- ensure that there is a robust and efficient reporting procedure/process in place that records any problems or errors that were missed ie during testing.

Outcome 5

Review a project on completion and learn from the experience

The candidate knows how to:

- check the final project against the original specification
- accurately review the success or not of the project and produce a report that, where necessary, makes recommendations for the future development of the project or conduct for future project teams
- distinguish between 'managing' and 'leading' a team
- reflect on the goals set (objectives, targets, targets missed) and 'vision' in motivating and measuring team performance
- identify any new training issues eg team members, users of software
- ensure that performance by individuals and the team collectively met the required standards and any under performance is addressed
- maintain data confidentiality, integrity and security and statutory obligations such as the Data Protection Act and Computer Misuse Act
- comply with software licensing (Copyright Designs and Patents Act) and understand the role of FAST (Federation against software theft)
- plan for post implementation reviews to confirm that the proposed benefits of the system have been delivered and the sponsor's expectations have been fulfilled.

Unit 20 Project management using ICT

Assessment

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding about project management and developed appropriate skills which they have been able to employ in leading or supporting a project team.

Assessment will be based on candidates having assisted a project team or acted as an internal consultant to a project team, and prepared materials to demonstrate the application of the skills and knowledge of project management, such as:

- a project report and supporting documentation; or
- a written account or an oral or audio-visual presentation on a project; or
- though some other record of learning and application.

Where a candidate is not in a position to be part of a real project team, then a suitable scenario should be provided for the candidate.

Guidance

Key Skills signposting

As candidates work towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
- C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Working with Others

- WO4.1 Develop a strategy for working with others.

Improving own learning and performance

- LP4.1 Develop a strategy for improving your own learning and performance.
- LP4.2 Monitor progress and adapt your strategy to improve your performance.
- LP4.3 Evaluate your strategy and present the outcomes of your learning.

Problem Solving

- PS4.1 Develop a strategy for problem solving.
- PS4.2 Monitor Progress and adapt your strategy for solving the problem.

Unit 20 Project management using ICT

Links with other units/qualifications

This unit has the following links with the National Occupational Standards for IT:

Customer Systems Support Level 4

108 Manage Activities to Meet Requirements

111 Manage the Performance of Teams and Individuals

Developing IT Systems Level 4

401 Develop and Manage Your Own Effectiveness and Professionalism

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning and discussion. An action learning approach which offers individuals the opportunity to undertake their own learning activity and then share this with others would be a useful model to follow, although not the only one.

Assessments should be practical and realistic and relate to current sector practice. If candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Suggested resources list

Andersen E S et al – *Goal Directed Project Management: Effective techniques and strategies* (Kogan Page, 1998)

Briner, W, Hastings, C and Geddes, M- *Project Leadership* (Gower, 1996)

Capper, R – *A Project by Project Approach to Quality* (Gower, 1998)

Graham B – *Practical Project Management* (Financial Times Management, 1997)

Harrison F L – *Advanced Project Management* (Gower, 1992)

H Kerzner Van Nostrand *Project Management: A systems approach to planning, scheduling and controlling (6th ed.)* (Reinhold Company, 1997)

R I Kliem & I S Ludin *People Side of Project Management* (Gower, 1995)

R I Kliem & I S Ludin *Reducing Project Risk* (Gower, 1997)

G Lashbrooke *A Project Manager's Handbook* (Kogan Page, 1992)

J P Lewis *Project Planning, Scheduling and Control: A hands-on guide to bringing projects in on time and on budget* (Irwin/McGraw Hill, 1995)

K Sadgrove *The Complete Guide to Business Risk Management* (Gower, 1996)

R Turner and S J Simister *Gower Handbook of Project Management (3rd ed.)* (Gower, 2000)

G Webster *Managing Projects at Work* (Gower, 1999)

P Williams *Getting a project done on time: Managing people time and results* (Amacom, 1995)

Unit 20 Project management using ICT

www.ccta.gov.uk/prince/prince.htm (Government's PRINCE 2 PM system)
www.cranfield.ac.uk/cils/library/subjects/proman.htm (Links to other websites)
www.apmgroup.co.uk/theapm.htm (Association for PM)

Unit 21

Applying ICT to optimise business operations

Unit summary

This unit is about knowing when and how to apply information and communications technologies to improve business operations within the organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

The module aims to enable a candidate to:

- select and employ ICT solutions to improve business operations
- choose and use an ICT solution for presenting business information
- select an ICT solution for managing contacts and relationships
- help the business exploit communication technologies
- analyse information to respond to the operational needs of a business.

Outcomes

On successful completion of the unit the candidate will be able to:

- 1 use ICT to plan business operations
- 2 evaluate and use ICT systems to organise and record business activities
- 3 evaluate the use of communications technologies for dissemination of information and automation of sales transactions
- 4 evaluate and use ICT to improve business operations.

Unit 21 Applying ICT to optimise business operations

Unit content

Outcome 1

Use ICT to plan business operations

The candidate knows how to:

- prepare and maintain a business plan for the organisation as a whole or a strategic business unit that reflects opportunities, competencies and risks in measurable form
- prepare a marketing plan using appropriate ICT to (a) format and present the plan and (b) import relevant data from other sources (eg the business plan; market research; sales forecasts; production schedules)
- develop and use an application for applying 'what-if' scenarios to new business proposals and for comparing competing proposals. The solution will extend beyond cost/benefit analysis to take account of non-financial factors contributed by proposers and intended users. [note: 'Information Economics' (see reading list) offers a method that could be used as a basis].

Outcome 2

Evaluate and use ICT systems to organise and record business activities

The candidate knows how to:

- evaluate database applications and ICT systems to organise customer records, track customer activity and maintain contact information
- describe the need for integration between ICT applications to allow the import/export of data for use in other applications eg mail merge, accounts, market research
- compare ICT methods for processing market research data
- extract and present information from market research data in a suitable format to provide information of value to the business
- select and use an ICT application to provide a breakeven analysis.

Outcome 3

Evaluate the use of communications technologies for dissemination of information and automation of sales transactions

The candidate knows how to:

- describe the benefits and drawbacks of using the Internet and/or intranet to publish company information eg financial, product, job vacancies
- describe the costs involved in maintaining updated information on the Internet and/or intranet eg skills, training, time
- understand the impact of electronic commerce on the future profitability of the business.

Unit 21 Applying ICT to optimise business operations

Outcome 4

Evaluate and use ICT to improve business operations

The candidate knows how to:

- identify and access online business intelligence services (industry-specific or general eg Economist Intelligence Unit; Reuters)
- develop and monitor a human resources strategy to support the delivery of the business plan including staff development
- design and operate an ICT system for measuring the achievement of business performance targets and for recognising and communicating the outcomes
- identify and report on an ICT solution for maintaining and optimising the use of a selected category of business assets (eg transport fleet; plant and equipment; patents and other intellectual property; corporate information archives).

Assessment

Assessment can be done by using a case study that a candidate can explore and expand to fulfil the objectives of the unit.

A suitable Case Study could specify the operational requirements for a new business unit for instance to expand the sales area into another region/country.

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding about business operations and developed appropriate skills, which they can use in optimising business operations by the use of ICT systems.

The candidate will be expected to produce the following

- a business plan
- a marketing plan
- evidence of development and use of an application to produce a 'what-if' scenario
- evaluation of database applications and ICT systems for organising customer records, tracking customer activity and maintaining contact information
- comparison of ICT methods for processing market research data
- presentation of market research statistics
- a breakeven analysis
- proposals for the use of Internet and/or intranet for communication of specified information and the requirements for the maintenance of the information
- evaluation of the costs and benefits of e-commerce for sales transactions
- evidence of use of online business intelligence services
- development of a human resources strategy
- design and operation of an ICT system to measure the achievement of business performance targets and recognise and communicate the outcomes
- report on an ICT solution for maintaining and optimising the use of a selected category of business assets.

Unit 21 Applying ICT to optimise business operations

Guidance

Key Skills signposting

As candidates work towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Improving own Learning and Performance

- LP4.1 Develop a strategy for improving your own learning and performance.
- LP4.2 Monitor progress and adapt your strategy to improve your performance.
- LP4.3 Evaluate your strategy and present the outcomes of your learning.

Problem Solving

- PS4.1 Develop a strategy for problem solving.
- PS4.2 Monitor progress and adapt your strategy for solving the problem.

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.

Information and Communication Technology

- ICT4.1 Develop a strategy for using IT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of in work involving the use of IT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one presentation, showing integration of text, images and number.

Unit 21 Applying ICT to optimise business operations

Links with other units/qualifications

This unit has links with the following National Occupational Standards for IT:

Managing IT Systems Level 4

401 Develop and Manage Your Own Effectiveness and Professionalism

409 Evaluate Potential Information Technology Products and Services

414 Contribute to the Development of Information System Strategy

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning and discussion. An action learning approach which offers individuals the opportunity to undertake their own learning activity and then share this with others would be a useful model to follow, although not the only one.

Assessments should be practical and realistic and relate to current sector practice. If candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Suggested resources list

Czerniawska, F. & Potter, G. (1998) *Business in a Virtual World: exploiting information for competitive advantage*. (Macmillan Press; Basingstoke). ISBN 0-333-72121-7

Parker, M.M., Benson, R.J. & Trainor, H.E. (1988) *Information Economics: linking business performance to information technology*. (Prentice-Hall International).

ISBN 0 13 465014 X

Christensen, C.M. (1997) *The Innovator's Dilemma: when new technologies cause great firms to fail*. (Harvard Business School Press; Boston, Mass.)

ISBN 0-87584-585-1

Keen, P.G.W. (1991) *Shaping the Future: business design through information technology*. (Harvard Business School Press). ISBN 0-87584-237-2

Note 1: candidates may find it useful to consult journals of accountancy professional bodies; Management Today, Long Range Planning and magazines such as Information Age

Note 2: candidates could obtain relevant information from web search engines (eg: www.altavista.co.uk or www.google.com) or web directories (eg: www.yahoo.com).

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Unit 22

Applying ICT to manage strategic information

Unit summary

This unit is about knowing when and how to apply information and communications technologies, services and devices (ICT) to improve information management within the strategic management area of the organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

The module aims to enable a candidate engaged in business strategy formulation to:

- select and employ ICT solutions to gather more valuable strategic information
- choose and use ICT solutions that help strategists to make winning decisions.

Outcomes

On successful completion of the unit, the candidate will be able to:

- 1 acquire and filter external information to separate information of potential strategic value
- 2 acquire internal information to monitor the organisation's key performance indicators
- 3 use ICT to combine information to be used in the decision making process
- 4 use ICT to present and distribute information to colleagues.

Unit 22 Applying ICT to manage strategic information

Unit content

Outcome 1

Acquire and filter external information to separate information of potential strategic value

The candidate knows how to:

- use online information sources to acquire relevant information:
 - web search engines
 - online news-feeds
 - Internet discussion groups
 - personal email contacts
- obtain and combine both relevant facts and rumours in a discriminating way that will lead to more knowledgeable business decisions
- describe the type of external information that is relevant in the decision making process:
 - competitors' market share
 - competitors' prices
 - market behaviour
 - economic changes
 - fiscal, legal or political changes
- use ICT techniques for filtering incoming information eg via the 'rules' feature of Microsoft Outlook Express
- use ICT techniques for refining out-going searches eg Boolean logic with search engines.

Outcome 2

Acquire internal information to monitor the organisation's key performance indicators

The candidate knows how to:

- select information to be used for performance measurement either for the organisation as a whole or for individual business units
- describe the types of information used for performance measurement:
 - customer feedback
 - sales
 - profit
 - staff retention rates
 - return on investment in staff training
 - return on IT investment
- describe how exception reporting is used to flag problems eg decline in profits.

Unit 22 Applying ICT to manage strategic information

Outcome 3

Use ICT to combine information to be used in the decision making process

The candidate knows how to:

- import/export data between ICT applications
- gather, sort, analyse and evaluate information
- use a spreadsheet application 'what-if' scenario for analysis to evaluate the impact of a product price, salary or raw materials increase/decrease
- use a spreadsheet goal seek facility for analysis eg to evaluate how many extra salespeople are required to increase sales to a specified figure
- investigate and report on the role of expert systems in a decision making process eg financial risk management
- use a spreadsheet to provide graphs and/or charts to illustrate performance eg compare profit forecast with actual profit, sales trends, market share, compare sales forecast with actual sales
- select and evaluate a software application that combines data to animate a performance measurement method such as the Balanced Business Scorecard or the European Foundation for Quality Management model eg via a Microsoft 2000 'Digital Dashboard', an Enterprise Information System such as Comshare 'Commander'.

Outcome 4

Use ICT to present and distribute information to colleagues

The candidate knows how to:

- ensure that information is available when it is needed ie weekly, adhoc and where it is needed within the organisation
- present accurate information in a format suitable for distribution
- make recommendations for possible actions that could be taken
- design a method of distribution for information sharing via a suitable communication medium eg intranet
- use an ICT application to publish and distribute the results of information analysis and performance measurement.

Assessment

Assessment can be done by using a Case Study that a candidate can explore and expand to fulfil the objectives of the unit.

A suitable Case Study could specify the definition of a problem within a company eg a decline in profits for a specified product within a specified sales region. The internal information should be supplied in an electronic format that allows the candidate to extract the required information.

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding about strategic management information and developed appropriate skills, which they can use in decision making by the use of ICT systems.

Unit 22 Applying ICT to manage strategic information

The candidate will be expected to produce the following:

- evidence of acquisition and filtering of external information
- evidence of evaluation and analysis of internal and external information by means of
 - ‘what-if’ analysis
 - goal seek
 - graphs/charts
 - performance measurement methods
- investigation and report on the role of an expert system in a decision making process
- evidence of presentation and distribution of information analysis and performance measurements
- recommendations on possible actions that could be taken.

Guidance

Key Skills signposting

As candidates work towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

- C4.1 Develop a strategy for using communication skills over an extended period of time.
- C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Improving own Learning and Performance

- LP4.1 Develop a strategy for improving your own learning and performance.
- LP4.2 Monitor progress and adapt your strategy to improve your performance.
- LP4.3 Evaluate your strategy and present the outcomes of your learning.

Problem Solving

- PS4.1 Develop a strategy for problem solving.
- PS4.2 Monitor progress and adapt your strategy for solving the problem.

Unit 22 Applying ICT to manage strategic information

Application of Number

- N4.1 Develop a strategy for using application of number skills over an extended period of time.
- N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.

Information and Communication Technology

- ICT4.1 Develop a strategy for using IT skills over an extended period of time.
- ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of in work involving the use of IT for two different, complex purposes.
- ICT4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications

This unit has links with the following National Occupational Standards for IT:

Managing IT Systems Level 4

403 Develop and Manage Your Own Effectiveness and Professionalism

414 Contribute to the Development of Information System Strategy

Delivery advice

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning and discussion. An action learning approach which offers individuals the opportunity to undertake their own learning activity and then share this with others would be a useful model to follow, although not the only one.

Assessments should be practical and realistic and relate to current sector practice. If candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Unit 22 Applying ICT to manage strategic information

Suggested resources list

Orna, E. (1999) *Practical Information Policies: Second edition* (Gower Publishing; Aldershot). ISBN 0-566-07693-4

Skyrme, D. (1999) *Knowledge Networking: creating the collaborative enterprise*. Butterworth-Heinemann; Oxford). ISBN 0-7506-3976-8

Marchand, D.A., Davenport, T.H. & Dickson, T. eds *Mastering Information Management*. (Pearson Education; Harlow 2000). ISBN 0-273-64352-5

Taylor, A. & Farrell, S. *Information Management for Business (Aslib; London 1994)*. ISBN 0 85142 313 2

Bocij, P, Chaffrey, D, Greasley, A, Hickie, S. *Business Information Systems* (Financial Times Pitman Publishing 1999) ISBN 0-273-63849-1

Note 1: candidates may find it useful to consult journals such as Information Management (ASLIB); Knowledge Management; Management Consultancy and relevant trade and professional magazines

Note 2: candidates could obtain relevant information from web search engines (eg: www.altavista.co.uk or www.google.com) or web directories (eg: www.yahoo.com)

Appendix A

Guidance on assignment design

1 Designing assignments

- 1.1 The purpose of an assignment is to provide candidates with the opportunity to produce work which demonstrates that they have gained the knowledge and skills detailed in the learning outcomes. Assignments may focus on either a single unit or more than one unit where there are common themes across some of the units.
- 1.2 It is important for centres to use an integrated approach (ie content which effectively links across two or more units) in relation to at least one assignment. In the Higher Professional Diploma in Business Administration, there are a number of units which have links and could potentially form the basis for the development of an integrated assignment include:

Unit 1: Financial Management **with** Unit 8: Budgeting and Cost Control **or** Unit 9: Financial Appraisal and Accountability

Unit 3: Business Organisation **with** Unit 5: The Organisational Environment

Unit 2: Law and the business organisation **with** Unit 12: Purchasing and Contracting with Suppliers **or** Unit 16: Recruiting, Selecting and Developing New Staff **and/or** Unit 19: Equal Rights and Diversity in the Workplace

The approach to marking/assessing integrated assignments should enable an individual grade to be allocated to each unit covered, for the purposes of grading calculations, etc.

- 1.3 Regardless of whether the assignment is based on an individual unit or an integrated selection of units, complete familiarity with the specification requirements will allow both tutors and candidates to identify relevant opportunities, content, and topics which can facilitate the development of work-related and challenging assignments. Specifically, the assessment and guidance section of the specifications should be used to generate ideas about possible approaches to assignment design.
- 1.4 In some units the assessment section is quite detailed and provides a strong basis for an assignment. In these cases, the main focus is likely to be on providing further background or a scenario to place the assignment into a meaningful context with a clear vocationally-related purpose. In addition, it is probable that centres will wish to present the assignment in a user-friendly manner for candidates, eg addressing the candidate in the second person, using a different font-size. Other units in the specifications have a less detailed assessment section which provides more scope for centres and candidates to tailor assignments to their specific work roles and experience, bearing in mind the need for the unit outcomes to be met. Although a particular form of assessment may be identified in the assessment section of the unit eg a report, it is possible to select an alternative approach such as a case-study or presentation, as long as candidates produce evidence of comparable quantity and quality and meet the same outcomes.

- 1.5 To aid manageability and clarity, the assignment may be broken down into activities or tasks which relate to each other so that the overall assignment is coherent. In addition, assignments should be vocationally-relevant, realistic and motivating. It is important that each assignment brief provides the following information:
- the purpose of the brief or rationale for the assignment
 - intended context
 - knowledge and skills to be demonstrated
 - the criteria for success.
- 1.6 Assignment design should take account of those candidates who have the potential to achieve a higher grade to meet the Merit and Distinction criteria. For instance, the grading descriptors reflect the need for candidates to carry out research with increasing degrees of independence, apply work-related skills, knowledge and understanding effectively, and analyse and reflect on ideas and actions. There should therefore be opportunities for candidates to respond to their assignments in this way.
- 1.7 Assignments can be completed in any order; however, centres will be expected to sequence assignments logically according to the requirements of the candidates, the course, and resources within the centre.

2 Opportunities for repeating assignments

- 2.1 At this level candidates should be encouraged to take a proactive role in their own self assessment and be encouraged to match their work to the unit requirements. This should be supplemented with tutor feedback on performance. As part of this process, if candidates have not been successful in the assignment, there should be discussion and illustration of why they were not successful. If a candidate is then able to attempt the assignment again and meet the criteria independently, a pass can be achieved.

3 Safe working

- 3.1 The importance of safe working practices must always be stressed. Candidates have responsibilities for the safety of others as well as themselves. A candidate cannot be allowed to continue working on an assignment if they have contravened health and safety requirements. To complete the unit, the candidate will be allowed to recommence on a different occasion and tutors will closely monitor the achievement of the safety aspects.

4 Permission and confidentiality

- 4.1 Candidates may need to maintain confidentiality in the use of business data by 'anonymizing' sensitive information.

5 Marking and grading of assignments

- 5.1 To confirm that an outcome is achieved, it is useful to identify the key points or **key assignment indicators** which one would expect to see in a candidate's response. Reference should be made to the unit content of each outcome as well as the requirements of the brief/task to select the key points.
- 5.2 The content of the assignments and feedback to candidates should take into consideration the importance of
- a formative approach
 - candidates being encouraged to reflect on building their achievements throughout the provision of the qualification, rather than only on the final outcome
 - indicating clearly and supportively to candidates on a regular basis any gaps there might be in the sufficiency and level of achieving the outcomes.
- 5.3 In order for candidates to achieve a Pass, it is necessary for them to complete all parts of the assignment and produce evidence which clearly shows that the outcomes have been met. The overall quality of the work must be of a satisfactory and reliable standard.
- 5.4 The assignments should be graded: Pass, Merit or Distinction. Candidates who show greater degrees of autonomy in the ways in which they carry out research, approach and evaluate their work, or demonstrate originality and imagination will gain higher grades than those who work completely from tutor prepared material. Please refer to the general Guidance section, paragraph 4.8 'The grading criteria' for full grading descriptors.

6 Internal and external moderation of assignments

- 6.1 Please refer to the general Guidance section, paragraph 9 'The quality assurance system' for information on how assignments are moderated.

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Appendix B

QCA accreditation numbers

QCA Qualification accreditation number:

Qualification title

100/5316/5

**City & Guilds Level 4 Higher Professional
Diploma in Business Administration (4455)**

QCA unit number	City & Guilds unit number	Unit title
F/101/6967	01	Financial management
D/103/2528	02	Law and the business organisation
H/103/2529	03	Business organisation
Y/103/2530	04	Using information systems in business administration
D/103/2531	05	The organisational environment
M/101/6978	06	Personal and professional development
H/103/2532	07	Analysing and presenting quantitative data
K/103/2533	08	Budgeting and cost control
M/103/2534	09	Financial appraisal and accountability
T/103/2535	10	Marketing in business administration
A/103/2536	11	Sales administration and customer service
F/103/2537	12	Purchasing and contracting with suppliers
J/103/2538	13	Insurance and risk in the organisation
L/103/2539	14	Planning and organising formal meetings
K/102/9194	15	Leading and developing a work team
F/103/2540	16	Recruiting, selecting and developing new staff
D/102/9192	17	Ensuring a healthy, safe and secure working environment
T/102/9196	18	Quality improvement
H/102/9193	19	Equal rights and diversity in the workplace
J/103/2541	20	Project management using ICT
D/102/7345	21	Applying ICT to optimise business operations
Y/102/7344	22	Applying ICT to manage strategic information

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