

Higher Level Qualifications Level 7 Master Professional Diploma in Strategy and Development (Education & Training) – 4445

**City&
Guilds**

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February 2008

Qualification handbook



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**Accredited by QCA as a Level 7 qualification within the
National Qualifications Framework**

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Introduction and guidance

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 5, Master Professional Diploma, Membership (MCGI), ILM Executive Diploma in Management, Engineering Council Post Graduate Diploma
6	Level 6 Graduateship (GCGI)/Associateship (ACGI)*, Engineering Council Graduate Diploma
5	Level 5 Engineering Council Certificate
4	Level 4 S/NVQ 4, Higher Professional Certificate/Diploma, Licentiate (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 S/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 relevant to the world of work
 - meet the needs of industry and commerce and reflect the knowledge areas expressed in the relevant National Occupational Standards and/or professional standards.
- 2.3 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. 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.
- 2.4 It is likely that these qualifications will be delivered in
- colleges
 - training organisations
 - higher education institutions
 - armed forces.
- 2.5 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.
- 2.6 Some of the content covered in the units can contribute to the underpinning knowledge of relevant S/NVQs. Effective delivery mechanisms could connect the delivery of units for both qualifications in a coherent, linked fashion.

3 The scheme

3.1 Rationale for the development of the Master Professional Diploma in Strategy & Development (Education and Training)

The Level 7 Master Professional Diploma in Strategy and Development (Education and Training) provides a post-graduate level qualification which enables candidates to develop their knowledge and skills in areas of study which reflect the complex work roles which they occupy. Candidates develop high level strategic awareness of key developments and issues in their sectors through the study of a range of intellectually-challenging units relating to diverse management activities in the sector such as corporate marketing, training and development, financial management, project management and strategic leadership. In addition, candidates undertake original, vocationally-focussed and sector-based research for their own personal development and that of their company. This personal and professional development is supported by the concept of the candidate as a 'reflective practitioner,' a theme which permeates the whole qualification and encourages the candidate to adopt a proactive approach to the development and application of predictive, strategic, and innovative thinking which can be applied to the workplace to improve performance at both a professional and organisational level.

Specifically, the Master Professional Diploma in Strategy and Development (Education and Training) supports the government agenda to raise standards and widen participation as Continuing Professional Development (CPD) is a key component. It provides candidates with the opportunity to gain high level knowledge and skills in staff development and curriculum design which in turn will enhance retention rates.

This qualification is designed for people working in the Further Education and training industries who are qualified practitioners with a minimum of two years post qualification experience and with some curriculum (eg open learning, liP, Key Skills, assessment) or management responsibility. Potential candidates on the programme may have a responsibility for leading teams delivering programmes or they may have a responsibility across all or part of the organisation for co-ordinating specific aspects of programmes. However, their primary responsibility will be for the learning and development of other employees, students or trainees.

The programme is designed to support candidates in these roles, to enable them to develop their specific expertise in their subject, occupational area or specific training and development responsibility, and to widen their knowledge and skills in areas which will enable them to develop their own performance, their organisation and their future careers.

Assessment of the qualification is by means of centre-devised assignments and candidates' work is externally moderated by City & Guilds.

In terms of progression, the Master Professional Diploma provides candidates with the skills and knowledge they need to seek employment at a strategic level in the education and training sector. In addition, the rigorous and intellectually challenging nature of the qualification provides a strong foundation for a related post-graduate degree programme as it may be accredited, as one half to two-thirds of a related Master's Degree, subject to agreement with individual universities.

- 3.2 Delivery of the units is intended to ensure a vocationally focussed, tailored approach which relates directly to work requirements in the education and training sector. The following list indicates some typical assessment activities:
- an analytical report on the impact of the strategic environment and current and future developments on learning and development generally and for their organisation in particular eg the emergence of E learning, international partnerships between educational institutions, FE and HE mergers
 - the design and implementation of innovative learning and development initiatives
 - the management of a project to enhance the processes of learning and assessment eg the development of a 'virtual campus', the introduction of integrated international exchange programmes, the development of a lifelong learning initiative
 - a project on the role and impact of the concept of inclusive learning in their organisations
 - strategies to improve the management and training of staff and allocation of resources and finances in educational/training settings
 - activities to demonstrate and enhance high level negotiation and communication skills to work effectively with students, trainees and colleagues
 - a research project into issues relating to the education and training sector which will contribute to improved work place performance
 - the production of a continuing professional development (CPD) portfolio
 - the role of marketing, technology and quality management in a learning and development environment
 - the development of strategies for the application of the core principles of quality management and techniques for stimulating creativity and innovation in educational and training environments
 - an analysis of the impacts of or lessons to be learnt from international initiatives on education and training practices and policies eg the European approach to vocational training
 - the development of policies to manage finance and budgets and increase profitability in educational/training establishments
 - the demonstration of strategic leadership and team-building skills, techniques and tactics to lead, influence and inspire others to fulfil the vision of an educational/training organisation.

4 General structure

- 4.1 Candidates have to successfully complete 8 units for the full award. It has been designed as a 480 guided learning hour 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 notional hours for this award, including guided learning hours, is 1200 hours (120 'M' points – although this may vary between individual universities).
- 4.2 The award structure detailing mandatory and optional unit combinations is shown below. Whilst the award has been designed to provide candidates with the flexibility to tailor the programme to the needs of their candidates, the following list shows which units may be relevant to the following broad routes or specialisms:
- Staff Development/Line Management: Units 3, 8, 10
 - Curriculum/Functional responsibility (eg quality assurance co-ordinator, equal opportunities adviser, IT/Key Skills co-ordinator): Units 2, 5, 7, 14, 16,17

Block A Mandatory	Block B Optional
ALL five of:	Three of:
Developing the Reflective Practitioner Principles and Practice in Research The Strategic Environment of the Occupational Sector The Principles and Practice of Learning and Assessment Quality Management and Innovation	Managing a Human Resource and Training and Development Strategy Developing a Corporate Marketing Strategy Project Management Interpersonal Communication and Negotiation Skills Financial Management and Budgetary Control Strategic Leadership Internationalisation and Globalisation The Organisation, the Environment and Sustainable Development Managing a Corporate Business Strategy Scientific Research and Development Inclusiveness in Learning The Effective Use of Information and Communication Technology (ICT) for Learning and Development

- 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 designated 8 units will result in a City & Guilds Master Professional Diploma being awarded.
- 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 learner is expected to achieve
 - *Unit Content* – specifies all the learning the candidates 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 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 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, Key Skills signposting, assessment, links with other units/qualifications, and resources.
- 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 in terms of sufficiency and currency 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.i 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.ii Calculating an overall grade for the qualification

Each unit 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:

8-11 points = **Pass**

12-18 points = **Merit**

19-24 points = **Distinction**

NB Achievement of all 8 units is necessary for the full award. It is therefore necessary for candidates to achieve a minimum of 1 point for each of the 8 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 to meet the needs of their candidates as individuals. There are opportunities for aspects of the Level 5 Key Skill: Personal Skills Development to be covered as appropriate throughout the teaching programme.
- 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 opportunities 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 identify where they need further preparation before assessment.
- 5.7 During the 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 context of the assignment, focus of the design brief, or the presentation format of the assessment, as long as the specified requirements are met.
- 5.11 It is not necessary for centres to deliver the units according to the numerical order in which they appear in this document, although some units eg Unit 1: Developing the Reflective Practitioner and Unit 2: The Strategic Environment of the Occupational Sector would logically be delivered and studied at the beginning of the programme.
- 5.12 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 Masters Degree, the candidate must be made aware of and **enabled to gain City & Guilds certification** for the HLQ part of the award by City & Guilds.

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 for 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:
- City & Guilds 7306 NVQ Certificate in Teaching Adult Learners Level 4
 - City & Guilds 7407 Certificate in Further Education Teaching Level 4
 - Training and Development NVQ Level 4
 - A level of expertise commensurate with Level 4 in the National Qualifications Framework which has been acquired through work experience and can be demonstrated through the City & Guilds APL procedure and/or appropriate certification.
- 6.2 If candidates have completed a systematic programme of learning in the last three years which is relevant to the units in the MPD, for instance, elements of a Masters programme, centres can consider proposals for unit exemption on an individual basis. In these circumstances it may be appropriate for candidates to complete only the assessment section of the unit. Centres would need to take responsibility for discussing with the individual the relevance of the learning activity undertaken and that all the content of the unit has been covered before allowing them to embark on an assessment activity. This process would be monitored by the City & Guilds moderator on a case by case basis. Exemption from assessment would only be permissible against equivalent assessment in another course which has a common outcome.

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 Master Professional Diploma in Strategy & Development (Education & Training), this can be achieved via mandatory Unit 1: Developing the Reflective Practitioner. It is designed to enable candidates to integrate knowledge, skills and experience across units. It provides a logical starting point for study, a mechanism for the ongoing monitoring of progress and achievement, and the opportunity for candidates to demonstrate and evaluate their overall knowledge, skills and expertise at the end of the course. In addition, there are a number of other units which have links and could potentially facilitate an integrated approach to assignment design. For example:

Unit 16: Inclusiveness in Learning *and* Unit 17: The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Unit 3: Managing a Human Resource and Training and Development Strategy *and* Unit 8: Interpersonal Communication and Negotiation Skills

Unit 5: Project Management *and* Unit 8: Interpersonal Communication and Negotiation Skills

Unit 9: Financial Management and Budgetary Control *and*
Unit 11: Internationalisation and Globalisation

In addition, Unit 6: Principles and Practice in Research, provides a good opportunity for integration with other units.

Where it is not possible or practical to cover all of the assessment requirements for each unit linked to an integrated assignment, it will be necessary for candidates to complete additional 'mini' assignments or 'top-up' activities to ensure that all the requirements have been met.

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 11) reflect the need for candidates 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 assignments relate to the assessment requirements and outcomes identified in the unit. Assignments (including any 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

- a The qualification is open to any organisation which has been approved by City & Guilds to conduct the Programme. Quality Assurance includes initial centre approval, qualification approval, the centre's own procedures for monitoring quality and City & Guilds on-going monitoring by an external moderator.

Details of City & Guilds criteria and procedures can be found in the City & Guilds *Providing City & Guilds qualifications – A guide to centre and qualification approval* which may be obtained, together with supplementary HLQ information, from the Higher Level Qualifications Department at City & Guilds, 1 Giltspur Street, London EC1A 9DD.

Organisations that are not approved to offer City & Guilds qualifications will be required to apply for both initial centre approval (City & Guilds Form CAP) as well as qualification approval (City & Guilds Form QAP). These applications should be made simultaneously.

Centres that already have centre approval will need to obtain qualification approval for each City & Guilds qualification that they wish to offer, this includes the HLQs. In this case, only the Form QAP should be completed.

For new centres, there is a one-off centre approval fee which includes scheme approval for the first HLQ applied for by a centre. For existing centres, there is a qualification approval fee for each Higher Level Qualification applied for.

- b The centre must provide the following
- i facilities adequate for the operational and administrative requirements of the scheme and a centre co-ordinator who will be the point of contact for City & Guilds
 - ii effective internal quality assurance procedures
 - iii approved staff to conduct the assessments and deliver the programme
 - iv facilities to offer appropriate assessments for the qualification for which they are approved
 - v facilities to offer appropriate assessments for the qualification for which they are approved.

- c An approval visit will be arranged and an external moderator will check the centre has access to personnel, equipment, facilities and resources to provide appropriate delivery and assessments normally related to a practical workplace situation.
- d The centre must be able to provide secure arrangements for the storage of assessment material, ensuring that the course tutor, co-ordinator/internal moderator, and external moderator all have access
- e Approval will be valid for up to 4 years from the approval date and City & Guilds reserves the right to withdraw approval from the centre if the circumstances should alter from those agreed in the original submission, or if there is a breakdown in the quality assurance system that jeopardises a candidate's successful completion of the qualification to the required standard.

8.2 Centre staff qualifications

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

- Level 4/5 qualification ie Degree/postgraduate level qualification in an appropriate subject with 5 years relevant sector experience at a 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.

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.

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, and 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 Scheme Co-ordinator/Internal Moderator is to:**

- liaise with City & Guilds (including completion of Form HLQ 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 each 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 written 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 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 responsibilities for the units
- evidence of internal moderation and standardisation procedures.

10 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, available online to City & Guilds registered centres via the Walled Garden. This information includes details on:

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

These details are also available in the *Directory of qualifications*.

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

Centres should follow all 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.

11 Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external moderator or City & Guilds.

Further information on appeals is given in *Appeals – policy and procedures*. This information is also available on the City & Guilds website or from the Customer Relations department.

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 Legislative changes

Please note that while legislative details referred to within this qualification were correct at the time of going to print, centres should check for and incorporate any subsequent changes to legislation when delivering units.

14 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	Licentiatehip (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@city-and-guilds.co.uk, 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 Higher Level Qualifications Department of City and Guilds has commissioned and developed this award, and **City & Guilds has copyright on the content of all the units within the qualification.** Consequently, none of this material can be used if not primarily as a City & Guilds Higher Level Qualification, and all candidates undertaking the units must therefore be registered with City & Guilds.

The following pages detail the unit specifications for this qualification.

Higher Level Qualifications Level 7 Master Professional Diploma in Strategy and Development (Education & Training) – 4445

The units

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Unit 1

Developing the Reflective Practitioner

Unit summary

This unit involves the development of a Continuing Professional Development (CPD) portfolio which identifies existing experience, learning style, and knowledge and skills base, across a range of identified dimensions. It requires candidates to evaluate (with the support of a personal tutor/mentor), both at the outset and on a continuing basis throughout the programme:

- their performance in their work role, based on their own and their peer and managers' perceptions
- their development and application of a broad range of skills needed to support them through the programme
- their ability to be reflective practitioners
- their learning and career goals and their objectives for the programme

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:

- review their current performance in their work role, their generic work skills, and their learning and career goals
- identify areas for development and improvement
- plan, with the support of the organisation and others, how to use the programme to achieve their development goals
- monitor and review their progress towards achieving these goals.

Outcomes

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

- 1 use a variety of assessment methods to review own learning styles, capabilities and performance, and identify areas for improvement
- 2 develop a strategy to manage and apply their own learning to achieve their career goals
- 3 demonstrate a clearer perception of their strengths and weaknesses in their work role and identify areas of their performance in the work role which have improved as a consequence of the programme
- 4 engage in continuing learning, from their work and other experiences, as a reflective practitioner

Unit 1 Developing the Reflective Practitioner

Unit content

Outcome 1

Use a variety of assessment methods to review own learning styles, capabilities and performance, and identify areas for improvement

The candidate knows how to:

- assess their learning and work performance through reflection, discussion with their mentors/personal tutors, group feedback, other sources of performance review, eg 360° feedback, classroom observation, and assessment instruments such as MBTI (Myers-Briggs Type Indicator), psychometric testing eg 16PF (the sixteen personality factor) against the following defined areas:
 - i Previous education and training experiences and outcomes
Candidates should carry out a full and objective review of their past education and training experiences, identifying:
 - the range of significant education and training experiences they have had
 - how they responded to the various forms of learning activity
 - their ability to manage their own learning and
 - their commitment to learning in each situation.More recent experiences should be given greater emphasis, and candidates should identify:
 - their strengths and weaknesses in learning
 - strategies to build on the strengths and help them overcome any weaknesses
 - ii Past career development and work performance
Candidates should carry out a full and objective review of their past career, reviewing their performance in any job roles and the key tasks associated with them. They should:
 - identify and outline their significant job roles
 - identify any events or tasks which had a significant impact on subsequent career developments
 - determine their own responsibility and success in shaping those developments
 - seek an insight into their strengths and weaknesses in the workplace and
 - draw lessons from this analysis for future action
 - iii Future career objectives and plans
Candidates should reflect on their future career and how they see it developing in the light of their current knowledge, skills and experience, the effect of the programme they are embarking on and developments in their organisation and their industry or occupational sector. They should use this reflection to:
 - establish career goals, and plans for achieving these goals, which draw on the programme
 - identify key gatekeepers and others (including their families) who are likely to be influential in realising these goals and plans
 - consider how to involve these 'significant others' in enabling these goals and plans to be realised

Unit 1 Developing the Reflective Practitioner

- iv Time and work management skills
Candidates should know how to:
 - set clear, prioritised, objectives for themselves in both the short (eg daily 'to do' lists) and long term (eg task schedules)
 - keep a clear and tidy work environment
 - minimise the effect of others' poor time and task management on their own work (both informally and in meetings, etc)
 - make clear to others their own work plans and intentions
 - control their use of communications media effectively
 - ensure that they maintain a balance between their work and home lives

- v Work role performance
Candidates must undertake a thorough review of their performance, drawing on the perspectives of others, including managers, subordinates and peers, who have observed their performance. This review should assess and identify development needs in respect of a range of issues including:
 - planning, monitoring and controlling their own work
 - seeking and accepting help and advice from others
 - offering advice and help to others, when appropriate
 - accepting responsibility for their own performance and the performance of those to whom they are direct line managers
 - treating others with whom they work with respect and promoting equality of opportunity
 - encouraging the development of others and promoting a work environment in which everyone can contribute appropriately to the successful achievement of objectives
 - demonstrating concern for legal and health and safety responsibilities to employees, visitors and members of the public in the work environment

- vi Problem definition and analysis skills
Candidates should know how to:
 - formulate problems which exist or may be perceived or expected to exist in the workplace in such a way that they can be clearly appreciated by those not acquainted with the specific context
 - identify the degree of certainty regarding the existence and nature of the problem and any differences of opinion relating to either case
 - resolve not just those problems which are specific, widely recognised and agreed but also those which are uncertain or ill-defined, about which conflicting views are held (including over whether a problem exists) and for which solutions may be partial and subject to resistance
 - employ a variety of problem-solving methods, including the use of both inductive (evidence-led) and deductive (logical, theoretically-based) reasoning
 - encourage innovative or creative resolutions where possible

Unit 1 Developing the Reflective Practitioner

- vii Decision-making skills
Candidates should know how to:
- arrive at reasoned, evidence-based and well-argued decisions for their actions proposed or taken
 - employ appropriate methods for resolving conflicts or uncertainties, such as decision-trees; cost/benefit and break-even analysis; ranking or prioritising techniques; force-field analysis, gap analysis or balance-sheet methods; model-or scenario-building; and matrix analyses
- viii Interpersonal communication skills
Candidates should know how to:
- communicate clearly with other speakers of their native language, in person and electronically (eg by telephone or video-link), and receive and transmit information succinctly and accurately
 - make presentations to individuals and groups, including the ability to ask and answer questions coherently, listen to others and show respect for their understanding and point of view
 - interpret non-verbal signals in communication
 - use language which is inclusive and free of unsubstantiated opinions or obvious bias or prejudice
- ix Information and communication technology skills
Candidates should:
- know how to use current information and communication technology available to them for identifying, collecting, exchanging, analysing and presenting information, including common computer applications (especially word processors, spreadsheets, databases, Internet browsers, email and presentation software) and those specific to their particular occupational or subject area
 - be able to undertake a structured search of information stored electronically
 - identify the implications of current and emerging information and communications technologies for their particular organisation, occupation and industry
- x Preferred learning styles
Candidates should:
- be familiar with the concept of learning styles and aware of an appropriate model for determining learning style
 - be aware of their own preferences or traits in learning and their implications for the programme
 - use this insight in respect of their own learning style to agree and embark on a programme which uses this knowledge to maximise the effectiveness of the learning opportunities available

Unit 1 Developing the Reflective Practitioner

- xi Programme objectives and plans
Candidates should prepare plans for their own learning which include:
- clear objectives and timescales for their achievement which are realistic, appropriate and achievable (eg SMART)
 - a range of appropriate, available, learning opportunities
 - times and circumstances for periodic review of their progress with a workplace coach/mentor

Outcome 2

Develop a strategy to manage and apply their own learning to achieve their career goals

The candidate knows how to:

- identify strategic behaviour eg leadership and influencing styles
- investigate current and future management thinking/practices eg mentoring, coaching, creative thinking, benchmarking, learning organisation, total quality
- recognise the skills and professional profiles of others who operate successfully at a strategic level
- appreciate the importance of developing effective professional relationships and social skills
- plan their future development activities and work performance by agreeing clearly defined goals, action and timescales (eg SMART objectives)

Outcome 3

Demonstrate a clearer perception of their strengths and weaknesses in their work role and identify areas of their performance in the work role which have improved as a consequence of the programme

The candidate knows how to:

- describe the key performance characteristics of their own work role using objective criteria, such as national occupational standards, job descriptions, etc.
- analyse their own performance in these areas and
- review critically the outcomes of this self-assessment

Outcome 4

Engage in continuing learning, from their work and other experiences, as a reflective practitioner

The candidate knows how to:

- use a CPD portfolio to plan, monitor, reflect on and improve their work performance, through structured learning and the application of knowledge and skills in their work role

The CPD portfolio must include an assessment of the candidate's current performance in relation to the 11 defined areas outlined under Outcome 1, and a development plan arising from this assessment.

Unit 1 Developing the Reflective Practitioner

Assessment

The outcomes of this unit will be assessed on the candidate's production of a word-processed CPD portfolio of 2500 – 3000 words which demonstrates that they have developed as reflective practitioners. It should include:

- A detailed and objective assessment of their own knowledge and performance (including strengths and weaknesses) in relation to the following range of issues identified in the unit content, ie
 - Previous education and training experiences and outcomes
 - Past career development and work performance
 - Future career objectives and plans
 - Time and work management skills
 - Teaching/training performance (planning and supporting others' learning)
 - Problem definition and analysis
 - Decision-making skills
 - Interpersonal communication skills
 - Information and communication technology skills
 - Preferred learning styles
- Identified action that will be taken to develop themselves and their organisation and achieve goals
- A review of feedback from others and other relevant sources to help them evaluate their own performance, and use of this to identify and make improvements in that performance
- Records which demonstrate self-management of the learning experience and its application to the workplace

The CPD portfolio must cover the main identified areas in a clear and coherent format with evidence to substantiate that they have completed the tasks and activities identified in the CPD. In addition, candidates are expected to present evidence not only from their own reflection on their performance, but also by inviting their personal tutor/mentor and their colleagues to comment on their experience of the candidate's performance. (NB: In so far as most candidates are expected to be practising teachers/trainers, some of this feedback is expected to reflect their performance in learning interactions with others drawn from observation by peers or others.)

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with all other units within this qualification and facilitates an integrative approach to assignment design.

This unit also has links with the Management and Leadership National Occupational Standards, as outlined on the following page.

Unit 1 Developing the Reflective Practitioner

Unit 1 Developing the Reflective Practitioner Outcomes	A2 Manage your own resources and professional development Outcomes of effective performance
1 use a variety of assessment methods to review own learning styles, capabilities and performance, and identify areas for improvement	5 Identify any gaps between the current and future requirements of your workrole and your current knowledge, understanding and skills
2 develop a strategy to manage and apply their own learning to achieve their career goals	2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development 6 Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goal
3 demonstrate a clearer perception of their strengths and weaknesses in their work role and identify areas of their performance in the work role which have improved as a consequence of the programme	7 Undertake the activities identified in your development plan and evaluate their contribution to your performance

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Centres should ensure that candidates each have a mentor or personal tutor who is able to invest some time with each candidate to support them in carrying out this initial assessment and periodic reviews of their subsequent performance and implementation of their development plans.

Where candidates identify any weaknesses in the underpinning skills and knowledge identified in the CPD elements above, centres should be able to provide appropriate opportunities through supported self-study, seminars, workshops or external activities to enable candidates to overcome these deficiencies during the programme.

Candidates should be encouraged to consider how they might adapt their approach to the needs and operational contexts of not-for-profit organisations.

Unit 1 Developing the Reflective Practitioner

Suggested resources list

To develop and improve interpersonal and written communication skills:
Hargie O, Dickson D & Tourish D – *Communication in Management* (Gower, 1999)
Hurst B – *The Handbook of Communication Skills* (2nd ed. Kogan Page, 1996)

To develop time and task management, and personal career development skills:
Pedler M, Burgoyne J, Boydell T – *A Manager's Guide to Self Development* (McGraw-Hill Publishing Company, 1994)
Alder H – *The Ultimate 'How To' Book* (Gower, 1999)
Treacy D – *Clear Your Desk* and *Conquer the Information Mountain* (both Arrow Business Books, 1998)
Vandeveldt H – *Beyond the CV* (Butterworth Heinemann, 1997)

To develop and improve problem solving and decision making skills:
Fogler HS – *Strategies for Creative Problem Solving* (Prentice Hall, 1994)
Hammond JS – *Smart Choices: A Practical Guide to Making Better Decisions* (Harvard Business School Press, 1998)
Lyles RI – *Practical Management: Problem Solving and Decision Making* (Chartwell-Bratt, 1985)
Noone DJ – *Creative Problem Solving* (Barron's, 1998)
Pokras S – *Team Problem Solving: Reaching Decisions Systematically* (Crisp Publications, 1995)

To develop data analysis and presentation skills:
Huff D – *How to Lie with Statistics* (Penguin Books, 1991)
Rowntree D – *Statistics Without Tears* (Penguin Books, 1991)
Wonnacott TH & Wonnacott RJ – *Introductory Statistics for Business and Economics* (4th ed. John Wiley & Sons, 1990)

Unit 2

The Strategic Environment of the Occupational Sector

Unit summary

This unit focuses on developments in the social, economic, political, cultural, industrial and occupational environment at a local, national and international level within which the organisation operates, and the impact these developments have had on it.

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:

- explore developments in the macro, micro and internal environments in which their organisation operates, analysing the factors which have shaped these developments and their inter-relationships
- identify the impact these developments have had and are likely to have in future on the organisation's strategic direction
- consider the range of possible future developments in the internal and external environment and assess how likely they are to occur.

Outcomes

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

- 1 demonstrate how the significant political, economic, technological and ethical developments and influences have shaped the demand for and provision of goods and services in the industry at local, national and international level over recent years
- 2 apply appropriate environmental analysis techniques to explain the impact of internal and external developments and influences on the industry and their organisation in particular, and the way that this has affected the demand for and supply of appropriate skilled labour
- 3 use scenario planning to make informed forecasts about future developments and their likely consequences for the industry generally and for their organisation, in particular
- 4 draw valid conclusions from environmental analysis and forecasting to propose economically viable and practical strategies to respond to these developments in accordance with the organisation's objectives and values

Unit 2 The Strategic Environment of the Occupational Sector

Unit content

Outcome 1

Demonstrate how the significant political, economic, technological and ethical developments and influences have shaped the demand for and provision of goods and services in the industry at local, national and international level over recent years

The candidate knows how to:

- describe political, economic, technological and ethical developments in the UK, and other comparable countries, in recent decades, including:
 - changes in the social structure and social attitudes, age structure, educational attainment, and social class profile of the UK population which have shaped consumer behaviour
 - government policies and legislation relevant to the candidate's industry and occupational sector
 - other relevant factors shaping these developments

Outcome 2

Apply appropriate environmental analysis techniques to explain the impact of internal and external developments and influences on the industry and their organisation in particular, and the way that this has affected the demand for and supply of appropriate skilled labour

The candidate knows how to:

- demonstrate an understanding of the macro, micro and internal environments and its constituent elements
- apply a range of macro, micro and internal environment analysis techniques eg STEEPLE model, market research, Porter's 5 Forces model, SWOT model
- describe the development of their own industry, nationally and internationally, since the mid-20th century including:
 - changes in the patterns of demand, supply and ownership over this period
 - the relationship between wider economic, social and other environmental changes and changes within their own industry
 - the development of their own employing organisation in this wider context

Outcome 3

Use scenario planning to make informed forecasts about future developments and their likely consequences for the industry generally and for their organisation, in particular

The candidate knows how to:

- recognise the purpose and use of scenario planning in forecasting strategy
- analyse and evaluate internal and external environmental developments
- forecast future developments based on this analysis
- assess the likely impact of these developments on their own organisation and role

Unit 2 The Strategic Environment of the Occupational Sector

Outcome 4

Draw valid conclusions from environmental analysis and forecasting to propose economically viable and practical strategies to respond to these developments in accordance with the organisation's objectives and values

The candidate knows how to:

- identify the objectives, policies and strategies of their own organisation, and establish the criteria by which strategic decisions are taken
- identify any risk factors associated with development plans
- use this analysis to plan and implement developments in their area of work to respond to identified current or future external changes
- improve their colleagues' understanding of current and future developments in the external environment and organisational response

Assessment

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

- A word-processed report of 2500-3000 words which includes:
 - a detailed description of how the interrelationship of internal and external developments and influences have shaped the industry at local, national and international level
 - an analysis of how these developments and influences have impacted on the industry/organisation
 - scenarios which have been used to forecast future trends and their likely consequences
- A detailed and viable proposal or rationale for a specific change strategy which:
 - demonstrates a comprehensive evaluation of the externalities driving the need for change
 - identifies and assesses any uncertainties or risks associated with the proposal

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit links with the Management and Leadership National Occupational Standards, as outlined on the following page.

Unit 2 The Strategic Environment of the Occupational Sector

Unit 2 The Strategic Environment of the Occupational Sector Outcomes	B2 Map the environment in which your organisation operates Outcomes of effective performance
1 demonstrate how the significant political, economic, technological and ethical developments and influences have shaped the demand for and provision of goods and services in the industry at local, national and international level over recent years	2 monitor and evaluate trends and developments inside and outside your organisation
2 apply appropriate environmental analysis techniques to explain the impact of internal and external developments and influences on the industry and their organisation in particular, and the way that this has affected the demand for and supply of appropriate skilled labour	3 identify and prioritise the strengths and weaknesses of your organisation and opportunities and threats in your organisation's external environment
3 use scenario planning to make informed forecasts about future developments and their likely consequences for the industry generally and for their organisation, in particular	4 explore and assess a range of future scenarios within the environment in which your organisation operates
4 draw valid conclusions from environmental analysis and forecasting to propose economically viable and practical strategies to respond to these developments in accordance with the organisation's objectives and values	1 obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision making

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially researching data and reading seminal documents and published research) and through 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.

Unit 2 The Strategic Environment of the Occupational Sector

The purpose of the assessment activity is to enable the candidate to demonstrate that they have developed a full understanding of the complex inter-action of external factors which shape their organisation's strategies and that they can use this understanding to implement necessary action. This can be done through the development of their colleagues' knowledge and understanding of the externalities shaping organisational strategy, to enable these strategies to be implemented effectively and break down resistance to change.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Candidates should be encouraged to consider how they might adapt their approach to the needs and operational contexts of not-for-profit organisations.

Suggested resources list

This following list is indicative of the range of sources which candidates should use:

Argenti *Practical Corporate Planning* (Allen and Unwin, 1980)

Perspectives in Experience (Boston Consulting Group, 1970)

Coyle – *The Weightless World* (Capstone, 1998)

Glew, Watts & Wells – *The Business Organisation and its Environment* (Heinemann, 1979)

Johnson and Scholes *Exploring Corporate Strategy* (Prentice Hall International)

Kanter *The Change Masters* (Unwin, 1983)

Kanter *When Giants Learn to Dance* (Unwin)

Kotler *Marketing Management* (Prentice Hall, 1980)

Labour Force Survey (Quarterly), Social Trends (Annual) and Annual Abstract of Statistics (Annual)

LeGrand and Bartlett (eds) *Quasi-Markets and Social Policy* (Macmillan, 1993)

Linstone and Turoff (eds) *The Delphi Method: Techniques and Applications* (Addison Wesley, 1975)

Porter M – *Competitive Strategy: Techniques for analysing industries and competitors* (Free Press, 1980)

Porter M – *The Competitive Advantage of Nations*

Solow – *The Labour Market as a Social Institution* (Blackwell, 1994)

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Unit 3

Managing a Human Resource and Training and Development Strategy

Unit summary

This unit is about how an organisation utilises people – how it employs or contracts them, identifies the roles which they are expected to perform, and ensures that they have the right skills and abilities to perform their roles to the standard required. It covers the candidate's responsibilities as a manager in identifying the roles that are needed to fulfil their organisation's strategic goals, the people that are needed to fill those roles (their recruitment, selection and induction), and the management of their performance (including appraisal, development and discipline) to achieve those goals.

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 perform the activities involved in:

- human resource planning
- the recruitment, selection and induction of new staff
- training and development
- performance management and development planning, monitoring and evaluation
- the implementation of disciplinary and competence procedures.

Outcomes

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

- 1 assess organisational policies and objectives and establish requirements in terms of staff training and development needs
- 2 identify the main features and assess the impact of current and future UK and European employment law on the organisation's recruitment, performance management and disciplinary procedures
- 3 formulate and manage effective recruitment and selection processes to ensure that staff who are appointed meet the organisation's HR needs, in accordance with organisational and legal procedures
- 4 investigate, evaluate and utilise a range of methods for the induction, training, development and retention of staff which take account of both organisational and individual needs
- 5 develop and critically evaluate performance management systems and undertake the appraisal and development planning of staff
- 6 formulate and manage human resource and training and development strategies which maximise the potential for the achievement of individual and organisational objectives
- 7 review the overall impact of the strategies and use the findings to inform future strategy development

Unit 3 Managing a Human Resource and Training and Development Strategy

Unit content

Outcome 1

Assess organisational policies and objectives and establish requirements in terms of staff training and development needs

The candidate knows how to:

- analyse the organisation's current and future operational requirements for staff, to determine the numbers and skill mix required
- assess local labour market conditions (the supply of and demand for people with the desired skills and abilities) and trends in the labour market, wage rates and competitor recruitment
- evaluate alternative employment models to determine the most appropriate to meet the organisation's requirements and labour market conditions (eg FT or PT employment, recruitment of skilled people or training for unskilled people, use of temporary and contract labour, interim management, e-working, virtual organisations, etc)
- draw up a HR plan which meets the organisation's HR requirements, its employment policies and labour market conditions
- identify those aspects of the organisation's objectives which are dependent on the abilities of the people it employs
- sort these objectives into order of priority in relation to training and development
- explain and apply models of organisational development and strategy which provide a framework for relating organisational objectives to individual training and development objectives

Outcome 2

Identify the main features and assess the impact of current and future UK and European employment law on the organisation's recruitment, performance management and disciplinary procedures

The candidate knows how to:

- explain the main features of employment law which affect the recruitment, management and dismissal of employees
- access up-to-date information on organisational procedures for best practice implementation
- identify potential situations which may require the implementation of disciplinary or competence procedures in accordance with current organisational and legislative requirements for disciplinary or competence procedures
- use effective communication skills in both formal and informal disciplinary and competence situations
- formulate Equal Opportunities policies and comply with the provisions of the Race Relations Act and EU Directive anti-discrimination framework

Unit 3 Managing a Human Resource and Training and Development Strategy

Outcome 3

Formulate and manage effective recruitment and selection processes to ensure that staff who are appointed meet the organisation's HR needs, in accordance with organisational and legal procedures

The candidate knows how to:

- draw up a role profile to fulfil the identified needs of role and organisation
- employ best practice in advertising for staff and responding to applications
- evaluate a range of recruitment methods eg internet recruitment
- establish and operate information systems to monitor the recruitment and selection process
- select and implement an appropriate candidate assessment process
- use effective communication skills, assessment and interview techniques to select the most appropriate candidate(s)
- make objective judgements on the basis of information supplied considering qualifications and experience against the role profile
- maintain the requirements of Employment Law and non-discriminatory practice, particularly with reference to sex, race and disability discrimination

Outcome 4

Investigate, evaluate and utilise a range of methods for the induction, training, development and retention of staff which take account of both organisational and individual needs

The candidate knows how to:

- identify the organisation's requirements for new staff induction (including familiarisation with its structure, expectations, systems, behaviours, etc) and critically evaluate the organisation's induction process
- draw up an induction programme to include arrangements for both initial orientation and ongoing awareness of job role and organisational issues
- recognise that induction provides an opportunity for the socialisation of new recruits who can find out about the structure, expectations, systems and behaviours of the organisation
- ensure that employees are familiar with Health and Safety policy and how that applies to them individually
- make arrangements for employees to become familiar with the work processes and expected outcomes of the role to encourage motivation and retention, and ensure early effectiveness in their role
- describe and evaluate the strengths and weaknesses of a wide variety of techniques for training and developing people, including the use of open and commissioned programmes, flexible learning (both text and e-learning), coaching, mentoring and other forms of work-based learning
- recognise issues that can contribute to a high staff turnover (eg pay, commuting costs, lack of promotion prospects)
- identify policies which can aid staff retention (eg information derived from Exit interviews), pay reviews, reduction of temporary staff costs, introduction of merit awards, job evaluation

Unit 3 Managing a Human Resource and Training and Development Strategy

- recognise individuals' different aptitudes for different modes of learning (eg learning styles), and their particular preferences and personal circumstances in relation to decisions about participation in training and development, and use this information to inform individual learning plans
- match individual and organisational requirements as closely as possible

Outcome 5

Develop and critically evaluate performance management systems and undertake the appraisal and development planning of staff

The candidate knows how to:

- describe and evaluate alternative models of staff appraisal and performance management
- integrate individual staff appraisal/performance management interviews with organisational objectives
- prepare for and undertake staff appraisal/performance management interviews
- monitor the outcomes of staff appraisal/performance management interviews and plan development activities

Outcome 6

Formulate and manage human resource and training and development strategies which maximise the potential for the achievement of individual and organisational objectives

The candidate knows how to:

- use agreed priorities for organisational objectives and individual learning needs to develop a set of proposals which optimise the achievement of both
- prepare a detailed rationale for suggested proposals with costings, issues, timeframes, etc
- explain the economic benefits for an organisation in investing in the people it employs, identifying the likely benefits and the financial consequences (eg costs of lost production time)
- negotiate and agree a strategy for human resources and training and development, taking into account relevant ethical, cultural and legal issues

Outcome 7

Review the overall impact of the strategies and use the findings to inform future strategy development

The candidate knows how to:

- evaluate information on the economic costs and benefits of the strategies
- assess the effect of human resource and training and development activity on the performance of individuals and the organisation
- analyse and synthesise feedback from participants and others on the perceived effectiveness of the human resource and training and development activities
- revise the strategy for future human resource and training and development activity

Unit 3 Managing a Human Resource and Training and Development Strategy

Assessment

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

- A critical analysis of how the organisation's current recruitment and training policies and procedures fulfil corporate objectives and aims
- A human resource and training and development strategy based on the candidate's own organisation, including timeframes, costings and monitoring and evaluation processes. It should include a rationale and policies and procedures for:
 - recruitment
 - selection
 - induction
 - training and development
 - performance management
 - retention

The strategy should optimise the achievement of both organisational objectives and individual needs, and make reference to appropriate legal, cultural and ethical issues.

- An assessment of the impacts of the strategy and suggestions for improvements or changes which could be made in the future.

The above pieces of works should total 2500-3000 words.

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with Unit 8: Interpersonal Communication and Negotiation Skills within this qualification.

Links may also be identified with similar level qualifications offered by the Chartered Institute of Personnel and Development.

It also has links with the Management and Leadership National Occupational Standards, as outlined on the following page.

Unit 3 Managing a Human Resource and Training and Development Strategy

Unit 3 Managing a Human Resource and Training and Development Strategy	
Outcomes	Outcomes of effective performance
<p>2 identify the main features and assess the impact of current and future UK and European employment law on the organisation's recruitment, performance management and disciplinary procedures</p> <p>3 formulate and manage effective recruitment and selection processes to ensure that staff who are appointed meet the organisation's HR needs, in accordance with organisational and legal procedures</p>	<p>B8 Ensure compliance with legal, regulatory, ethical and social requirements</p> <p>1 monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them</p> <p>2 develop effective policies and procedures to make sure your organisation meets all the necessary requirements</p>
<p>6 formulate and manage human resource and training and development strategies which maximise the potential for the achievement of individual and organisational objectives</p>	<p>D4 Plan the workforce</p> <p>5 specify workforce requirements that are capable of achieving the organisation's objectives</p> <p>7 develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation</p>
<p>5 develop and critically evaluate performance management systems and undertake the appraisal and development planning of staff</p>	<p>D7 Provide learning opportunities for colleagues</p> <p>6 discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales</p>

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Within the boundaries of ethics and confidentiality, candidates should be encouraged to research and provide scenarios from their workplace for group discussion and critical evaluation. Candidates should be encouraged to critically review current trends and innovative practice in managing people and use a range of resources to gather data. The impact of a changing environment of organisational structures, working practices and employee expectations on managing people will provide discussion opportunities.

Unit 3 Managing a Human Resource and Training and Development Strategy

Suggested resources list

An extensive range of textbooks, journals and reference materials are available to candidates undertaking this unit, including:

Croner's Guides, (Croner Publications)

David, Paul – *Staff Induction: A practical guide* (Industrial Society, 1994)

Fisher, Martin – *Performance Appraisals* (Kogan Page, 1995)

Rae, Lesley – *The Skills of Interviewing: A guide for managers and trainers* (Gower, 1988)

Thomson, Rosemary – *Managing People*, (The Institute of Management Foundation, Butterworth –Heinemann)

Advisory, Conciliation and Arbitration Service (ACAS), Brandon House, 180 Borough High Street, London, SE1 1LW Tel: 0171 210 3613 – range of Advisory Booklets

People Management, the magazine of the Institute of Personnel and Development, containing news and analysis of current trends, policies and legal aspects in the field of human resources, organisational case studies and views and reviews by senior professionals in personnel and training (Tel: IPD 0171 880 6214)

Websites

www.managers.org.uk (Chartered Management Institute)

www.cipd.co.uk (Chartered Institute of Personnel and Development)

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Unit 4

Developing a Corporate Marketing Strategy

Unit summary

This unit covers the application of marketing principles and practices to the market environment in which candidates operate, including identifying the customer base and factors influencing customer decision-making; the marketing mix and other variables for responding to and shaping consumer preferences and behaviour; and the use of market research and other data collection methodologies for understanding customers. The unit will cover both tactical and strategic marketing, at both corporate and 'brand/product' level, with an emphasis on strategic marketing, and examine the impact of new media on the customer decision-making and purchase behaviour.

Successful achievement of this unit is dependent on 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:

- develop their understanding of the marketplace and the role which marketing can play in identifying, stimulating and satisfying market demand
- select and apply appropriate marketing principles and practices to best achieve this
- develop and implement a marketing plan, based on an informed analysis of the marketplace, which ensures effective use of available resources and supports the achievement of organisational goals.

Outcomes

On successful completion of the unit, candidates will be able to:

- 1 critically appraise how the organisation's marketing policies, practices and structure relate to the overall corporate business strategy and contribute to the achievement of corporate objectives
- 2 develop a comprehensive understanding of the organisation's markets, the characteristics of the different market segments and evaluate appropriate marketing tactics, such as relationship marketing, to stimulate customer demand and retain customer loyalty
- 3 assess the main techniques for gathering quantitative and qualitative market information and their relative advantages and disadvantages
- 4 use corporate and industry analysis techniques to assess current market performance and the marketplace, and scenario planning to identify new market and product opportunities
- 5 apply strategies which effectively combine the different elements in the 'marketing mix' to achieve corporate marketing objectives
- 6 develop a marketing plan which supports the corporate business strategy and clearly defines marketing objectives and activities, critical success factors, costs, resources and timeframes
- 7 monitor the organisation's performance in the market and the effectiveness of the marketing plan in achieving corporate objectives

Unit 4 Developing a Corporate Marketing Strategy

Unit content

Outcome 1

Critically appraise how the organisation's marketing policies, practices and structure relate to the overall corporate business strategy and contribute to the achievement of corporate objectives

The candidate knows how to:

- use and adapt marketing practices and strategies to suit the needs of public, private, voluntary, charitable and commercial organisations and key stakeholders
- recognise that different types of organisation may have different approaches, methods and ethical and financial constraints in terms of marketing, for example
 - the use of E-marketing (email, text messaging) to raise funds for overseas aid and development
 - the importance of good timing and targeted marketing for relief organisations
 - the need for small organisations to work with limited marketing budgets
- review the organisation's approach to marketing in terms of policy and importance within the organisational structure
- assess the skills and expertise of the organisation's marketing team and establish how effectively it interrelates with other functions within the organisation
- review the currency, transparency and effectiveness of the current marketing mission and vision statements and how these relate to the corporate vision
- identify the key objectives of the corporate business strategy

Outcome 2

Develop a comprehensive understanding of the organisation's markets, the characteristics of the different market segments and evaluate appropriate marketing tactics, such as relationship marketing, to stimulate customer demand and retain customer loyalty

The candidate knows how to:

- define, analyse and measure an organisation's market performance and potential for its 'products', including:
 - the principles and purpose of market segmentation and the measurement of market penetration and the importance of comparing the potential market with actual market penetration
 - the effects of internationalisation and globalisation on the organisation's business
 - distinguishing market segments on the basis of customer behaviour
- identify and understand the competition, relative market share and the advantages and disadvantages of operating in niche markets
- recognise the principles of relationship marketing and CRM (customer relationship management)
- examine the organisation's approach to ethics in marketing

Unit 4 Developing a Corporate Marketing Strategy

Outcome 3

Assess the main techniques for gathering quantitative and qualitative market information and their relative advantages and disadvantages

The candidate knows how to:

- identify sources of and techniques for collecting and using market data, including:
 - the main sources of market data and their relative advantages and disadvantages, including own sales information, published (desk) research and data, and survey-based data (both quantitative and qualitative)
 - basic techniques for analysing data, including use of IT applications to smooth data and calculate trends
- collating and making judgements about data from various sources and determining the relative validity of competing data

Outcome 4

Use corporate and industry analysis techniques to assess current market performance and the marketplace, and scenario planning to identify new market and product opportunities

The candidate knows how to:

- understand the features of corporate analysis tools eg ranking, benchmarking, etc
- apply macro environmental analysis to include:
 - STEEPL model ie social-cultural (including ethics), technology, economic, environmental, political, legal, educational, factor analysis
 - market research
- apply micro environment analysis techniques within a variety of contexts relating to retail operations
 - Porter's 5 Forces model (ie identification and analysis of industry competitors, suppliers, buyers/customers, potential entrants and substitutes)
 - Structure, Conduct and Performance industry analysis model
 - competitor analysis
- apply internal environmental analysis techniques within a variety of contexts relating to operational procedures
 - SWOT model (ie identification and analysis of strengths, weaknesses, opportunities and threats)
 - Porter's Value Chain Analysis
 - Boston Consulting Group (BCG) matrix
 - Ansoff, BCG matrix, GE matrix analyses
 - core competence evaluation (eg Davidson model, Johnson and Scholes model)
- recognise the importance of market forecasts in underpinning financial and resource planning decisions

Unit 4 Developing a Corporate Marketing Strategy

Outcome 5

Apply strategies which effectively combine the different elements in the 'marketing mix' to achieve corporate marketing objectives

The candidate knows how to:

- describe and use the 'marketing mix', including:
 - product development and product management strategies
 - the importance of having a clear management responsibility for product development, product management and product quality
 - the distinction between core and augmented products and techniques for augmenting and differentiating products
 - the basic principles of product development, and the value of market testing and piloting new products
 - the importance of life cycle management and techniques for life cycle extension, including product development and proliferation
 - how consumers use prices to help them identify product value and quality
 - the importance of having a pricing strategy and the distinction between pricing and costing
 - factors which influence price sensitivity (price elasticity) and strategies for reducing price sensitivity
 - the distinction between the corporate identity/brand and product brands, and techniques for establishing and using brand awareness
 - the relative effectiveness and sensitivity of the market to different promotion strategies (advertising, sales promotion, personal selling, PR, etc) and how to combine them in a promotional strategy
 - the impact and relative costs of different advertising media on customer decision-making, including broadcast, newspaper and magazine advertising, direct mail, Internet
 - the role and basic principles and practice of personal and telephone selling in the marketing of goods and services
 - the use of public relations to raise the corporate profile and create product/brand awareness
 - how 'place' (the location for delivering goods and services to the market) affects demand
 - the effect of different distribution outlets on demand and customer perceptions of brands
- define, analyse and measure potential ethical, cultural and legal issues when developing both locally based and multinational marketing strategy

Unit 4 Developing a Corporate Marketing Strategy

Outcome 6

Develop a marketing plan which supports the corporate business strategy and clearly defines marketing objectives and activities, critical success factors, costs, resources and timeframes

The candidate knows how to:

- develop market objectives and targets and monitor performance against targets
- identify KSF's (key success factors) for the industry
- specify coherent and realistic market objectives and measurable targets
- manage the marketing mix in order to ensure a cost-effective strategy for achieving marketing objectives
- review different strategic options and assess profitability, costs and benefit, risk
- identify the different components which should be included in a marketing plan

Outcome 7

Monitor the organisation's performance in the market and the effectiveness of the marketing plan in achieving corporate objectives

The candidate knows how to:

- review the plans and activities of the marketing plan and adapt according to changing circumstances
- assess the effectiveness of the marketing plan against the defined key success criteria and the organisation's performance
- monitor performance against the plan and adjust marketing activity, as appropriate

Assessment

Assessment will be based on production of:

- A marketing plan which draws together all analysis activities and defines the organisation's corporate marketing strategy. It should include:
 - introduction and executive summary
 - summary of existing marketing activities
 - breakdown of the market and 'product' specific activities
 - situational analysis
 - current stakeholders
 - results of corporate and industry analysis techniques
 - strategies relating to marketing mix
 - plan, schedule of priorities, targets
 - budget, resources, timeframes
 - key success factors
 - evaluation

The above pieces of work should total 2500-3000 words.

Unit 4 Developing a Corporate Marketing Strategy

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding of marketing concepts and have been able to employ them in developing a marketing plan/strategy. Although this may only be planned rather than implemented, there should be sufficient evidence that these plans are feasible, costed and accord with the organisation's general strategy and objectives.

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 8: Interpersonal Communication and Negotiation Skills

Unit 14: Managing a Corporate Business Strategy

Unit 10: Strategic Leadership

It also has links with the Management and Leadership National Occupational Standards, as follows:

Unit 4 Develop a Corporate Marketing Strategy	F4 Develop and review a framework for marketing
Outcomes	Outcomes of effective performance
2 develop a comprehensive understanding of the organisation's markets, the characteristics of the different market segments and evaluate appropriate marketing tactics, such as relationship marketing, to stimulate customer demand and retain customer loyalty	1 identify and assess the customer groups and needs you want to serve and the benefits to the customer of using your products and/or services
6 develop a marketing plan which supports the corporate business strategy and clearly defines marketing objectives and activities, critical success factors, costs, resources and timeframes	2 set out your aims, targets and conditions for success 4 identify the specific products and/or services you are going to sell and how they are going to be priced 5 identify the ways in which you are going to sell your products and/or services and communicate with customers 6 identify the main phases of activity that you are going to go through to get started, and any priority actions
7 monitor the organisation's performance in the market and the effectiveness of the marketing plan in achieving corporate objectives	10 identify a process for regularly reviewing and updating the framework

Unit 4 Developing a Corporate Marketing Strategy

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and through 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme. However, candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

- Adcock – *Strategic marketing management* (John Wiley and Sons, 2000)
- Baker MJ – *Marketing strategy and management* (2nd ed. Macmillan Press Ltd, 2000)
- 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)

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Unit 5

Project Management

Unit summary

This unit involves the assessment of project feasibility and the deployment and management of effective project teams to achieve business goals. In addition, candidates will explore how to use resources and project management tools successfully throughout the different phases of the project.

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 what leads to successful completion of projects and the principal causes of project failure, especially in the candidate's own organisation
- acquire and practise the skills needed for successful project management
- lead a project team successfully.

Outcomes

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

- 1 prepare and critically appraise a project proposal or brief
- 2 establish the feasibility of a project within the context of the organisation's aims and values, the available resources, and the project goals
- 3 establish a project team, assess the competence of team members to undertake their roles successfully and use strategies to build a coherent and cohesive team
- 4 use project management tools effectively to maintain control over project implementation
- 5 bring to completion and close up the project, achieving the goals of the project as far as resources and externalities allow
- 6 evaluate the project and propose how future project management activity could be improved

Unit 5 Project Management

Unit content

Outcome 1

Prepare and critically appraise a project proposal or brief

The candidate knows how to:

- review project briefs to establish the sponsor's requirements relating to finance or resources, timescales and objectives, including:
- evaluate a project brief to judge the *general* viability of its goals and the parameters for completion
- establish objective criteria for judging the project, in terms of resource availability, timescales, organisational culture and ethical issues, etc
- review previous projects in own and other organisations to inform judgements about the likelihood of the project being successful

Outcome 2

Establish the feasibility of a project within the context of the organisation's aims and values, the available resources, and the project goals

The candidate knows how to:

- undertake feasibility studies and risk analysis, including:
- assess a project brief to judge the *specific* viability of its goals and the parameters for completion
- undertake simple cost-benefit and breakeven analysis
- undertake risk assessments

Unit 5 Project Management

Outcome 3

Establish a project team, assess the competence of team members to undertake their roles successfully and use strategies to build a coherent and cohesive team

The candidate knows how to:

- recognise the stages of team development and strategies for encouraging team-building, including:
 - the importance of building an effective project team, particularly when members are only partly engaged in the project team, and the strategies that are available to support them, including:
 - different models of project team structure and behaviour
 - models of team development and team behaviour (eg Woodcock, Belbin, etc)
 - activities to help create effective teams and encourage team working
- monitor individual performance and deal appropriately with under-performing team members
- use communication strategies to ensure effective team performance, including:
 - the importance of effective communication in building project teams and enabling them to achieve the goals
 - identifying the mechanisms available for communicating with the project team and other stakeholders, and appreciating their relative strengths and weaknesses
 - preparing project reports, newsletters, other written documents, visual aids to support oral presentations and briefings
 - making oral presentations, giving team briefings, chairing and making contributions to formal meetings and encouraging relevant contributions from other team members

Outcome 4

Use project management tools effectively to maintain control over project implementation

The candidate knows how to:

- draw up a project plan or schedule, monitoring and controlling project progress and costs, against set targets, using software applications and other tools for project planning and monitoring
- draw up and use network (PERT-type) diagrams, Gantt and flow charts
- use standard software applications to manage the project and communicate with team members and others, such as Microsoft Schedule or Lotus Notes, Microsoft Project or Project Scheduler, Prince 2 (Project in Controlled Environments), websites, email, spreadsheets and databases
- use targets or milestones to assess progress and adjust plans accordingly
- report on progress, in relation to agreed procedures and budgets and accountability for performance against goals, including:
 - recognising the importance of accountability as a project leader
 - applying budgetary control procedures, authority for allocating resources and other decision-making powers
- fulfil their responsibility for adhering to agreed procedures, and relevant organisational policies and statutory obligations

Unit 5 Project Management

Outcome 5

Bring to completion and close up the project, achieving the goals of the project as far as resources and externalities allow

The candidate knows how to:

- understand the purpose and stages of project closure
- document the outcomes of the project
- record and archive project data
- make proposals for the redeployment of physical and financial resources

Outcome 6

Evaluate the project and propose how future project management activity could be improved

The candidate knows how to:

- review how the project was managed in terms of processes, resources, teamwork, quality of results, etc
- recognise the importance of goals (objectives, targets, etc) and 'vision' in motivating and measuring team performance
- recognise the importance of ensuring that performance by individuals and the team collectively meets required standards
- apply the organisation's procedures for handling under-performance and their own role and responsibility
- review individual performance and identify further training and development needs
- review their own performance as project leader, including seeking and accepting feedback from team members and others
- manage their own learning, including identifying personal strengths and weaknesses and planning development activities accordingly

Assessment

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

- A full project report with supporting documentation which demonstrates how the candidate led a project team or acted as an internal or external consultant to a project team. The report should include:
 - An initial feasibility study to assess viability of its goals, including a financial appraisal and risk assessment
 - the schedule, risk assessment, resources, cost benefit and breakeven analysis relating to the project
 - evidence of how the project was managed, brought to completion, and project management tools were used in the process
 - details of how the project team was established and led to achieve project results
- A detailed evaluation of the project in terms of processes, resources, the performance of the management team and the candidate as project leader, and achievement of results. The evaluation should be supplemented by an appraisal of what the candidate learned from the experience and how this information will feed into future project management activities.

The above pieces of work should total 2500-3000 words.

Unit 5 Project Management

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 8: Interpersonal Communication and Negotiation Skills

Unit 10: Strategic Leadership

This unit also links with the Management and Leadership National Occupational Standards, as follows:

Unit 5 Project Management	F1 Manage a project
Outcomes	Outcomes of effective performance
1 prepare and critically appraise a project proposal or brief	1 discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsor(s) and any key stakeholders
2 establish the feasibility of a project within the context of the organisation's aims and values, the available resources, and the project goals	2 identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken
3 establish a project team, assess the competence of team members to undertake their roles successfully and use strategies to build a coherent and cohesive team	5 brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information
4 use project management tools effectively to maintain control over project implementation	7 implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress
5 bring to completion and close up the project, achieving the goals of the project as far as resources and externalities allow	11 confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders
6 evaluate the project and propose how future project management activity could be improved	12 evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members

Unit 5 Project Management

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and through 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

- Andersen ES et al – *Goal Directed Project Management: Effective techniques and strategies* (Kogan Page, 1998)
- Bentley C – *Practical PRINCE 2* (The Stationery Office, 1998)
- Briner W, Hastings C and Geddes M – *Project Leadership* (Gower, 1996)
- Capper R A – *Project by Project Approach to Quality* (Gower, 1998)
- Doucette M – *Microsoft Project for Dummies* (IDG Books Worldwide, 1998)
- Graham B – *Practical Project Management* (Financial Times Management, 1997)
- Harrison FL – *Advanced Project Management* (Gower, 1992)
- Kerzner H – *Project Management: A systems approach to planning, scheduling and controlling* (6th ed. Van Nostrand Reinhold Company, 1997)
- Kliem RI & Ludin IS – *People Side of Project Management* (Gower, 1995)
- Kliem RI & Ludin IS – *Reducing Project Risk* (Gower, 1997)
- Kor R and Wijnen – *50 Checklists for Project and Programme Managers* (Gower, 2000)
- Lashbrooke G A – *Project Manager's Handbook* (Kogan Page, 1992)
- Lewis JP – *Project Planning, Scheduling and Control: A hands-on guide to bringing projects in on time and on budget* (Irwin/McGraw Hill, 1995)
- Lock D – *Project Management* (6th ed. Gower, 1996)
- Reiss G – *Project Management Demystified* (E & FN Spon, 1995)
- Sadgrove K – *The Complete Guide to Business Risk Management* (Gower, 1996)
- Turner R and Simister SJ – *Handbook of Project-based Management* (3rd ed. – Gower, 2000)
- Webster G – *Managing Projects at Work* (Gower, 1999)
- Williams P – *Getting a project done on time: Managing people time and results* (Amacom, 1995)

Websites

- 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 6

Principles and Practice in Research

Unit summary

This unit requires candidates to undertake a structured research programme to investigate a topic of their choice relevant to their work or development needs and explore the implications for their organisation and their work role. The topic selected should be of current or future concern to the employing organisation, and may well relate to developments in technology or operational methods, or to public policy. Candidates are particularly expected to consider the health and safety, environmental and social implications of any developments.

The topic can range from a very tightly focused exercise to a more broadly based study relevant to the industry or specific sub-sector. This should reflect the candidate's role and the nature of the employing organisation. If the study is to be very tightly focused, candidates would be expected to engage in a very detailed study which explores the topic in some depth. A broader focus will not necessarily have the same degree of detail but should be expected to be comprehensive and to apply the same degree of intellectual curiosity and emphasis on evidence and analysis in its conclusions.

This unit can be studied in conjunction with other relevant units within the qualification and therefore provides opportunities for an integrated approach to assessment.

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:

- explore critical developments in their industry and their implications for the candidate's employer and own work role, and for the other people and organisations affected by the organisation's activities
- examine the implications of these developments for health and safety, the environment and society
- identify how the policies and procedures of their employing organisation and organisations with which they work, and their own work role, might be changed in the light of the developments being considered.

Outcomes

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

- 1 employ a range of appropriate research skills, identifying relevant ethical issues
- 2 explain the issues and practical implications of a development in the organisation or industry sector
- 3 explain the socio-economic and environmental impact of the development
- 4 apply learning from their research to their work role and organisation to identify ways in which the operations of the organisation or industry may change to accommodate the development

Unit 6 Principles and Practice in Research

Unit content

Outcome 1

Employ a range of appropriate research skills, identifying relevant ethical issues

The candidate knows how to:

- agree the focus of their research, establishing the scope of the study and the specific issues which it is intended to cover
- employ appropriate research and study skills to the project, including:
 - defining the scope of the project, taking into account ethical, cultural and legal issues as necessary
 - establishing the boundaries of the research and the reasons for doing it
 - any hypotheses which are to be tested
 - background information about the occupational or industrial sector, or process, being researched and the candidate's own organisation's history and current strategy, where appropriate, to give context to the research
 - making clear the degree of focus, which should be an appropriate balance of breadth and depth to suit the candidate's role and the demands of a programme at this level.
- agree the design frame including:
 - the methodology or methodologies to be employed for the research and their relative strengths and weaknesses
 - the selection and evaluation of appropriate information sources and the significance of background reading
 - the timescale for the research, with milestones or other indicators of performance against target
 - working arrangements and responsibilities if more than one person is working co-operatively on the research
 - an agreed programme of tutorials or equivalent arrangements for supporting candidates and monitoring progress
- collect research data
 - make use of both text-based and electronic resources for research purposes, use library classification systems, search databases and use Internet search engines
 - employ a suitable range of techniques for undertaking research, using both primary (ie collecting first hand data and experiences) and secondary (drawing on published and other third party sources of data) research methodologies, as appropriate
 - be aware of the principal research methods and their relative strengths and weaknesses: such as qualitative and quantitative survey methodologies; case studies; experiment; participant observation; meta-studies; and action logs and action research
 - when employing survey methods, construct a questionnaire/interview schedule which is designed to elicit data which reflects respondents' views and behaviour within accepted norms of accuracy
 - select data sources to be both representative and of sufficient reputation to be valid

Unit 6 Principles and Practice in Research

- apply relevant ethical standards eg those of the British Sociological Association, British Educational Research Association, Data Protection, British Psychological Society
- analyse the data in an objectively critical and evaluative way to substantiate findings and conclusions
- apply data analysis and presentation techniques and analyse both quantitative and qualitative data in a way which preserves the authenticity of the source data
 - identify valid and/or significant patterns or trends in data
 - calculate percentages, measures of dispersion (range and standard deviation) and measures of central tendency (mean, median and mode)
 - present data in relevant graphical and tabular format.
(These calculations should normally be done using standard spreadsheet applications).
- apply research findings to the work environment, ensuring that the research and data analysis
 - leads to some conclusions, proposals and recommendations for the employing organisation or the industry sector or sub-sector which are clear, validly derived from the data and analysis, and feasible
 - develops conclusions which relate to current and/or future patterns of working
 - is substantiated by reference to the findings and expressed with an appropriate level of certainty depending on their nature and validity
- implement research findings
 - demonstrate how they have used, or intend to use, their research to develop their own working practice
 - involve others who have a significant role in the working practices of the organisation and those with responsibility for resource deployment and control
 - ensure that developments accord with organisational policies and procedures and are approved by those with appropriate responsibility
- demonstrate high-level report-writing skills
 - be aware of the appropriate report-formats (both short- and long-) for presenting research, findings and conclusions, according to the purpose, topic and audience
 - present written work with minimal spelling, punctuation and grammatical errors
 - employ appropriate reference conventions (eg ‘the Harvard system’) and quote from third party sources in ways which acknowledge and do not contravene authors’ copyright and which avoid plagiarism
 - use the terminology and concepts which are significant in understanding or describing ideas or behaviour relevant to the topic
 - use language and graphics in such a way as to maximise clarity for readers in the presentation of data and the arguments being made
 - employ a voice and style which is appropriate to the level and topic whilst readable and accessible to the educated non-expert
 - use language which is inclusive and free of unsubstantiated opinions or obvious bias or prejudice

Unit 6 Principles and Practice in Research

Outcome 2

Explain the issues and practical implications of a development in the organisation or industry sector

The candidate knows how to:

- establish the origins of the development which is the subject of the research and reasons why it has occurred
- identify the technical and practical features of the development
- explain the political, social and/or economic factors shaping the development

Outcome 3

Explain the socio-economic and environmental impact of the development

The candidate knows how to:

- assess the environmental and health and safety implications of this development, taking into account relevant legislation, statutory regulations and codes of practice
- recognise how social, economic and political developments affect attitudes to, and the operation of, the industry

Outcome 4

Apply learning from their research to their work role and organisation to identify ways in which the operations of the organisation or industry may change to accommodate the development

The candidate knows how to:

- investigate how the employing organisation has prepared for this development
- assess the practical implications for the organisation in the shorter and longer term
- identify what steps need to be taken by the organisation to be better prepared for these developments, if appropriate

Assessment

The outcomes of this unit will be assessed on the production of a word-processed research project of 2500-3000 words on a topic of the candidate's choice related to their industry and/or development needs. It should comprise:

- A rationale and plan of the research programme which provides details of the methodology and information sources, time frame and working arrangements.
- The research project report which presents the findings, draws conclusions and makes recommendations. It should examine the issues and practical implications of the development/topic and its impacts on the organisation/work role as well as on wider issues relating to the environment, health and safety and society.
- A short commentary on the research project, reflecting on the original expectations and goals, the processes used and their effectiveness, the outcomes and consequences of the research.

Unit 6 Principles and Practice in Research

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with Unit 12: Scientific Research & Development within this qualification.

This unit also links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 6 Principles and Practice in Research	F9 Build your organisation's understanding of its market and customers
Outcomes	Outcomes of effective performance
2 explain the issues and practical implications of a development in the organisation or industry sector	3 identify and assess current and future developments in your sector, including competitors' activities
4 apply learning from their research to their work role and organisation to identify ways in which the operations of the organisation or industry may change to accommodate the development	8 use information about customers and the market to help managers make decisions

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit is intended to be approached primarily as a research activity rather than a taught unit, the timescale for which should be the same as for taught units. However, candidates should be mentored through the programme, in order that they can establish an appropriate design frame for their work, engage in meaningful research within an agreed timescale, and produce an assignment which meets the requirements for the unit as outlined above. The need for mentoring is also to ensure that candidates do not feel isolated.

Candidates should be encouraged to think creatively in the collection of data that lies at the core of this unit. This may be done through a combination of any of the following methods:

- desk, library and Internet research
- field research, visiting organisations which have a significant role in the developments which are the focus of the study, and interviewing key players
- conducting postal or telephone surveys
- work shadowing or work placements
- attending conferences and other relevant training events.

Unit 6 Principles and Practice in Research

Candidates may, if they wish, work in pairs or small groups if they all operate in the same or a similar occupational or industrial sector. However, each candidate must produce a unique piece of work for assessment.

Candidates should be encouraged to consider how they might adapt their approach to the needs and operational contexts of not-for-profit organisations. In addition, candidates should be cautioned to avoid being merely descriptive in their research reports and to ensure that they collect valid, appropriate, data which they analyse critically and use to plan and implement developments in their work role and organisation.

Suggested resources list

To develop and improve interpersonal and written communication skills:

Communication in Management O Hargie, D Dickson & D Tourish (Gower, 1999)

The Handbook of Communication Skills (2nd ed. B Hurst, Kogan Page, 1996)

To develop and improve problem solving and decision making skills:

H S Fogler – *Strategies for Creative Problem Solving* (Prentice Hall, 1994)

J S Hammond – *Smart Choices: A Practical Guide to Making Better Decisions* (Harvard Business School Press, 1998)

R I Lyles – *Practical Management: Problem Solving and Decision Making* (Chartwell-Bratt, 1985)

D J Noone – *Creative Problem Solving* (Barron's, 1998)

S Pokras – *Team Problem Solving: Reaching Decisions Systematically* (Crisp Publications, 1995)

A Stoker – *Capability Through Problem Solving* (Casdec, 1986)

To develop research design and methodology skills:

J Bell – *Doing Your Research Project* (Open University Press, 1999)

L Blaxter et al – *How to Research* (Open University Press, 1996)

L Cohen & L Manion – *Research Methods in Education* (Routledge, 1994)

M Denscombe – *The Good Research Guide* (Open University Press, 1998)

C Frankfort-Nachmias & C Nachmias – *Research Methods in the Social Sciences* (Arnold, 1996)

C Hart – *Doing a Literature Review* (Sage Publications Ltd, 1998)

S G Jones (Editor) – *Doing Internet Research* (Sage Publications Inc, USA 1998)

R Kumar – *Research Methodology* (Sage Publications Ltd, 1999)

T May – *Social Research* (Open University Press, 1997)

J McNiff et al – *You and Your Action Research Project* (Routledge, 1996)

E Orna & G Stevens – *Managing Information for Research* (Open University Press, 1995)

C Robson – *Real World Research: A Resource for Social Scientists and Practitioner-Researchers* (Blackwell Pub, 1993)

R Sapsford – *Survey Research* (Sage Publications Ltd, 1999)

Unit 7

Quality Management and Innovation

Unit summary

This unit is about the development of quality management principles and practices across all industries and their specific application to the candidate's own organisation and sector. It will focus on quality control procedures, roles and responsibilities at operational level and the implications for standard setting, performance monitoring and improvement. In addition, candidate will explore the design of quality assurance strategies at organisational level and the role and influence of external agencies and standards on QA systems and their operation. The unit will also include the consideration of processes for stimulating creativity and developing innovative procedures as a way of encouraging improvements in performance.

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 core principles of quality management (quality assurance and quality control), and their application to their own organisation
- use quality management principles and practices to evaluate and improve the systems and procedures operating in their own organisation
- compare the purposes and systems of external quality management models, and evaluate their contribution to the organisation's operations
- employ techniques for stimulating creativity and innovation in improving systems, products and processes.

Outcomes

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

- 1 critically review the development of quality management systems in industry, particularly after the Second World War, and the contribution of leading figures in quality management
- 2 explain and contrast significant concepts used in quality management and their role in maintaining and improving performance
- 3 compare the principal quality management models employed in organisations and evaluate their (potential) contribution to their own organisation's performance
- 4 explore and evaluate their organisation's own quality management procedures and identify areas for improvement
- 5 employ models of organisational behaviour to explain the levers for and barriers to change in organisations
- 6 use techniques to stimulate creativity and apply innovative solutions to develop a quality organisation culture
- 7 develop a quality management strategy to set standards for, monitor, evaluate and improve performance in their own area of responsibility, identifying the impact on the organisation as a whole

Unit 7 Quality Management and Innovation

Unit content

Outcome 1

Critically review the development of quality management systems in industry, particularly after the Second World War, and the contribution of leading figures in quality management

The candidate knows how to:

- describe the development of quality control and quality management systems since 1945, including:
 - definitions of quality, quality standards and related concepts
 - quality control systems, the use of standards, benchmarking, performance monitoring, statistical process control and the difference between ‘continuous improvement’ (*kaizen*) and ‘breakthrough improvement’
 - inspection, measurement of tolerances, ‘defects’ and ‘defective products’
 - quality assurance and total quality management
- recognise the contribution of one or more of the key figures (‘quality gurus’) in quality management, such as:
 - W Edwards Deming – development of Shewhart’s systematic, rigorous, SPC model, the distinction between ‘special’ and ‘common’ cause problems, the PDCA cycle and the role of management (the ‘14 points’)
 - Joseph Juran – emphasis on quality planning, and on the customer in determining quality standards, the importance of measuring the costs of quality and the need for employees to have the skills for monitoring and improving performance
 - Shigeo Shingo – ‘Zero Quality Control’ model with its emphasis on ‘poke-yoke’ (mistake-proofing) and 100% operator inspection as a means of achieving ‘zero defects’
 - Kaoru Ishikawa – the use of quality circles and the seven tools of quality control (which candidates should be able to use confidently)
 - Genichi Taguchi – importance of the design stage of products and operational processes in optimising performance and minimising variation

Outcome 2

Explain and contrast significant concepts used in quality management and their role in maintaining and improving performance

The candidate knows how to:

- understand the role and establishment of benchmarks as a basis for improving products and processes
- describe techniques and procedures for monitoring products and processes against defined standards
- identify tools for determining products and processes which are outside acceptable tolerances and for establishing the probable causes

Unit 7 Quality Management and Innovation

Outcome 3

Compare the principal quality management models employed in organisations and evaluate their (potential) contribution to their own organisation's performance

The candidate knows how to:

- describe relevant models of quality management based on external inspection/audit/verification to ensure organisational performance meets defined standards, including:
 - ISO 9000
 - BQF Business Excellence and EFQM Excellence Awards
 - Investors in People
 - Funding agencies (eg Ofsted and the Adult Learning Inspectorate)
 - Awarding body systems for accreditation and verification/moderation
 - EDAP and ISO 14000 environmental standards
 - the SA 8000 social responsibility standard
- compare the underpinning philosophies and practices and their appropriateness to their own organisation

Outcome 4

Explore and evaluate their organisation's own quality management procedures and identify areas for improvement

The candidate knows how to:

- assess their own organisation's systems and procedures for quality control and quality assurance, including
 - the underpinning principles in the design of quality management procedures
 - the 'costs of quality' in the organisation's procedures
 - the characteristics of the organisation's procedures and the extent to which they are able to ensure the quality of products and processes

Outcome 5

Employ models of organisational behaviour to explain the levers for and barriers to change in organisations

The candidate knows how to:

- describe the main theoretical perspectives on:
 - i leadership and power
 - ii change management
- differentiate between management and leadership and the significance of the two concepts
- explain the principal theories about leadership, leader behaviour and leader development, and the nature and legitimacy of power and authority in organisations
- identify approaches to change management, including:
 - the distinction between incremental and breakthrough change, and between strategic and operational change
 - the main theoretical models of change and their implications for managing the change process
 - the nature and role of change agents in enabling change
 - the principal sources of resistance to change and strategies for overcoming them

Unit 7 Quality Management and Innovation

Outcome 6

Use techniques to stimulate creativity and apply innovative solutions to develop a quality organisation culture

The candidate knows how to:

- apply the concepts of creativity and innovation to quality improvement programmes including:
 - the potential for individuals to be creative, as well as the barriers to creativity
 - the nature of creativity and how new/creative ideas are generated
 - the effects of social, organisational and cultural pressures limiting the generation of creative ideas
- use techniques for stimulating creativity amongst others within the organisation
- devise strategies for stimulating innovation as part of the quality improvement process

Outcome 7

Develop a quality management strategy to set standards for, monitor, evaluate and improve performance in their own area of responsibility, identifying the impact on the organisation as a whole

The candidate knows how to:

- set/review standards for products and processes which meet customer requirements
- lead their team or quality improvement group (quality circle, etc) through a process of identifying quality problems and their root causes
- generate creative solutions to these problems and select solutions which meet agreed criteria and are realistic
- plan the implementation of the solution to take account of any internal barriers
- lead the team/group through the implementation process.

Assessment

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

- A word-processed report which charts the key development of quality management concepts and models in industry since the Second World War
- A case-study which reviews quality management practices in two organisations (*one similar to and one different from the candidate's organisation*) with suggestions as to how the practices might contribute to the performance of the candidate's own organisation
- An evaluation of the quality management practices used in the candidate's organisation, identifying areas which could be improved, using an innovative approach
- A detailed strategy to improve performance in the candidate's own area of responsibility which identifies possible barriers to change and techniques which will be used to overcome them. The strategy should be feasible, costed and indicate how it will impact on the organisation overall.

The above pieces of work should total 2500-3000 words.

Unit 7 Quality Management and Innovation

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding of quality management concepts and have been able to employ them in their organisation. Although this may only be planned rather than implemented, there should be sufficient evidence that their proposals are feasible, costed and accord with the organisation’s general strategy and objectives. In addition, candidates should demonstrate that they have the relevant mechanisms for bringing about change in their organisations and identifying any barriers to change which they may encounter.

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the ‘Personal Skills Development’ Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 5: Project Management

Unit 8: Interpersonal Communication and Negotiation Skills

This unit also has links with the Management and Leadership National Occupational Standards, as follows:

Unit 7 Quality Management and Innovation	F12 Improve organisational performance
Outcomes	Outcomes of effective performance
6 use techniques to stimulate creativity and apply innovative solutions to develop a quality organization culture	3 establish a culture across the organisation where people freely come forward with potential and actual performance problems and suggested opportunities for improvement
7 develop a quality management strategy to set standards for, monitor, evaluate and improve performance in their own area of responsibility, identifying the impact on the organisation as a whole	2 establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved
	8 show that the improvements made are those that have been identified as being of most benefit to the organisation, its customers and other key stakeholders

Unit 7 Quality Management and Innovation

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and through 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. The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Suggested resources list

There is extensive literature available on many of the issues contained in this unit.

The following list indicates the range and level of knowledge required:

Arcaro JS – *The Baldrige Award for Education: How to Measure and Document Quality Improvement* (St Lucie Press, 1995)

Bendell, et al. – *Taguchi Methods: Applications in World Industry* (IFS Publications/ Springer-Verlag, 1998)

Chang RY & Niedzwiecki ME – *Continuous Improvement Tools: A Practical Guide to Achieve Quality Results (Quality Improvement)* Vols 1 & 2 (Kogan Page, 1995)

Davenport, TH – *Process Innovation* (Harvard Business School Press, 1993)

Hammer M & Champy J – *Reengineering the Corporation* (Harper Business, 1993)

Harrington JH, *Business Process Improvement* (McGraw-Hill, 1991)

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

Ishikawa K – *Introduction to quality control* (Kluwer Academic Publishers, 1991)

Jackson P & Ashton D – *Implementing Quality through ISO 9000* (Kogan Page, 1993)

Juran JM (Editor) – *A History of Managing for Quality: The Evolution, Trends, and Future Directions of Managing for Quality* (American Society for Quality Control, 1995)

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

Juran JM – *Juran on Leadership for Quality: An Executive Handbook* (Wiley, 1989)

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

Oakland JS – *Total Quality Management* (2nd ed. Nichols Publishing, 1993)

Plsek PE – *Creativity, Innovation, and Quality* (Irwin, 1997)

Unit 7 Quality Management and Innovation

- Shingo S – *Zero Quality Control: Source inspection and the poke-yoke system* (Productivity Press, 1986)
- Swanson RC – *The Quality Improvement Handbook: Team Guide to Tools and Techniques* (Kogan Page, 1995)
- W Edwards – *Deming Out of the Crisis* (Cambridge UP, 1986)
- Zairi M – *Benchmarking for Best Practice* (Butterworth-Heinemann, 1998)
- Adair J – *The Action Centred Leader* (Spiro Press, 1989)
- Ansoff I – *Corporate Strategy* (revised edition Penguin, 1987)
- Argyris C & Schon D – *Organisational Learning: A Theory of Action Perspective* (Addison-Wesley, 1978)
- Argyris C & Schon D – *Theory in Practice: Increasing Professional Effectiveness* (Jossey-Bass, 1974)
- Asch D & C Bowman (ed.) – *Readings in Strategic Management* (Macmillan/OU, 1989)
- Belbin R M – *Management Teams: Why they Succeed or Fail* (Butterworth Heinemann, 1981)
- Bennis W – *Organization Development: Its nature, origins and prospects* (Addison Wesley, 1969)
- Berne E – *Games People Play* (Deutsch, 1966)
- Buchanan & D Boddy – *The Expertise of the Change Agent* (Prentice Hall, 1992)
- Burns T & Stalker GM – *The Management of Innovation* (Tavistock, 1961)
- Butler R – *Designing Organizations: A decision-making perspective* (Routledge, 1991)
- Carnall C – *Managing Change in Organizations* (Prentice Hall, 1990)
- Cooper CL (ed) – *Theories of Group Processes* (Wiley, 1975)
- Elzioni A – *Complex Organisations* (Rinehart and Winston, 1961)
- Fiedler F E – *A Theory of Leadership Effectiveness* (McGraw Hill, 1967)
- Fullan M with S Stiegelbauer – *The New Meaning of Educational Change* (Cassell, 1991)
- Handy C – *The Age of Unreason* (Hutchinson, 1984)
- Johnson G & T Scholes – *Exploring Corporate Strategy: Text and Cases* (3rd ed. Prentice Hall, 1993)
- Kanter R M – *The Change Masters: Corporate Entrepreneurs at Work* (George Allen and Unwin, 1983/85)
- Katzenbach (ed) – *Real Change Leaders* (Nicholas Brealey, 1996)
- Likert R – *The Human Organisation: Its Management and Value* (McGraw Hill, 1967)
- Mayo E – *The Social Problems of an Industrial Civilisation* (Routledge and Kegan Paul, 1975)
- McGregor D – *The Human Side of Enterprise* (McGraw Hill, 1960)
- Morgan G – *Images of Organisation* (Sage, 1986)
- Patching – *Management and Organisation Development* (Macmillan, 1999)
- Pettigrew A, E Ferlie & L McKee – *Shaping Strategic Change* (Sage, 1992)
- Pettigrew, A M – *The Awakening Giant: Continuity and Change in ICI Oxford* (Basil Blackwell, 1985)
- Rickards T – *Stimulating Innovation: A Systems Approach* (Frances Pinter, 1985)
- Semler R – *Maverick!* (Arrow, 1993)
- Senge – *The Fifth Discipline* (Century, 1990)
- Schein E H – *Organisational Psychology* (3rd ed. Prentice Hall, 1988)
- Toffler A – *The Third Wave* (Pan, 1980)
- Volberda – *Building the Flexible Firm* (Oxford UP, 1998)

Unit 7 Quality Management and Innovation

Vroom V H & PW Yetton – *Leadership and Decision Making* (Media Directions Inc, 1973)

Wilson D A – *Strategy of Change: Concepts and Controversies in the Management of Change* (Routledge, 1992)

Woodcock M – *Team Development Manual second* (2nd ed. Gower, 1989)

Websites

www.innovation.gov.uk (for details of annual DTI lectures on innovation)

www.efqm.org.uk (for details of the business excellence model)

Unit 8

Interpersonal Communication and Negotiation Skills

Unit summary

This unit is about working and communicating effectively with other people. Candidates will focus, in their role both as manager and team member, on the interpersonal skills involved in communicating and developing relationships with individuals and groups within their organisation. In addition, they will examine the skills needed to negotiate with people, both inside and outside the organisation, to reach mutual agreement.

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:

- demonstrate knowledge of the interactions between individuals and groups, and the impact on performance in the workplace
- develop skills in communicating and negotiating with others inside and outside the organisation.

Outcomes

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

- 1 understand how motivational theory can be applied to the workplace to improve performance and achieve organisational objectives
- 2 employ techniques to understand and conduct interpersonal relationships
- 3 identify their own management style, including strengths and weaknesses in different contexts
- 4 demonstrate an understanding of team dynamics and leadership theories to achieve objectives for individuals, teams and the organisation
- 5 demonstrate development and application of a range of communication and interpersonal skills
- 6 negotiate with others to reach agreement on activities to mutual benefit, within organisational goals and the limits of own authority

Unit 8 Interpersonal Communication and Negotiation Skills

Unit content

Outcome 1

Understand how motivational theory can be applied to the workplace to improve performance and achieve organisational objectives

The candidate knows how to:

- use motivational theory to facilitate development, change and learning of individuals and teams to improve performance and meet objectives
- build motivation through effective performance appraisal and agreeing objectives
- use learning and development as levers for motivation at different levels
- apply organisational incentives to motivate people

Outcome 2

Employ techniques to conduct interpersonal relationships

The candidate knows how to:

- use models and techniques such as transactional analysis, individual and team questionnaires, and development activities to gain insight into the dynamics of interpersonal relationships
- use the outcomes of such models and techniques to identify reasons for conflict and misunderstanding and to set an agenda for development
- provide feedback to, and invite feedback from people to encourage learning and improve performance

Outcome 3

Identify their own management style including strengths and weaknesses in different contexts

The candidate knows how to:

- use models of management style for self-analysis and to identify their strengths, weaknesses and development needs
- demonstrate a flexible approach in management style to differing needs of individuals and groups within the organisation
- adapt to the changing role of management in performing a wider range of tasks, to facilitate empowerment-based approaches, and in having an increased awareness of the impact of the relationship between the organisation and its environment

Unit 8 Interpersonal Communication and Negotiation Skills

Outcome 4

Demonstrate an understanding of team dynamics and leadership theories to achieve objectives for individuals, teams and the organisation

The candidate knows how to:

- review team behaviours and leadership styles
- develop new approaches to team working, including self-managed teams
- understand the stages of teambuilding and the value of identifying team roles and objectives to accomplish tasks
- recognise and acknowledge problems associated with teamwork, such as slow decision making, boundaries with other groups, single loop learning and the impact of internal and external influences

Outcome 5

Demonstrate development and application of a range of communication and interpersonal skills

The candidate knows how to:

- demonstrate communication skills such as listening, questioning, making effective presentations, writing reports, leading meetings, using electronic communications, etc
- demonstrate skills of facilitation, coaching and mentoring to support people's development and achieve objectives
- apply interpersonal skills of team working, interviewing and conflict resolution in a range of situations
- evaluate personal skills such as time management, problem solving, and information gathering to contribute to an action plan for development

Outcome 6

Negotiate with others to reach agreement on activities to mutual benefit, within organisational goals and the limits of own authority

The candidate knows how to:

- identify and prioritise their own objectives in a negotiation
- appreciate other people's priorities and recognise the factors which shape and determine their priorities
- establish optimum, maximum and minimum outcomes as the basis for negotiation
- recognise the need for all parties in negotiation to achieve benefits and the need to maximise the benefits for all concerned
- use communication skills, especially questioning and listening skills, to identify opportunities to achieve own and others' objectives and achieve a 'Win-Win' outcome

Unit 8 Interpersonal Communication and Negotiation Skills

Assessment

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

- An action plan and evaluation for the development of the candidate and their team.

The action plan should be developed from an analysis of the candidate's current performance in working with individuals and teams, and the team's internal dynamics and performance in relation to organisational objectives. It should include:

- the setting of realistic objectives and plans for meeting these
- evidence of achievements over an agreed period
- an evaluation of the development of the candidate's interpersonal skills.

In particular it should:

- focus on how capable the candidate is of motivating others, the strategies which have been developed to improve their motivation, and their effectiveness in achieving this goal
- explore personal relationships with others, particularly identifying those with whom the candidate needs to improve relationships, analyse why such relationships may be less than satisfactory, and propose appropriate strategies for addressing them
- reflect on the candidate's own leadership style, its strengths and weaknesses in different contexts, its suitability to the candidate's role, and any strategies for developing leadership style to support personal and organisational goals
- evaluate the effectiveness of the team(s) which the candidate leads or is a member of, and propose strategies to overcome any associated problems
- improve other interpersonal and communication skills which are relevant to the candidate's work performance

Reference to concepts, particularly in relation to motivational theory, relevant to this unit is essential.

and

- Evidence (eg reports, e-mails, witness testimonies, memos, plans, etc) of the preparation for and implementation of a negotiation with clients, employee representatives or other significant bodies, which demonstrates effective use of communication skills for a 'Win-Win' outcome.

The above pieces of work should total 2500-3000 words.

Unit 8 Interpersonal Communication and Negotiation Skills

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 3: Managing a Human Resource and Training and Development Strategy

Unit 5: Project Management

Unit 10: Strategic Leadership

This unit also has links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 8 Interpersonal Communication and Negotiation Skills	B7 Provide leadership for your organisation
Outcomes	Outcomes of effective performance
3 identify their own management style, including strengths and weaknesses indifferent contexts	5 develop, select and apply leadership styles which are appropriate to the different people and situations you face
4 demonstrate an understanding of team dynamics and leadership theories to achieve objectives for individuals, teams and the organisation	

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Candidates should draw evidence from activity carried out in the workplace, as agreed by their employer and bearing in mind issues of ethics and confidentiality. Candidates should be encouraged to critically review current trends and innovative practice in working with people and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations by guest speakers.

The opportunity to observe management practice in other organisations can provide a benchmark and contribute to a critical approach to techniques and strategies.

Access to recognised texts and current research by institutions either through library or internet resources is necessary to enable the candidate to understand up-to-date management concepts and to apply to their own organisation.

Unit 8 Interpersonal Communication and Negotiation Skills

Suggested resources list

An extensive range of textbooks, journals and reference materials is available to students undertaking this unit, including:

Belbin M – *Team Roles at Work* (Butterworth-Heinemann, 1993)

Honey Peter – *Improve your people skills* (Institute of Personnel & Development, 1988)

Kanter RM – *The new managerial work* (Harvard Business Review, Nov-Dec, 1989, pp 80-92)

Mintzberg H – *The Nature of Managerial Work* (Prentice Hall, 1980)

Nonaka I & Takeuchi H – *The Knowledge Creating Company* (Oxford University Press, 1995)

Pedler M, Boydell T & Burgoyne J – *The Learning Company* (McGraw-Hill, 1991)

Stewart Jim – *Managing Change through Training and Development* (Kogan Page, 1996)

Websites

www.inst-mgt.org.uk (Institute of Management)

www.ipd.co.uk (Institute of Personnel and Development)

Unit 9

Financial Management and Budgetary Control

Unit summary

This unit is about the management of financial resources within an organisation to achieve its goals. In particular, the candidate will gain a detailed understanding of the processes involved in forecasting of activity, the development and management of budgets, costing and pricing principles and practices. In addition, the financial appraisal of projects and the use of financial data in decision-making will be covered.

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 main concepts in financial management and appreciate the importance of controlling financial flows to ensure effective organisational performance and accountability to stakeholders
- identify the main financial flows into and out of their organisation, prepare and manage budgets, forecast and control costs and assess the organisation's performance from its financial records
- assess the financial viability of projects, forecast cash flows and use other financial data to inform decision-making
- prepare prices and submit estimates, bids or prices for projects or activities.

Outcomes

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

- 1 identify the main financial flows in and out of their organisation, and describe their significance, type and cause
- 2 distinguish between the types and sources of costs, explain their significance and the consequences of changes in activities, resource inputs, or prices of both outputs and inputs
- 3 prepare, control and reconcile a financial budget for an area of activity within the organisation to meet organisational requirements, based on forecasts of activity and associated costs and revenues
- 4 carry out a financial appraisal on a proposed project or course of action to assess its financial viability
- 5 determine the price to be charged for a proposed project or activity and submit to a client for approval
- 6 explain the financial reporting and control procedures employed to ensure the organisation's financial accountability

Unit 9 Financial Management and Budgetary Control

Unit content

Outcome 1

Identify the main financial flows in and out of their organisation, and describe their significance, type and cause

The candidate knows how to:

- describe the nature and role of financial management systems and the procedures which operate in their organisation, including:
 - the distinction between financial and management accounting
 - the structure of financial management systems in the organisation and the lines of accountability and control
 - the main sources and application of financial flows in the organisation
 - the systems of audit and accountability for financial management
- identify, analyse and make judgements on the basis of financial data and apply more significant accounting concepts/methods, including:
 - the balance sheet, trading and profit & loss account, and equivalent reports from non-profit organisations
 - capital, liabilities, assets, depreciation, gearing, etc, in relation to financial statements
 - the calculation and significance of appropriate accounting ratios

Outcome 2

Distinguish between the types and sources of costs, explain their significance and the consequences of changes in activities, resource inputs, or prices of both outputs and inputs

The candidate knows how to:

- distinguish between the principal sources and types of costs and their relationship to activity, including:
 - classification of costs (eg prime/direct costs and overheads/indirect costs)
 - the variability of costs with activity and incremental values of costs
 - cost units, cost centres and the calculation of standard costs
- recognise and use appropriate costing methods and appreciate the strengths and weaknesses of each, including:
 - absorption costing
 - activity-based costing
 - marginal costing

Unit 9 Financial Management and Budgetary Control

Outcome 3

Prepare, control and reconcile a financial budget for an area of activity within the organisation to meet organisational requirements, based on forecasts of activity and associated costs and revenues

The candidate knows how to:

- construct a budget based on forecasts of activity, the cost of inputs and identified overheads, and use this to identify standard costs, which include
 - the various cost headings and identifiable costs used in the organisation
 - the construction of budget profiles
 - the allocation of forecast costs to cost centres and cost units

Outcome 4

Carry out a financial appraisal on a proposed project or course of action to assess its financial viability

The candidate knows how to:

- assess a proposed course of action based on forecasts of, or actual, financial flows
- prepare a cash flow forecast
- identify the breakeven point in the development of a new product or service
- undertake an investment appraisal, including the assessment of rates of return on investment
- carry out a risk and sensitivity analysis
- draw conclusions about the viability of the proposed activity

Outcome 5

Determine the price to be charged for a proposed project and submit to a client for approval

The candidate knows how to:

- distinguish between costing and pricing and be aware of the conventions for presenting estimates to clients in the industry
- calculate profit margins
- assess competitive pricing strategies and customer's budgetary constraints
- make written and personal presentations
- use negotiation and communication skills

Unit 9 Financial Management and Budgetary Control

Outcome 6

Explain the financial reporting and control procedures employed to ensure the organisation's financial accountability

The candidate knows how to:

- make regular financial reports to stakeholders and other external bodies to demonstrate effective stewardship of funds, and to provide financial information for internal decision-making and control. This should include:
 - the organisation's financial recording and reporting systems
 - interpreting financial statements
 - using financial information for decision-making
- identify the principles of cost accounting, including:
 - the sources and types of costs
 - main methods of costing and pricing
- prepare and control budgets, including:
 - forecasting activity, identifying costs and preparing a budget
 - maintaining accurate records of expenditure and income
- keep appropriate and up-to-date financial records, and understand the reasons for doing so and the methodologies for financial recording
- use appropriate IT applications (eg spreadsheets)
- allocate costs and revenues to appropriate cost centres
- reconcile actual and budgeted income and expenditure and identify variances

Assessment

Assessment will be based on evidence which shows that the candidate has:

- described the main financial systems and financial flows operating in their selected organisation
- undertaken a full financial appraisal of a project or activity
- produced appropriate and accurate forecasts of costs and revenues
- prepared and used a budget and calculated the standard and actual costs of an activity
- made an assessment of the financial status of an organisation or activity to inform a significant investment decision.

This will be presented in the form of:

- A report and supporting documentation

and/or

- An oral or audio-visual presentation

and/or

- Some other record of learning and application.

The above pieces of work should total 2500-3000 words.

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding of financial management and developed appropriate skills which they have been able to employ in a significant decision-making environment.

Unit 9 Financial Management and Budgetary Control

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 5: Project Management

Unit 11: Internationalisation and Globalisation

Unit 14: Managing a Corporate Business Strategy

The unit also links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 9 Financial Management and Budgetary Control Outcomes	Outcomes of effective performance
3 prepare, control and reconcile a financial budget for an area of activity within the organisation to meet organisational requirements, based on forecasts of activity and associated costs and revenues	E1 Manage a budget 1 evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work E2 Manage finance for your area of responsibility 5 consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process
4 carry out a financial appraisal on a proposed project or course of action to assess its financial viability 5 determine the price to be charged for a proposed project or activity and submit to a client for approval	E1 Manage a budget 3 discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget
6 explain the financial reporting and control procedures employed to ensure the organisation's financial accountability	2 submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process

Unit 9 Financial management and budgetary control

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and through 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

- Atkinson A et al – *Management Accounting* (Prentice Hall International, 1996)
- Atrill P & McLaney E – *Management Accounting for Non-Specialists* (Prentice Hall, 1998)
- Bendrey M et al – *Accounting and Finance for Business* (Letts Educational Ltd, 1996)
- Arnold J & Turley S – *Accounting for Management Decisions* (Prentice Hall, 1996)
- Berry A & Jarvis R – *Accounting in a Business Context* (International Thomson Business Press, 1997)
- Drury C – *Management Accounting for Business Decisions* (International Thomson Business Press, 1997)
- Drury C – *Management and Cost Accounting* (International Thomson Business Press, 1996)
- Grundy T & Scholes K – *Exploring Strategic Financial Management* (Prentice Hall, 1998)
- Horngren C – *Introduction to Management Accounting* (Prentice Hall, 1998)
- Sizer J – *An Insight into Management Accounting* (3rd ed. Penguin, 1989)
- Tracy JA – *The Fast Forward MBA in Finance* (John Wiley & Sons, 1996)
- Knott G – *Financial Management* (Macmillan Press Ltd, 1998)
- Zimmerman J – *Accounting for Decision Making and Control* (McGraw-Hill Publishing Company, 1997)
- Glynn J et al – *Accounting for Managers* (International Thomson Business Press, 1998)
- Turney PBB – *Activity Based Costing: The performance breakthrough* (Kogan Page, 1996)
- Walker J – *Finance for the Non-Specialist* (CIMA Publishing, 1997)

Unit 10

Strategic Leadership

Unit summary

In this unit, candidates will investigate the nature of leadership and the processes by which people demonstrate leadership of an organisation, or division within a larger organisation. The unit focuses on the development of a vision or clear sense of direction for the organisation based on an analysis of the capabilities of the organisation, and the options available, as well as techniques for drawing on the creativity of others in the organisation. It also involves the candidate being able to communicate the vision and motivate people to achieve it.

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:

- develop an understanding of the nature of leadership and the role and significance of leadership in bringing about change and achieving goals
- practise techniques for analysing the capabilities of the organisation and encouraging the generation of novel ideas, and for developing a strategic vision for the organisation
- develop skills in communicating the vision to others and motivating them to commit themselves to its achievement.

Outcomes

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

- 1 explain the nature and qualities of effective leadership and evaluate a range of models and approaches, selecting one which is most appropriate to own role and style
- 2 critically analyse the capabilities, culture and strategic performance of the organisation and identify the need for change
- 3 draw on creative thinking of colleagues and team-members to develop and communicate a vision for the overall strategy and future direction of the organisation
- 4 explain the role of and develop a leadership team to fulfil the leadership strategy
- 5 demonstrate strategic leadership and team-building skills, techniques and tactics to lead, influence and inspire others to fulfil the organisation's vision
- 6 use feedback mechanisms to review the effectiveness of the leadership skills and strategy in meeting the aims of the organisation, identifying any obstacles and how they were overcome

Unit 10 Strategic Leadership

Unit content

Outcome 1

Explain the nature and qualities of effective leadership and evaluate a range of models and approaches, selecting one which is most appropriate to own role and style

The candidate knows how to:

- evaluate different models of leadership (eg contingency-based, transactional, transformational etc), drawing on the work of such writers as Bennis, Adair, Kotter, Burns and Bass
- recognise distinctions between management and leadership
- investigate a range of case-studies demonstrating effective leadership
- appreciate the development of leadership abilities
- identify qualities needed for successful leadership eg ability to convince others and build consensus, willingness to try out new ideas, take risks etc
- adopt an objective view of own abilities and skills to identify an appropriate leadership style

Outcome 2

Critically analyse the capabilities, culture and strategic performance of the organisation and identify the need for change

The candidate knows how to:

- describe concepts of culture and its importance in shaping organisational behaviour
- understand the resource-based model of the organisation and core competence
- recognise the role of organisational culture in the fulfilment of corporate strategy
- identify the role of the organisation's leader in developing or changing the organisational culture to sustain a competitive advantage
- analyse a range of both formal and informal information sources to assess organisational performance
- apply these concepts to their own organisation and propose changes for improvement

Outcome 3

Draw on creative thinking of colleagues and team-members to develop and communicate a vision for the overall strategy and future direction of the organisation

The candidate knows how to:

- describe the nature and techniques for developing a corporate 'vision'
- use creativity and innovation for encouraging creative thinking in others
- recognise the need to adapt the vision according to changes in the business environment
- develop the concept of a high-performance organisation
- explain corporate communication theory
- develop a communication strategy and techniques eg repeatedly reinforcing messages

Unit 10 Strategic Leadership

Outcome 4

Explain the role of and develop a leadership team to fulfil the leadership strategy

The candidate knows how to:

- recognise the importance of team roles and how to maximise team performance
- synthesise the knowledge and expertise of team-members who have responsibility for the organisation's main business activities
- employ the team perspective to aid the decision-making process

Outcome 5

Demonstrate strategic leadership and team-building skills, techniques and tactics to lead, influence and inspire others to fulfil the organisation's vision

The candidate knows how to:

- identify and develop a range of skills that underpin successful leadership
- use a range of strategies to coach, mentor and motivate others eg promoting champions
- employ and encourage creative thinking, decision-making, calculated risk-taking, problem-solving
- understand people-behaviour, team-building and delegation strategies
- achieve consensus, 'buy-in' and commitment and resolve conflict, in order to meet strategic objectives
- reflect on and use feedback to adapt to changing circumstances
- show drive, perseverance, set goals and targets
- use effective time, resource and financial management skills
- recognise the importance of rewarding and recognising achievement
- develop a long term direction or strategy for the business

Outcome 6

Use feedback mechanisms to review the effectiveness of the leadership skills and strategy in meeting the aims of the organisation, identifying any obstacles and how they were overcome

The candidate knows how to:

- use formal and informal feedback mechanisms eg staff surveys, MBWA (Managing by Walking Around), customer feedback, analysis of statistics
- carry out a number of assessment strategies to assess how well the organisation is being led towards the achievement of its objectives eg financial analysis, staff performance reviews etc
- assess the efficacy of the leadership strategy
- revise plans for future leadership strategy in the light of the findings

Unit 10 Strategic Leadership

Assessment

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

- A case-study on leadership models and approaches used in a range of organisations. It should include an assessment of the nature and qualities of effective leadership and the style which might be most appropriate to the candidate and their role within the organisation
- An analysis of the performance of the candidate's organisation and details of suggested improvements in the leadership strategy to maximise achievement of business objectives
- A description of the new 'vision' for the organisation and details of how it was developed and communicated to staff, including the role of creative thinking
- Evidence demonstrating how leadership skills, techniques and tactics were used in a complex business activity within the organisation
- An evaluation of the effectiveness of the leadership strategy in the above business activity

The above pieces of work should total 2500-3000 words.

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 5: Project Management

Unit 8: Interpersonal Communication and Negotiation Skills

This unit also has links with the Management and Leadership National Occupational Standards, as follows:

Unit 10 Strategic Leadership			
Outcomes		Outcomes of effective performance	
3	draw on creative thinking of colleagues and team-members to develop and communicate a vision for the overall strategy and future direction of the organisation	B7 Provide leadership for your organisation	
		1	develop and clearly and enthusiastically communicate and reinforce the organisation's purpose, values and vision to people across the organization and, where appropriate, to external stakeholders

Unit 10 Strategic Leadership

<p>5 demonstrate strategic leadership and team-building skills, techniques and tactics to lead, influence and inspire others to fulfil the organisation's vision</p>	<p>5 develop, select and apply leadership styles which are appropriate to the different people and situations you face</p> <p>6 motivate people across the organisation to achieve their objectives and reward them when they are successful</p> <p>11 win, through your performance, the trust and support of people across the organisation and key stakeholders for your leadership of the organisation and get regular feedback on your performance</p> <p>B9 Develop the culture of your organisation</p> <p>3 communicate agreed values to people across your organisation and motivate them to put these into practice</p>
<p>6 use feedback mechanisms to review the effectiveness of the leadership skills and strategy in meeting the aims of the organisation, identifying any obstacles and how they were overcome</p>	<p>6 continuously monitor and adjust values and assumptions, and the way they are applied</p>

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit should be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and discussion to develop the necessary knowledge and skills to undertake such an exercise. 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Unit 10 Strategic Leadership

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

Harvard Business Review on Leadership (The Harvard Business School Press, 1998)

Argyris C – *Increasing leadership effectiveness* (Wiley, 1976)

Hunt J G et al (eds.) – *Emerging Leadership Vistas* (Lexington Books, 1987)

Bass B & Avolio J (eds.) – *Improving organizational effectiveness through transformational leadership* (Sage Publications, 1994)

Bennis W G – *On becoming a leader* (Addison-Wesley, 1989)

Greenleaf R K – *Servant leadership* (Paulist Press, 1977)

Kotter J P – *Leading Change* (Harvard Business School Press, 1996)

Kouzes J M & Posner B Z – *The leadership challenge: How to get extraordinary things done in organizations* (Jossey-Bass, 1987)

Prahalad CK & Hamel Gary – *The Core Competence of the Corporation* (Harvard Business Review Vol 68 no 3, May/June 1990): pp. 79-91)

Penrose Edith – *The Theory of the Growth of the Firm* (2nd ed. Basil Blackwell, 1980)

Wernerfelt Birger – *A Resource-Based View of the Firm* (Strategic Management Journal Vol 5 no 2, 1984: pp. 171-180)

Morrell Margot & Capparell, Stephanie – *Shackleton's Way* (Nicholas Brealey Publishing, 2000)

Gill Roger – *Essays on Leadership* (The Leadership Trust, 2001)

Handy Charles – *Understanding Organisations* (4th ed. Penguin, 1993)

Goffee Rob & Jones, Gareth – *The character of a corporation: how your company's culture can make or break your business* (HarperCollins Business, 1998)

Schein, Edgar H – *Organizational culture and leadership* (2nd ed. Jossey Bass, 1997)

Hofstede, Geert – *Cultures and organizations: software of the mind* (McGraw Hill, 1997)

Stapley, Lionel – *The personality of the organisation: a psycho dynamic explanation of culture and change* (Free Association Books, 1996)

Baron Angela & Walters, Mike – *Culture factor: corporate and international perspectives* (Institute of Personnel and Development, 1994)

Kotter, John P & Heskett, James L – *Corporate culture and performance* (Free Press, 1992)

Wright, Pringle & Kroll – *Strategic Management, Text and Cases* (Allyn and Bacon, 1992)

McCann Dick – *How to Influence Others at Work* (Heinemann Professional Publishing, 1990)

Hemingway John – *Building the Perfect Team* (Video Arts, 1991)

Kao John J – *Entrepreneurship, Creativity, & Organisation* (Harvard Business School, 1989)

Boostrom Robert – *Developing Creative and Critical Thinking* (NTC Publishing Group, 1992)

Websites

leadershipinfo.net

www.leeds.ac.uk/nuffield/download/tlq.pdf

leadership.wharton.upenn.edu/welcome/index.shtml

Unit 11

Internationalisation and Globalisation

Unit summary

This unit is about the internationalisation of a specific industry including the level of trade in goods and services of the industry and the scale and nature of the international labour market. Candidates will also consider the impact of supranational organisations in the regulation of markets.

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:

- develop an understanding of how the domestic industry operates in the wider context of the international industry of which it is a part, the impact which transnational (multinational) organisations have on the operations of the industry and the extent to which there is an international labour market in the industry
- explore the impact of supranational organisations on the industry and on international trade within the industry, including bodies like the European Union (EU), World Trade Organisation (WTO) and the International Standards Organisation (ISO)

Outcomes

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

- 1 demonstrate an understanding of the recent growth and projected development of international trade flows in the industry and its markets
- 2 explain the role of the principal international centres of production/operation for the industry and identify the markets for their goods and services
- 3 assess the relative importance of local, national and international organisations in the production and distribution of goods and services in the industry, and how the structure of the industry and the size of organisations is changing
- 4 investigate the nature and scale of the international labour market for people with occupational skills and qualifications relevant to the industry
- 5 explain the role and significance of various supranational organisations in regulating the industry and opening up or restricting entry into international markets

Unit 11 Internationalisation and Globalisation

Unit content

Outcome 1

Demonstrate an understanding of the recent growth and projected development of international trade flows in the industry and its markets

The candidate knows how to:

- describe measures of economic activity (GDP, GNP, exchange rates, terms of trade, balance of payments, current account and international capital flows, etc)
- recognise patterns of economic activity and international trade, with emphasis on trends in the last two decades
- investigate the level and pattern of production and international trade in their specific industry
- identify factors influencing trade generally and their industry, in particular, taking into account relevant ethical, cultural and legal issues

Outcome 2

Explain the role of the principal international centres of production/operation for the industry and identify the markets for their goods and services

The candidate knows how to:

- identify factors influencing the location of industry
- recognise patterns of industrial location and recent trends
- describe developments in logistics and distribution
- demonstrate an understanding of general market behaviour and its determinants

Outcome 3

Assess the relative importance of local, national and international organisations in the production and distribution of goods and services in the industry, and how the structure of the industry and the size of organisations is changing

The candidate knows how to:

- describe industrial, distribution and market structures in their industry including:
 - size and structure of the industry and its constituent organisations
 - trends in industry size and structure
 - organic growth and growth by acquisition and merger

Unit 11 Internationalisation and Globalisation

Outcome 4

Investigate the nature and scale of the international labour market for people with occupational skills and qualifications relevant to the industry

The candidate knows how to:

- describe the structure of and developments in the labour market, domestically and internationally, including skill levels and acquisition, labour market participation, labour mobility (geographic and occupational)
- identify patterns of employment and their effects on performance (full time/part time employment, sub-contracting/out-sourcing, etc)
- contrast the pattern of employment and labour performance in their industry, domestically and internationally

Outcome 5

Explain the role and significance of various supranational organisations in regulating the industry and opening up or restricting entry into international markets

The candidate knows how to:

- describe the nature and role of:
 - geographically specific supranational organisations (eg the EF, EFTA, NAFTA, etc)
 - world-wide supranational organisations (eg WTO, IMF, World Bank, UNCTAD, etc)
 - standard-setting bodies, in particular, the International Standards Organisation (ISO)

Assessment

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

- A case-study which examines the impact of internationalisation and globalisation on the selected industry. It should include:
 - an analysis of recent and predicted trends in international trade flows, and the role of principal international centres and their markets
 - an assessment of the impact of key industry organisations in the local, national and international arena, how the size and structure of the industry is changing and the nature and scale of the international labour market
 - an explanation of how the industry is regulated by the supranational organisations.

The above pieces of work should total 2,500-3,000 words.

Unit 11 Internationalisation and Globalisation

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 14: Managing a Corporate Business Strategy

Unit 4: Developing a Corporate Marketing Strategy

Unit 9: Financial Management and Budgetary Control

This unit also links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 11 Internationalisation and Globalisation	B2 Map the environment in which your organisation operates
Outcomes	Outcomes of effective performance
1 demonstrate an understanding of the recent growth and projected development of international trade flows in the industry and its markets	1 obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision making

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit should be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and discussion to develop the necessary knowledge and skills to undertake such an exercise. 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Unit 11 Internationalisation and Globalisation

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

- Kotabe Masaaki & Helsen Kristiaan – *Global marketing management* (2nd ed. John Wiley, 2001)
- Stonehouse George et al – *Global and transnational business: Strategy and management* (John Wiley, 2000)
- Montezemolo Gianni – *Europe incorporated: The new challenge* (John Wiley, 2000)
- Paliwoda Stanley J & Thomas Michael J – *International marketing* (3rd ed. Butterworth Heinemann, 1998)
- Bradley Frank – *International marketing strategy* (3rd ed. Prentice Hall, 1999)
- Bennett Roger – *International marketing: Strategy planning, market entry and implementation* (Kogan Page, 1998)
- Spencer Julia – *Principles of international marketing* (Blackwell, 1994)
- Morosini Piero – *Managing cultural differences: Effective strategy and execution across cultures in global corporate alliances* (Pergamon Press, 1998)
- Trompenaars Fons & Hampden-Turner Charles – *Riding the waves of culture: Understanding cultural diversity in business* (2nd ed. Nicholas Brealey, 1997)
- Hofstede Geert – *Cultures and organizations: Software of the mind* (McGraw Hill, 1997)
- Baron Angela & Walters Mike – *Culture factor: Corporate and international perspectives* (Institute of Personnel and Development, 1994)
- Kotter John P & Heskett James L – *Corporate culture and performance* (Free Press, 1992)

Websites

- www.wto.org
- www.unctad.org
- www.iso.org
- www.imf.org
- www.worldbank.org
- www.oneworld.net
- www.warwick.ac.uk/fac/soc/CSGR (University of Warwick Centre for the Study of Globalisation and Regionalisation)
- www.ifg.org/ (International Forum on Globalization)
- www.sjc.uq.edu.au/global
- www.globalisationguide.org (Monash University APEC Study Centre Globalisation Guide)
- www.nottingham.ac.uk/economics/leverhulme (University of Nottingham Leverhulme Centre For Research On Globalisation And Economic Policy)
- www.ids.ac.uk/ids/global (University of Sussex, Institute of Development Studies)

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Unit 12

Scientific Research and Development

Unit summary

This unit focuses on the way in which advances in science and technology have contributed to the development of new products and services, and the production and distribution processes used, in the particular industry in which the candidate works. Candidates are expected to develop their understanding of scientific research methodology to understand how new ideas are developed. They will also investigate the processes involved in applying the research findings to specific technologies and industries for the development of products and services to meet customer 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:

- develop an understanding of scientific research methodology and processes, and the role that universities and private and public research establishments have in advancing human understanding
- use case studies of scientific research and its application in the specific industry to appreciate the relationship between research and application, and the nature and scale of the developmental process involved
- use this understanding to explore research and development processes and evaluate their effectiveness.

Outcomes

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

- 1 understand the general methodology of, and undertake fundamental research, using scientific research practices appropriate to the specific industry
- 2 identify the main public and private centres for fundamental research in scientific domains relevant to the industry, and evaluate their contribution to developments in the technologies employed by the industry
- 3 describe the legal and operational implications of developing new processes and products based on the outcomes of third party research
- 4 evaluate the effectiveness of the industry (domestically and internationally) in exploiting the outcomes of research, and the research and development procedures in their own organisation
- 5 use market-led research to guide the development of new products and services in the organisation, based on scientific and technological research.

Unit 12 Scientific Research and Development

Unit content

Outcome 1

Understand the general methodology of, and undertake fundamental research, using scientific research practices appropriate to the specific industry

The candidate knows how to:

- undertake fundamental research using methodologies appropriate to a particular industry or domain, including:
 - theoretical, empirical and epidemiological
 - measuring and data gathering (including issues such as reliability, falsifiability, sources of error – random and systematic)
 - formulating hypotheses, experimentation and testing (including issues such as the nature and existence of causality, probability and generalisability ‘nomothetics’ and Ockham’s Razor)
- make reasoned predictions, based on relevant models, theories and laws
- recognise different scientific paradigms and barriers to change
- recognise and assess ethical issues in research and experimentation

Outcome 2

Identify the main public and private centres for fundamental research in scientific domains relevant to the industry, and evaluate their contribution to developments in the technologies employed by the industry

The candidate knows how to:

- identify and assess the relevance of the main centres for public and private sector scientific research in the UK and elsewhere, in relation to their industry
- access information from the main peer-reviewed journals and on-line information sources relevant to their industry or occupation
- monitor relevant activities and reports to identify research and findings which are likely to have a significant impact on the industry or occupation
- describe how a particular and significant development in the technology, processes, or products of the industry was based on the results of fundamental scientific research

Outcome 3

Describe the legal and operational implications of developing new processes and products based on the outcomes of third party research

The candidate knows how to:

- explain the basis for patenting research outcomes and other forms of intellectual property
- apply and search for patents in the UK and elsewhere
- agree licences and other forms of contractual approval for the development of new products and processes from third party patented intellectual property
- develop new systems, technologies and processes based on the application of scientific research

Unit 12 Scientific Research and Development

Outcome 4

Evaluate the effectiveness of the industry (domestically and internationally) in exploiting the outcomes of research, and the research and development procedures in their own organisation

The candidate knows how to:

- measure the diffusion of innovation in new products, processes and technologies in the sector
- assess the ability of their own organisation to effectively use and develop new ideas, theories, technologies and processes
- compare the effectiveness of domestic and international industries in applying the outcomes of fundamental research

Outcome 5

Use market-led research to guide the development of new products and services in the organisation, based on scientific and technological research

The candidate knows how to:

- apply strategic environment evaluation tools to assess the organisation's position in relation to the market and productive/technological capability
- use industrial and consumer market research to identify potential demand
- assess the viability of investing in the development of new products and services based on scientific and technological research

Assessment

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

- An explanation of the scientific research practices in the industry (domestically and internationally) and the role of the main centres for public and private sector scientific research
- An evaluation of their own organisation and its ability to identify scientific and technological research with the potential to develop new products, processes or services
- Evidence of the candidate undertaking scientific research, assessing the viability of investment in the development of new products and services and the implications of legal and operational requirements.

The above pieces of work should total 2500-3000 words.

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding of how research and development based on original scientific or technological research can be managed successfully.

Unit 12 Scientific Research and Development

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 6: Principles and Practice in Research

Unit 4: Developing a Corporate Marketing Strategy

It also links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 12 Scientific Research and Development	
Outcomes	Outcomes of effective performance
5 use market-led research to guide the development of new products and services in the organisation, based on scientific and technological research	F9 Build your organisation's understanding of its market and customers
	3 identify and assess current and future developments in your sector, including competitors' activities
	8 use information about customers and the market to help managers make decisions
	F12 Improve organisational performance
	2 establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and through 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Unit 12 Scientific Research and Development

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

van Dulken Stephen (ed.) – *Introduction to Patents Information* (British Library Information in Focus series, 3rd ed, 1998)

Rimmer B M (edited and updated by S van Dulken) – *International Guide to Official Industrial Property Publications* (British Library Key Resource series 3rd ed. 1992)

British Library Patents Information Team (eds.) – *The Inventor's Guide: How to protect and profit from your idea* (Gower, 1997)

Newton David – *How To Find Information: Patents on the Internet* (British Library 'How to Find' series, 2000)

Patents Act, 1977

Copyright, Designs and Patents Act, 1988

Kuhn Thomas – *The Structure of Scientific Revolutions* (Univ. of Chicago Press, 1962)

Jacob Merle, Hellstrom Tomas & Fuller Steve (eds.) – *The Future of Knowledge Production in the Academy* (Open University Press, 2001)

Gower Barry – *Scientific Method* (Routledge, 1996)

Whewell William & Butts Robert E – *Theory of Scientific Method* (Hackett Publishing Co 2nd ed. 1989)

Bauer Henry H – *Scientific Literacy and the Myth of the Scientific Method* (University of Illinois Press, 1994)

Chisnall P – *Marketing Research* (5th ed. McGraw-Hill, 1992)

Proctor P – *Essentials of Marketing Research* (2nd ed. FT Prentice Hall, 2000)

Websites

www.intellectual-property.gov.uk

www.patent.gov.uk

www.bl.uk/services/stb/patents/home.html

www.innovation-policy.co.uk

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Unit 13

The Organisation, the Environment and Sustainable Development

Unit summary

This unit focuses on the impact of the organisation and its operations on the physical environment, its use of resources, and its efforts to ensure a sustainable future. Candidates will explore the various ways that organisations impact on the physical environment and the viability of strategies to minimise negative environmental consequences, including the consideration of legal obligations and external standards designed to assess organisational performance. They will also investigate the environmental impact of products throughout their life cycle and ways of acquiring and disposing of them, or of waste products, in ways that ensure that there are adequate resources for future generations.

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:

- explore all aspects of the environment and the impact that industrial, commercial and domestic activity has on it
- develop awareness of the legal obligations facing organisations, the coverage and structure of relevant standards, and the role and nature of environmental impact assessments
- examine the impact which the organisation has on the physical environment and the level of awareness within the organisation of this impact and its implications
- explore the concept and meaning of sustainability and how it might be applied to the organisation's policies and procedures.

Outcomes

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

- 1 identify the main areas of, and strategies to, reduce the organisation's impact on the environment
- 2 identify relevant legislation relating to the organisation's impact on the physical environment and its obligations to minimise this impact
- 3 compare the coverage of both ISO 14000 and the Eco-Management and Audit Scheme (EMAS), evaluate their relevance to and effect on the organisation's performance, and assess the organisation's compliance with the standards
- 4 carry out an environmental risk assessment of a product or process, and make recommendations which will ensure compliance with legal requirements, and encourage sustainability and minimise any negative environmental impact

Unit 13 The Organisation, the Environment and Sustainable Development

Unit content

Outcome 1

Identify the main areas of, and strategies to, reduce the organisation's impact on the environment

The candidate knows how to:

- identify sources and causes of environmental pollution (including ground, air, water, noise and visual) and strategies for reducing pollution
- describe different methods of waste disposal, their effects on the environment, and waste reduction strategies
- identify various forms of energy use, and strategies for reducing use and conserving energy
- be aware of the use of natural resources and strategies for reducing and conserving resources
- identify the effects of transport and congestion on the environment

Outcome 2

Identify relevant legislation relating to the organisation's impact on the physical environment and its obligations to minimise this impact

The candidate knows how to:

- describe general UK and EU legislation and directives relating to the impact that organisations have on the environment, including relevant health and safety and ethical issues, and any specific legislation relating to their industry

Outcome 3

Compare the coverage of both ISO 14000 and the Eco-Management and Audit Scheme (EMAS), evaluate their relevance to and effect on the organisation's performance, and assess the organisation's compliance with the standards

The candidate knows how to:

- describe the key aspects of ISO 14000, such as
 - environmental policy
 - environmental aspects
 - legal and other requirements
 - objectives and targets
 - environmental management programmes
 - structure and responsibility
 - management review
 - EMS documentation
 - EMS audit
 - document control
 - operational control
 - emergency preparedness and response
 - monitoring and measurement
 - training, awareness and competence
 - non-conformance, corrective and preventive action
 - communication
 - records
- explain the requirements of EMAS (Text of Council Regulation 1836/93, etc)
- compare the two standards and evaluate their relevance and impact on the organisation

Unit 13 The Organisation, the Environment and Sustainable Development

Outcome 4

Carry out an environmental impact assessment of a product or process, and make recommendations which will ensure compliance with legal requirements and encourage sustainability and minimise any negative environmental impact

The candidate knows how to:

- assess a product's life cycle
- apply their learning to their own organisation and the practicalities of carrying out an environmental impact assessment by:
 - addressing and incorporating environmental considerations in the decision making process
 - anticipating, minimising or offsetting the adverse environmental effects of development proposals
 - protecting the productivity and capacity of natural systems and the ecological processes which maintain their functions
 - promoting development that is sustainable and optimises resource use and management opportunities
- evaluate the economic and environmental costs and benefits associated with the available alternative waste disposal and recycling strategies

Assessment

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

- An environmental impact assessment of their own organisation with appropriate recommendations for addressing any issues identified as a result. This should include:
 - a review of how the organisation complies with relevant UK and EU legislation and industry standards (ISO 14000 and EMAS)
 - a risk assessment of the environmental impacts of a product made or used by the organisation, and the effects of using relevant environmentally friendly alternatives on both the environment and the business, in terms of, for example, waste disposal, transportation, or recycling or energy conserving methods.

The above pieces of work should total 2500-3000 words.

The purpose of the assessment activity is to enable candidates to demonstrate that they have developed a full understanding of the impact the organisation and its operations have on the physical environment, its use of resources, and its efforts to ensure a sustainable future.

Unit 13 The Organisation, the Environment and Sustainable Development

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the ‘Personal Skills Development’ Key Skill at Level 5.

Links with other units/qualifications

This unit has links with Unit 14: Managing a Corporate Business Strategy, within this qualification.

It also links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 13 The Organisation, the Environment and Sustainable Development	B8 Ensure compliance with legal, regulatory, ethical and social requirements
Outcomes	Outcomes of effective performance
<p>2 identify relevant legislation relating to the organisation’s impact on the physical environment and its obligations to minimise this impact</p> <p>4 carry out an environmental risk assessment of a product or process, and make recommendations which will ensure compliance with legal requirements, and encourage sustainability and minimise any negative environmental impact</p>	<p>1 monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don’t meet them</p>

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

This unit can be delivered through a combination of formal teaching, directed learning (especially reading seminal texts and research) and through 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.

The use of experts from inside and outside the organisation to provide specialist input to the learning programme would be valuable, particularly to develop an understanding of some of the theoretical aspects of the programme, but candidates should be expected to undertake a significant amount of individual reading and research to support any taught element of the programme.

Unit 13 The Organisation, the Environment and Sustainable Development

Candidates should be encouraged to consider how they might adapt their approach to the needs and operational contexts of not-for-profit organisations.

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

- Hillary Ruth – *The Eco-Management and Audit Scheme: A Practical Implementation Guide* (British Library Publishing Division, 1993)
Bond Alan – *Environmental Impact Assessment in the UK* (Chandos Publishing Ltd, 2000)
Morris Peter & Therival Riki – *Methods of environmental impact assessment (The Natural and Built Environment Series)* (Routledge, 1995)
Environmental impact assessment: A guide to procedures (Thomas Telford Ltd, 2000)
Lee Keekok, Holland Alan & McNeill Desmond – *Global sustainable development in the twenty-first century* (Edinburgh UP, 2000)
Elliot Jennifer – *An introduction to sustainable development* (Palgrave, 1999)
Mikesell Raymond F – *Economic development and the environment* (Continuum International Publishing Group – Mansell)

Websites

- www.iaia.org (International Association for Impact Assessment)
www.aber.ac.uk/~eia/www (EIA Unit, Aberystwyth, UK)
The full text of the Eco-Management and Audit Scheme can be found at the European Commission's website at (note absence of www.):
europa.eu.int/comm/environment/emas/emas_reg_en.htm
www.environment-agency.gov.uk (The Environment Agency)
www.iem.org.uk (The Institute of Environmental Management & Assessment is the UK competent body for EMAS)
www.iso14000.com (ISO)
www.environment.detr.gov.uk/greening/ems/ems.htm (Department of the Environment, Transport and the Regions)

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Unit 14

Managing a Corporate Business Strategy

Unit summary

This unit is designed to strengthen the candidate's ability to understand, analyse and use strategic planning to improve and focus long-term business achievement in their organisation.

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

Aims

The unit aims to enable the candidate to:

- understand the importance of producing a corporate strategy for their organisation
- review the past and present activities of the organisation for the purposes of continuing quality improvement
- determine plans based on current activity and predicted future needs
- implement strategic decisions within the organisation
- monitor and evaluate the organisation, and its performance in achieving set targets.

Outcomes

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

- 1 devise and evaluate organisational plans, policies and procedures
- 2 develop and evaluate a plan for continuing quality improvement in business processes and customer service
- 3 devise an environmental scanning system and differentiate between medium and long term trends in service business
- 4 monitor and assess corporate financial performance
- 5 implement strategic decisions within the organisation

Unit content

Outcome 1

Devise and evaluate organisational plans, policies and procedures

The candidate knows how to:

- evaluate existing plans and determine their relevance to the operation of the organisation and the mission statement
- investigate current trends and innovative practice in business strategies within other organisations
- devise relevant policies to support the plans of the organisation, identifying criteria that will support the fulfilment of such plans
- direct the development of procedures for all functions to fulfil the stated mission
- ensure communication with, and involvement by, all members of the organisation to ensure commitment to such plans, policies and procedures

Unit 14 Managing a Corporate Business Strategy

Outcome 2

Develop and evaluate a plan for continuing quality improvement in business processes and customer service

The candidate knows how to:

- demonstrate an understanding of the cost of service quality failure in the sector
- design systems to ensure a total quality approach within the business plan, taking into account relevant ethical, cultural and legal issues
- identify and address areas of weakness in the quality circle and instigate procedures for improved quality delivery in all functions of the organisation
- establish risk management procedures to ensure continuity of business of the organisation

Outcome 3

Devise an environmental scanning system and differentiate between medium and long term trends in service business

The candidate knows how to:

- assess the current performance of the organisation (SWOT analysis) to determine a base line for future planning and development
- assess and analyse the market position of the organisation within its peer business environment
- investigate opportunities for the development of the organisation, in terms of:
 - new markets
 - new products
 - customer needs
 - social, political and economical changes
- establish strategic options for the implementation of business change ensuring the feasibility and risk of such options have been thoroughly assessed

Outcome 4

Monitor and assess corporate financial performance

The candidate knows how to:

- determine the financial base of the organisation and evaluate the 'value for money' of all its constituent parts
- assess the implications of changes to the business operation to ensure the financial health of the organisation
- establish procedures for the receipt of regular and prompt management information
- benchmark corporate financial activity against comparable organisations
- understand, interpret and utilise capital appraisal methods to ensure strategic decisions for growth and development of the organisation can be realistically achieved

Unit 14 Managing a Corporate Business Strategy

Outcome 5

Implement strategic decisions within the organisation

The candidate knows how to:

- direct the development and setting of improved strategic goals, encompassing all relevant research into the current and future position of the organisation in the sector
- communicate and encourage change in personnel, the portfolio and culture of the organisation
- appraise and review the organisational style to enable the removal of barriers to strategic change

Assessment

The outcomes of this unit will be assessed on production of a word-processed report of 2500-3000 words on corporate business strategy in the candidate's organisation. It should include:

- A critical and reasoned comparison with current trends and innovation in approaches to business strategy
- A detailed evaluation of current organisational plans and policies, performance and market position, the viability of medium and long-term strategic decisions, and financial performance
- Records which demonstrate the development of a revised corporate business strategy for the organisation, including strategic goals and systems for continuing quality improvement

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the mandatory units within this qualification, in particular, Unit 7: Quality Management and Innovation and Unit 4: Developing a Corporate Marketing Strategy.

Unit 14 Managing a Corporate Business Strategy

It also links with the Management and Leadership National Occupational Standards, as outlined below:

Unit 14 Managing a Corporate Business Strategy Outcomes	Outcomes of effective performance
3 devise an environmental scanning system and differentiate between medium and long term trends in service business	B2 Map the environment in which your organisation operates 2 monitor and evaluate trends and developments inside and outside your organisation
2 develop and evaluate a plan for continuing quality improvement in business processes and customer service	4 explore and assess a range of future scenarios within the environment in which your organisation operates
4 monitor and assess corporate financial performance	F12 Improve organisational performance 1 establish valid and appropriate measures for evaluating the performance of your organisation 2 establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved
1 devise and evaluate organisational plans, policies and procedures 2 develop and evaluate a plan for continuing quality improvement in business processes and customer service 3 devise an environmental scanning system and differentiate between medium and long term trends in service business	F9 Build your organisation's understanding of its market and customers 3 identify and assess current and future developments in your sector, including competitors' activities 4 Identify and assess opportunities to expand into new markets and for innovations that meet customers' needs

Unit 14 Managing a Corporate Business Strategy

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Candidates should be encouraged to investigate and critically review current trends and innovation in strategic management.

This unit should be supported by access to IT, learning and communication resources.

Access to information within the candidate's own or support organisation is necessary in order to draw evidence of activity relevant to the unit content. It is also appropriate that candidates should be given the opportunity to have access to information of a similar organisation within their industry.

In addition, visits to or contact with other institutions and organisations is essential, as is the opportunity to discuss and work with other practitioners on a networking basis and to provide benchmarking information.

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

Ellis John & Williams David – *International Business Strategy* (Pitman, 1995)

McCarthy Daniel, Minchiello Robert & Curran Joseph – *Business Policy and Strategy* (Irwin-Dorsey 7, US, 1979)

Das Ranjan – *Strategic Management of Services: Framework and Cases* (Oxford University Press, India, 1998)

Macmillan Hugh & Tampoe Mahen – *Strategic Management: Process, Content and Implementation* (Oxford University Press, 2000)

Bowman Cliff & Asch David – *Strategic Management: Corporate Strategy and Business Policy* (Macmillan Education, 1987)

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Unit 15

The Principles and Practice of Learning and Assessment

Unit summary

A critical understanding of the key functions and processes of learning and assessment is essential to the professional development of teachers and trainers. In this unit, the candidate will consider the range of techniques suitable for use in learning and skills development and its assessment.

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 unit aims to enable the candidate to:

- explore developments in individual learning and learning and skills development
- analyse the functions and purpose of assessment
- develop expertise in the design and implementation of learning and assessment methodologies
- examine the concept of 'value added' and its relationship to measuring achievement.

Outcomes

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

- 1 explain developments in models of knowledge and skills acquisition
- 2 evaluate different learning and development methodologies and assess their effectiveness in supporting knowledge and skills acquisition for particular groups of learners
- 3 identify the key educational and social purposes of assessment and critically evaluate various methods of assessing learning and performance
- 4 design and implement appropriate procedures for assessing learner performance within a specific context
- 5 employ a range of methods to evaluate learning and assessment on a specific programme

Unit content

Outcome 1

Explain developments in models of knowledge and skills acquisition

The candidate knows how to:

- contrast principal models of learning, based on associationist/behaviourist psychology, and the emerging models from computer/information science, cognitive psychology and neurolinguistics
- distinguish between declarative and procedural knowledge (eg 'words and rules') and their implications for domain specific and general knowledge and schemata, and for learning transfer
- relate emerging models of knowledge and skills acquisition to a specific curriculum/programme area and deduce principles for effective learning and skills development in that area

Unit 15 The Principles and Practice of Learning and Assessment

Outcome 2

Evaluate different learning and development methodologies and assess their effectiveness in supporting knowledge and skills acquisition for particular groups of learners

The candidate knows how to:

- describe and contrast tutor-versus-technology mediated (especially e-learning) models of learning, and evaluate their effectiveness in supporting knowledge and skills acquisition for different groups of learners and for different programme areas
- collect, analyse and derive conclusions about socio-demographic patterns in participation and achievement (nationally, regionally and locally) using different modes of learning and development, and in different programme areas

Outcome 3

Identify the key educational and social purposes of assessment and critically evaluate various methods of assessing learning performance

The candidate knows how to:

- define 'assessment', describe the various modalities of assessment, and evaluate them in terms of their validity, reliability and equity
- explain the competing models of assessment used in vocational and general education and training, and the political, cultural and social pressures which have shaped assessment policy since the late 1970s, with particular reference to the emergence of competence-based assessment
- develop, use and evaluate a range of appropriate methods of assessment within their chosen curriculum area
- compare educational assessment strategies with comparable assessment processes employed in non-education contexts (eg performance review or appraisal), and employ appropriate techniques for assessing their validity, reliability and equity

Outcome 4

Design and implement appropriate procedures for assessing learner performance within a specific context

The candidate knows how to:

- research and devise a suitable set of procedures for assessing learner performance on a specific course
- monitor and analyse the outcomes of the assessment process to determine its validity, reliability and equity, using appropriate statistical tests of significance

Unit 15 The Principles and Practice of Learning and Assessment

Outcome 5

Employ a range of methods to evaluate learning and assessment on a specific programme

The candidate knows how to:

- evaluate procedures for programme monitoring in terms of validity, reliability, and cost effectiveness
- examine recent changes in the nature of both internal and external accountability in education and training
- apply appropriate models of quality control and assurance
- use these models to evaluate the quality of knowledge and skills acquisition and the effectiveness of the assessment activities on a particular programme

Assessment

The outcomes of this unit will be assessed on the production of a word-processed report of 2500-3000 words on:

Either

- The findings of an evaluation of the learning and assessment strategies employed on a particular programme or programme/curriculum area

Or

- Research into, and proposals for, alternative learning and assessment strategies for an existing programme or programme/curriculum area, or an innovative approach to learning and assessment to be used in a new programme or programme/curriculum area.

The report should:

- explore the nature of the learning taking place on the programme in the context of emerging models of knowledge and skills acquisition and transfer
- assess the effectiveness of the strategies employed for knowledge and skills acquisition, and contrast these with alternative methods, with particular reference to the use of alternative forms of learner mediation (ie tutor-versus-technology mediated learning) or, in the case of a proposed programme, the possible strategies which might be employed
- identify the key educational and social purposes of assessment
- analyse the outcomes of the assessment employed and contrast alternative assessment instruments to determine their validity, reliability and equity or, in the case of a proposed programme, carry out an evaluation of available assessment instruments
- evaluate the effectiveness of the learning and assessment models employed on the programme and recommend appropriate developments to improve them.

The report may be focussed more on the learning or the assessment strategies employed where this is more appropriate to the candidate's particular role or activities, and this will require an appropriately greater level of detail and complexity in the analysis.

Where the candidate wishes to employ alternative methods of presentation, these must be agreed beforehand and should be in a format that allows the assignment to be recorded or otherwise viewed by an external moderator.

Unit 15 The Principles and Practice of Learning and Assessment

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 2: The Strategic Environment of the Occupational Sector

Unit 16: Inclusiveness in Learning

Unit 17: The Effective Use of Information and Communication Technology (ICT) for Learning and Development

The National Occupational Standards in Learning and Development (Level 5) as follows:

- Unit L1: Develop a strategy and plan for learning and development
- Unit L4: Design learning programmes
- Unit L5: Agree learning programmes with learners
- Unit L17 Evaluate and improve learning and development programmes
- Unit A1: Assess candidates using a range of methods

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Candidates should be encouraged to investigate and critically review current trends and innovation in learning and assessment practice.

This unit should be supported by access to IT, learning and communication resources.

Access to information within the candidate's own or support organisation is necessary in order to draw evidence of activity relevant to the unit content. It is also appropriate that candidates should be given the opportunity to have access to information of a similar organisation within their industry.

In addition, visits to or contact with other institutions and organisations is essential, as is the opportunity to discuss and work with other practitioners on a networking basis as well as providing benchmarking information.

Unit 15 The Principles and Practice of Learning and Assessment

Suggested resources list

There is extensive literature on many of the issues contained in this unit. The following list indicates the range and level of knowledge required:

- Anderson J R – *Cognitive Psychology and its Implications* (W H Freeman, 1980)
Anderson J R – *The Architecture of Cognition* (Harvard University Press, 1983)
Anderson J R – *Learning and Memory* (Wiley, 1995)
Prabhu N S – *Second Language Pedagogy: A Perspective* (Oxford University Press, 1987)
Anastasi A – *Psychological Testing* (5th Ed Collier Macmillan, 1982)
Beech J R & Harding Leds – *Testing People* (Routledge, 1990)
Black H ed – *Knowledge and Competence – Current Issues In Education And Training* (Scottish Council for Research in Education, HMSO, 1990)
Broadfoot P – *Profiles and Records of Achievement* Holt (Rinehart and Winston, 1986)
Brown S & Knight P – *Assessing Learners in Higher Education* (Kogan Page, 1994)
Dept of Employment – *Accreditation of Prior Learning* (DoE, 1990)
FEU – *The Assessment of Prior Learning and Learner Services* (FEU, 1992)
Harris D et al – *Evaluating and Assessing for Learning* (Kogan Page, 1986)
Kline P – *The Handbook of Psychological Testing* (Routledge, 1992)
Bloor M and Butterworth C – 'The Portfolio approach to professional development' in Robson J (ed) (*The Professional FE Teacher* Avebury, 1996)
Brown G and Pendlebury M – *Assessing Active Learning* (Committee of Vice-Chancellors and Principals Universities' Staff Development and Training Unit, 1992)
Brown S and Knight P – *Assessing Learners in Higher Educaion* (Kogan Page, 1994)
Gipps C – 'What do we mean by Equity?' in *Assessment In Education: Principles, Policy and Practice* (Vol 2, No 3, 1995)
Habeshaw S, Gibbs G & Habeshaw T – *Interesting Ways To Assess Your Students* (Technical and Educational Services Ltd, 1986)
Race P – *Never Mind the Teaching Feel the Learning* (Paper 80 Staff and Educational Development Association, 1993)
Rowntree D – *Assessing Students: How Shall We Know Them?* (Kogan Page, 1987)
Wolf A – *Assessment Issues and Problems in a Criterion-Based System* (Further Education Unit, 1993)
Aspinwall K et al – *Managing Evaluation in Education* (Routledge, 1992)
Edwards J – *Evaluation in Adult and Further Education* (WEA, 1991)
Freeman R – *Quality Assurance in Training and Education* (Kogan Page, 1993)
Green D – *What Is Quality in Higher Education?* (SRHE, 1994)
Norris N – *Understanding Educational Evaluation* (Kogan Page, 1990)
Ashcroft K – *Researching into Assessment and Evaluation in Colleges and Universities* (Kogan Page, 1996)
Beech J R and Harding L (Eds) – *Testing People* Routledge (1990)
Ecclestone K – *How To Assess The Vocational Curriculum* (Kogan Page, 1996)
Further Education Unit – *The Assessment Of Prior Learning and Learner Services* FEU, 1992)
Dadzie S – *Equality Assurance: Self-Assessment for Equal Opportunities in Further Education* (1998)
Davis V (et al) – *Assessment Issues in Further Education* (Coombe Lodge Report Vol.24 No 10, 1995)

Unit 15 The Principles and Practice of Learning and Assessment

Green M – *Initial Assessment to Identify Learning Needs* (FEDA, 1998)
Henebury C – *Assessment of Prior Learning and Learner Services* (Further Education Unit, 1990)
Kypri P – *Managing Assessment* (1995)
Kypri P – *Examining Assessment: Assessment Issue and Regimes in Post-16 Education and Training* (Oxford Centre for Staff Development, 1994)
Pinker S *How the Mind Works* (Penguin 1997)
Pinker S *Words and Rules* (Weidenfield and Nicolson 1999)
Race P – *The Art of Assessing in New Academic* (vol.5 issue 3, 1995)
Wolf A – *Competence-Based Assessment* (Open University Press 1995)
Wolf A – *Assessment Issues and Problems in a Criterion-Based System* (FEDA/Institute of Education, 1993)

Additional reading

Gibbs G and Habshaw T – *53 Interesting Ways to Assess your Students* (Technical and Educational Services)

Awarding body documentation on internal verification and ensuring standards

Websites

cogprints.soton.ac.uk
www.worldbestwebsites.com/mind.htm
memory.loc.gov/ammem/ndlpedu/resources/inres/ss/psych.html
www.psychologie.uni-bonn.de/online-documents/lit_cog.htm
www.usq.edu.au/electpub/e-jist/
www1.nks.no/eurodl/index.html

Unit 16

Inclusiveness in Learning

Unit summary

This unit focuses on ways of improving education and training for those with learning difficulties and/or disabilities and widening participation amongst people who are under-represented in education.

Inclusive learning requires a close match between the individual learner's requirements and the provision that is made for them. The match needs to work at three levels:

- The teacher and the learner, including pedagogy and materials to match the individual's approach to learning
- The organisation/institution and the learner, providing individual learning environments which match the requirements of a wide variety of learners
- The educational system and the community.

Any attempt to widen participation in education is unlikely to be effective in the longer term unless it is operating within a fully inclusive learning environment. Inclusiveness should be interpreted as including learning difficulties, disabilities and equality of opportunity.

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 unit aims to enable the candidate to:

- understand the concept of inclusive learning and apply it to their institution/organisation
- develop expertise in the implementation and evaluation of inclusive learning
- understand the strategic benefits of inclusive learning within an institution/organisation
- use inclusive learning to tackle challenges in their own institution/organisation and to widen participation.

Outcomes

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

- 1 explain the concept of 'inclusive learning' and its relationship to other key issues such as widening participation and collaboration
- 2 define the characteristics of effective learning and apply this understanding to their own practice
- 3 explain the effects of organisational systems, culture and change on inclusive learning
- 4 develop and evaluate a policy to promote the benefits of inclusive learning, widening participation and collaboration, identifying factors which may enable or limit success

Unit 16 Inclusiveness in Learning

Unit content

Outcome 1

Explain the concept of 'inclusive learning' and its relationship to other key issues such as widening participation and collaboration

The candidate knows how to:

- apply the concepts of inclusive learning and widening participation to their own area of work, institution/organisation and the wider community
- relate inclusive learning to the quality of the education service for people with learning difficulties

Outcome 2

Define the characteristics of effective learning and apply this understanding to their own practice

The candidate knows how to:

- identify individual learning goals
- match the curriculum to learners' needs
- make provision for effective pre-entry guidance
- plan individual learning programmes
- develop and use differentiated learning materials
- match learning styles with a variety of pedagogical approaches
- arrange appropriate learner support or special needs

Outcome 3

Explain the effects of organisational systems, culture and change on inclusive learning

The candidate knows how to:

- investigate inclusiveness in learning policies in a range of institutions/organisations
- measure the extent of inclusive learning practice within their organisation
- assess the extent of commitment and practice for inclusive learning within their organisation
- use inclusive learning to tackle challenges in their organisation

Unit 16 Inclusiveness in Learning

Outcome 4

Develop and evaluate a policy to promote the benefits of inclusive learning, widening participation and collaboration, identifying factors which may enable or limit success

The candidate knows how to:

- describe the main features of an effective inclusiveness in learning policy
- identify the benefits of such a policy to their organisation and any factors which may enable or limit success
- investigate funding requirements and routes
- promote links with external agencies eg Princes Trust
- consult with learners, staff and external agencies to develop appropriate policies and learning programmes
- identify staffing requirements, responsibilities and training and development needs
- develop procedures to ensure ongoing learner guidance, support and safety
- develop a mechanism for the monitoring of the policy and learner needs and achievement
- communicate the policy to staff and learners
- plan and implement evaluation procedures for the policy

Assessment

The outcomes of this unit will be assessed on the production of a word-processed piece of work (eg a report or other appropriate format) of 2500-3000 words which investigates current performance in inclusiveness in learning in a curriculum or programme area, or across the whole organisation. It should:

- explain the concept of 'inclusive learning' and how it integrates with other organisational strategies to widen participation and collaborate with other organisations
- define the characteristics of an effective programme for the identified target group and, as appropriate, describe the deficiencies in current provision
- analyse the organisation's ability to provide and support an appropriate curriculum for the target group
- develop a policy to promote the benefits of inclusiveness in learning and widening participation, taking into account the funding and other externalities which might aid the process or act as a barrier
- use a range of mechanisms to evaluate the effectiveness of the policy.

This may be supplemented by an oral or audio-visual presentation (eg a training event or programme of events for colleagues) or some other demonstration of learning and application. Where other presentation formats are used, the scale of the written work may be reduced to a 500-1000 word commentary. A comprehensive record or portfolio evidence of any alternative demonstration of learning must be provided to enable assessors to evaluate the learning.

Unit 16 Inclusiveness in Learning

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 2: The Strategic Environment of the Occupational Sector

Unit 15: The Principles and Practice of Learning and Assessment

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Candidates should be encouraged to investigate and critically review current trends and innovation in inclusiveness in learning policy.

This unit should be supported by access to IT, learning and communication resources.

Access to information within the candidate's own or support organisation is necessary in order to draw evidence of activity relevant to the unit content. It is also appropriate that candidates should be given the opportunity to have access to information of a similar organisation within their industry.

In addition, visits to or contact with other institutions and organisations is essential, as is the opportunity to discuss and work with other practitioners on a networking basis as well as providing benchmarking information.

It may be useful for candidates to consider the following statements/principles whilst undertaking this unit:

Historical Development and some Key Principles

1948 Declaration of human rights: every individual has the right to education

1990 Universal declaration on education for all: education is a right for all regarding of individual differences

1994 The UNESCO Salamanca Statement

- education is a right for all within the mainstream education system
- every person has unique characteristics, interests, abilities and learning needs
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

Unit 16 Inclusiveness in Learning

The Inclusive Approach and Business Success

The concept of the inclusive approach as the key to sustained business success is also growing in acceptance in both academic and business circles. It has many themes and principles that parallel those found within the concept of inclusive learning.

'Business success in the future will be achieved only by those companies which excel in developing a series of world-class relationships with all stakeholder groups ie. Companies that adopt the inclusive approach.

Relationships are expected to be based on sincerity, trust, open communication and the concept that profits and market share are achieved through customer satisfaction and customer loyalty which are themselves the product of continuous improvement and breakthrough innovations achieved through high quality environments based on sincerity, integrity and trust.'

The Inclusive Approach and Business Success – An Interim Report by the Centre for Tomorrow's Company (Gower).

Suggested resources list

An extended range of textbooks and reference materials is available to candidates undertaking the unit in inclusive learning, including:

Inclusive Learning Quality Initiative (FEFC, 1999)

John Tomlinson – *Inclusive Learning* (The Stationary Office, 1996)

Helena Kennedy – *Learning Works: Widening Participation in Further Education*

Hazel Francis *Individuality in Learning* (FEU/University of London, 1991)

D Kolb – *Experiential Learning* (Prentice Hall, 1984)

Jennifer Evans – *Collaboration for Effectiveness: Empowering Schools to be Inclusive* (Open University Press)

John Earwater – *Helping and Supporting Students* (Open University Press, 1995)

Evans J and Fish J – *Managing Special Education* (Open University Press, 1995)

Sutcliffe J – *Adults with Learning Difficulties, Education for Choice and Empowerment* (Open University Press, 1990)

AOC/FEDA – *Creating Connections: College innovations in flexibility, access and participation*

FEU – *Supporting Learning: Promoting Equality and Participation* (FEU, 1992)

FEU – *Provision for Students with Learning Difficulties and/or Disabilities* (Good Practice Report)

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Unit 17

The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Unit summary

This unit involves the development of a Continuing Professional Development (CPD) portfolio which identifies existing experience in the use of Information and Communication Technology (ICT) to support learning and development both personally and in the organisational role of the candidate.

It requires candidates to evaluate their own performance, and that of their organisation, both at the outset and on a continuing basis throughout the programme, in the following areas, based on their own and their peer and manager's perceptions:

- their leadership by personal example in the use of ICT and their encouragement of learning and development colleagues to use ICT
- their influence on the strategic planning of ICT resources and messages within their organisation
- the contribution to the organisation's profitability or efficiency by the use of ICT for learning and development.

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:

- review their current performance in their work role, their personal use of ICT in the delivery of learning and development, their active promotion of the use of ICT by colleagues and the strategic use of ICT by the organisation to which they belong
- identify areas for improvement, personally, by colleagues and by the organisation
- plan, with the support of an adviser/mentor and others, how to use the programme to achieve personal and organisational goals
- monitor and review their personal and organisational progress towards achieving these goals over a period of time with appropriate emphasis on cost-effectiveness or efficiency of the activities undertaken.

Outcomes

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

- 1 undertake an assessment/critique of the current use of ICT in administrative/information systems for learning and development and recommend improvements
- 2 select appropriate ICT based learning and development materials or plan the development of such materials
- 3 recommend appropriate use of ICT systems in organisations for delivering learning and development materials
- 4 optimise use of ICT to support those using it as a medium for learning and development
- 5 make effective use of ICT for the assessment of learning, development and competence
- 6 support the viability of the organisation and improve its image by the appropriate use of ICT based learning and development activities

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Unit content

Outcome 1

Undertake an assessment/critique of the current use of ICT in administrative/information systems for learning and development and recommend improvements

The candidate knows how to:

- determine the current use of ICT within the organisation in the following areas
 - *Skill inventories*

Is there an inventory of current skills in the organisation? Does anybody know how many people speak French, for example, or how many can give mouth to mouth resuscitation? Is this type of information useful to the organisation? How is this information collected currently? How might collection and collation be improved by computerisation? Could it be administered and updated via the organisation's current IT system or via a web site? Are there any examples of successful experiments in this area?
 - *Training needs analyses*

How are these currently undertaken? To what extent is ICT used to support this process? How is the information generated and collated to provide a pro-active indication of training requirements for the next quarter/year/five years?
 - *Co-ordination of training requirements*

Is there a system for defining, co-ordinating and monitoring the training requirements of different job functions? How could ICT be used to improve how this is done?
 - *Promotion of learning and development opportunities*

How are learning and development opportunities currently advertised to those who need them within the organisation? Is the poster in the canteen still the preferred method? How might a web site, e-mail or targeted mail-shots be used? Why are customers within the organisation not treated as they would be if they were outside the organisation? What can be done about this?
 - *Administration of CPD Contracts*

How are individual CPD contracts or plans administered? Are they on paper only? Should they not be combined and co-ordinated via ICT? Who needs to be able to refer to these CPD Contracts? How might access to this data be improved via ICT?
 - *Determining the return on learning and development investment*

Are figures readily available for training costs? How might this information be better provided by the use of ICT?
 - *Setting learning and development targets and measuring progress against them*

ICT developments have made measurement less of an administrative nightmare than in the past. Accurate measurement allows performance to be reviewed and realistic targets to be set. How is this being done for learning and development activities? How might ICT be used to greater advantage?
- make recommendations for better use of ICT in learning and development administrative systems

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Outcome 2

Select appropriate ICT based learning and development materials or plan the development of such materials

The candidate knows how to:

- use ICT to find what is available for purchase. How is information on availability gathered and kept up to date? What role does ICT play in this? How could it be improved?
- evaluate existing materials or materials identified for possible acquisition and consider the following:
 - *Web based materials*
Time to download to screen, ease of navigation, architecture of information (not too few and not too many levels). Is it just a book on screen? Is there useful interactivity? Is there assessment on line, if relevant?
 - *CD based materials including DVD*
Ease of navigation to relevant section. Speed of return to item last studied. How much of material is relevant to audience required? Suitability for self-study or group use. Is there assessment, if relevant? Where is assessment stored and in what format?
 - *Presentation support materials for use by external trainers or by internal staff*
The software and version required (eg PowerPoint 97^{SR}). The quality of visual materials. The availability and suitability of presenter notes and handouts. The ease of production of support materials for participants. The percentage of materials which could be used without modification. The ease of matching presentation style with additional materials developed locally or added by presenter. The availability of other support technology, data projectors etc.
- plan the development of ICT based learning and development materials and consider the following:
 - How are decisions to develop ICT based learning and development materials made, costed, budgeted and approved within the organisation? Are such decisions based on the latest information and how is this information kept up to date? Is such development undertaken in house or sub-contracted? In either case, how is expertise kept up to date (training courses, contact with other developers). What has the project management been like – delivery on time or not? To budget or not?
- identify the stages in the planning process:
 - specify the requirements
 - cost and budget development work
 - identify and assess appropriate development resources inside or outside the organisation
 - manage the development process
 - test and accept the finished materials
- find suitable ICT based learning and development materials for the organisation's needs or plan and manage their development.

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Outcome 3

Recommend appropriate use of ICT systems in organisations for delivering learning and development materials

The candidate knows how to:

- undertake a delivery system inventory to identify what systems exist within the organisation for distribution and delivery of learning and development materials and consider the following:
 - What type of access does the target audience have to computers, portable or desktop? What use has been made of such systems? What is the potential here and now, one year from now and five years from now?
 - What access is there to Compact Disk? Could materials be distributed in this format? How about DVD? What are future plans for upgrades to the technology? Is there any access to disk writing?
 - What is the current use of the internet or intra-net for communication within the organisation? How can this be exploited to increase the efficiency of learning and development?
 - Is there a web site? Is it already used for promotion of learning and development? What would it take to develop a learning and development promotional page? What other developments could be handled via such a web page? Pre and post assessment? Course registration? Skill inventories? Personal Development records? etc.
 - What use could be made of conference facilities via the web site, with sound or sound plus video? How might these support learning and development activities, particularly for coaching or mentoring?
 - Among the learning and development professionals in the organisation, what access is there to technology? How up to date is the class room technology? Are there future plans for continual modernisation?
- undertake an attitude inventory to determine the acceptability of learning and development delivery systems to the target audiences as follows:
 - How are the learning and development professionals seen by others as users of technology? Are they opposed to it, somewhat committed, very committed or are they (ideally) early adapters? How has this been handled in the CPD of these staff members?
 - How does Senior Management view the use of ICT for business purposes, in general, and for learning and development in particular? Can a case be made for greater efficiency, reduced time or cost by means of technological support for learning and development?
 - How does the target audience view the use of technology for learning and development? Is technophobia an issue? How has this been addressed in other areas of administration in the organisation? Are gradual solutions possible? Has some progress already been made which might be expanded upon?
- undertake an inventory of possibilities to identify potential developments in the use of ICT for the distribution and/or delivery of learning and development within the organisation and consider:
 - What are potential avenues for development in the use of ICT for the distribution and/or delivery of learning and development within the organisation?

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

- ensure that standards for the use of emerging technologies are developed within the organisation, e-mail, web, mobile phones, voice mail, call answering services
- suggest appropriate professional procedures for an organisation in the following areas:
 - appropriate mobile phone behaviour
 - appropriate e-mail etiquette, style etc
 - appropriate web behaviour
 - appropriate automatic call answering services
 - standards for responding to messages
 - the directives should focus on the positive uses of these technologies to achieve the organisation's goals and should not focus exclusively on the negatives such as prohibitions on the use of e-mail for personal messages or restrictions on any personal use of the web.
- assess the present potential for delivery of ICT based learning and development materials within the organisation and recommend development of systems and standards for the use of ICT within the organisation

Outcome 4

Optimise use of ICT to support those using it as a medium for learning and development

The candidate knows how to:

- support individuals working on their own and optimise use of the technology to provide this additional support
- recommend the best use of the technology to provide this additional support to include the following:
 - use of call answering services to provide a centralised immediate contact point but with human interaction as far as possible
 - the use of individual coaches and mentors properly supported by ICT so that they can be contacted easily and quickly with the likelihood of speedy response
 - the use of ICT based sessions for sharing ideas, maintaining contact with colleagues, mentors, coaches and instructors, screen based sessions, with audio or video support as judged necessary
 - the ordinary communications channels such as telephone, fax or e-mail
 - encouragement of individuals to make use of ICT to access support from the web and other sources, which they may be nervous about using
 - format training for individuals in the use of ICT with emphasis on how to obtain the support they require
- support and motivate presenters who make use of ICT to deliver learning and development to include the following:
 - exposure of learning and development staff to examples of good practice in this area
 - access to appropriate training for learning and development staff
 - use of coaching and mentoring as appropriate
 - positive attitudes and good example by learning and development influencers in the organisation
- ensure that there is a positive attitude towards the use of ICT within the organisation
- improve attitudes within the organisation towards use of ICT as an appropriate method of learning and development

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Outcome 5

Make effective use of ICT for the assessment of learning, development and competence

The candidate knows how to:

- make effective use of ICT for pre-testing and apply ICT as appropriate to the distribution of the test and the collection and co-ordination of responses
- make effective use of ICT for post-testing using a similar approach to pre-testing
- encourage the effective use of ICT to maintain a skill inventory to determine the training requirements of audiences for group training and direct individuals to the areas of learning and development on which they should focus
- encourage the use of ICT to assist in the development, management and submission of portfolios
- encourage the use of standardised testing, as appropriate, to include the development of question banks and systems for delivering tests randomly with automatic recording of scores
- recommend improvements in the efficiency of assessment methodologies by appropriate use of ICT within the organisation

Outcome 6

Support the viability of the organisation and improve its image by the appropriate use of ICT based learning and development activities

The candidate knows how to:

- recommend appropriate investments in hardware and software for learning and development activities
- recognise the difficulties and set-up costs of using ICT on a wide scale within an organisation and how these will be balanced against the benefits of appropriate and efficient use of ICT
- recognise the importance of maintaining flexibility in what is inevitably a constantly changing technical environment and make considered recommendations for any major investments in hardware
- ensure that investments in hardware are made in conjunction with other sections of the organisation so that integrated planning and use of the hardware can be assured
- ensure that the contributions to the bottom line of using ICT for learning and development are acknowledged
- minimise unprofitable expenditure in relation to ICT systems for learning and development
- ensure that ICT learning and development activities contribute positively to the organisation's image
- encourage staff to positively promote the use of ICT in the organisation
- assess the effectiveness of ICT based learning and development activities and ensure that successful activities are promoted and acknowledged

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

Assessment

The outcomes of this unit will be assessed on:

- A 2500-3000 word-processed report on an activity or project in which the candidate has an important management role in planning or providing learning and development with a significant use of ICT. It should include:
 - an assessment of the organisation's current use of ICT for learning and development
 - the selection or development of appropriate ICT based learning and development materials, including an evaluation of the effectiveness of the materials in meeting learner's needs and the financial viability of any investment in hardware, software and learning support
 - recommend appropriate developments in the organisation's ICT (hardware and software) systems for delivering and assessing learning and development
 - suggestions on how the image of the organisation can be promoted through the use of ICT

This may be supplemented by an oral, audio-visual or electronic presentation (eg an ICT learning package) or some other demonstration of learning and application agreed with the external moderator. Where other presentation formats are used the scale of the written work may be reduced to a 500-1000 word commentary. A comprehensive record or portfolio of evidence of any alternative demonstrations of learning must be provided to enable assessors to judge the learning.

Guidance

Key Skills signposting

This unit has the potential to generate evidence which can contribute towards the 'Personal Skills Development' Key Skill at Level 5.

Links with other units/qualifications

This unit has links with the following units within this qualification:

Unit 15: The Principles and Practice of Learning and Assessment

Unit 16: Inclusiveness in Learning

Delivery advice

This unit should involve approximately 150 hours of study – 60 of which should be through guided learning.

Making the case for investment in learning and development per se, is not the objective of this unit. Assuming there is commitment to learning and development, this unit focuses on the advantages of using technology to achieve these goals more efficiently.

Unit 17 The Effective Use of Information and Communication Technology (ICT) for Learning and Development

A considerable element of this unit is expected to involve interaction with other Reflective Practitioners who have implemented ICT projects in similar situations. The candidate should demonstrate contact with the latest examples of good practice in uses of ICT for learning and development. While professional journals may be a source of generic advice about the principles of pedagogy, it is likely that current practice will have to be researched using sources which are more up-to-date in a continually evolving environment. The Internet is the most likely medium for getting in touch with latest examples of good practice.

Suggested resources list

An extensive range of textbooks, journals and reference materials is available to candidates undertaking this unit:

Abbott Chris – *ICT: Changing Education* (Master Classes in Education), (Routledge Falmer, 2000)

Rodrigues S – *Opportunistic Challenges: Teaching and Learning with ICT* (Nova Science Publishers, 2003)

Hall L – *Flexible Learning and ICT* (Greenwich University Press, 2001)

Loveless A – *Role of ICT* (Continuum International Publishing Group – Academic and Professional, 2003)

The candidate should demonstrate the ability to make use of ICT to identify relevant reading materials for this unit by supplementing the reading list using the Internet.

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 Master Professional Diploma in Strategy & Development (Education & Training), this can be achieved via mandatory Unit 1: Developing the Reflective Practitioner. It is designed to enable candidates to integrate knowledge, skills and experience across units. It provides a logical starting point for study, a mechanism for the ongoing monitoring of progress and achievement, and the opportunity for candidates to demonstrate and evaluate their overall knowledge, skills and expertise at the end of the course. In addition, there are a number of other units which have links and could potentially facilitate an integrated approach to assignment design. For example:

Unit 16: Inclusiveness in Learning *and* Unit 17: The Effective Use of Information *and* Communication Technology (ICT) for Learning and Development

Unit 3: Managing a Human Resource and Training and Development Strategy *and* Unit 8: Interpersonal Communication and Negotiation Skills

Unit 5: Project Management *and* Unit 8: Interpersonal Communication and Negotiation Skills

Unit 9: Financial Management and Budgetary Control *and*
Unit 11: Internationalisation and Globalisation

In addition, Unit 6: Principles and Practice in Research, provides a good opportunity for integration with other units.

Where it is not possible or practical to cover all of the assessment requirements for each unit linked to an integrated assignment, it will be necessary for candidates to complete additional 'mini' assignments or 'top-up' activities to ensure that all the requirements have been met.

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.

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.
- 2.2 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.

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 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 Paragraph 4.8 in the general Guidance section 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.

Appendix B

Mapping document showing links between the City & Guilds Level 7 Master Professional Diploma in Strategy and Development and the Management and Leadership National Occupational Standards

City & Guilds Level 7 Master Professional Diploma in Strategy & Development	Management and Leadership National Occupational Standards
OUTCOMES	OUTCOMES OF EFFECTIVE PERFORMANCE
Unit 1 Developing the Reflective Practitioner	A2 Manage your own resources and professional development
1 use a variety of assessment methods to review own learning styles, capabilities and performance, and identify areas for improvement	5 Identify any gaps between the current and future requirements of your workrole and your current knowledge, understanding and skills
2 develop a strategy to manage and apply their own learning to achieve their career goals	2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development 6 Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goal
3 demonstrate a clearer perception of their strengths and weaknesses in their work role and identify areas of their performance in the work role which have improved as a consequence of the programme	7 Undertake the activities identified in your development plan and evaluate their contribution to your performance
Unit 2 The Strategic Environment of the Occupational Sector	B2 Map the environment in which your organisation operates
1 demonstrate how the significant political, economic, technological and ethical developments and influences have shaped the demand for and provision of goods and services in the industry at local, national and international level over recent years	2 monitor and evaluate trends and developments inside and outside your organisation
2 apply appropriate environmental analysis techniques to explain the impact of internal and external developments and influences on the industry and their organisation in particular, and the way that this has affected the demand for and supply of appropriate skilled labour	3 identify and prioritise the strengths and weaknesses of your organisation and opportunities and threats in your organisation's external environment

3	use scenario planning to make informed forecasts about future developments and their likely consequences for the industry generally and for their organisation, in particular	4	explore and assess a range of future scenarios within the environment in which your organisation operates
4	draw valid conclusions from environmental analysis and forecasting to propose economically viable and practical strategies to respond to these developments in accordance with the organisation's objectives and values	1	obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision making
Unit 3 Managing a Human Resource and Training and Development Strategy		B8 Ensure compliance with legal, regulatory, ethical and social requirements	
2	identify the main features and assess the impact of current and future UK and European employment law on the organisation's recruitment, performance management and disciplinary procedures	1	monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them
3	formulate and manage effective recruitment and selection processes to ensure that staff who are appointed meet the organisation's HR needs, in accordance with organisational and legal procedures	2	develop effective policies and procedures to make sure your organisation meets all the necessary requirements
6	formulate and manage human resource and training and development strategies which maximise the potential for the achievement of individual and organisational objectives	D4 Plan the workforce	
		5	specify workforce requirements that are capable of achieving the organisation's objectives
		7	develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation
5	develop and critically evaluate performance management systems and undertake the appraisal and development planning of staff	D7 Provide learning opportunities for colleagues	
		6	discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales

Unit 4 Develop a Corporate Marketing Strategy	F4 Develop and review a framework for marketing
2 develop a comprehensive understanding of the organisation's markets, the characteristics of the different market segments and evaluate appropriate marketing tactics, such as relationship marketing, to stimulate customer demand and retain customer loyalty	1 identify and assess the customer groups and needs you want to serve and the benefits to the customer of using your products and/or services
6 develop a marketing plan which supports the corporate business strategy and clearly defines marketing objectives and activities, critical success factors, costs, resources and timeframes	2 set out your aims, targets and conditions for success 4 identify the specific products and/or services you are going to sell and how they are going to be priced 5 identify the ways in which you are going to sell your products and/or services and communicate with customers 6 identify the main phases of activity that you are going to go through to get started, and any priority actions
7 monitor the organisation's performance in the market and the effectiveness of the marketing plan in achieving corporate objectives	10 identify a process for regularly reviewing and updating the framework
Unit 5 Project Management	F1 Manage a project
1 prepare and critically appraise a project proposal or brief	1 discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsor(s) and any key stakeholders
2 establish the feasibility of a project within the context of the organisation's aims and values, the available resources, and the project goals	2 identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken
3 establish a project team, assess the competence of team members to undertake their roles successfully and use strategies to build a coherent and cohesive team	5 brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information
4 use project management tools effectively to maintain control over project implementation	7 implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress

5	bring to completion and close up the project, achieving the goals of the project as far as resources and externalities allow	11	confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders
6	evaluate the project and propose how future project management activity could be improved	12	evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members
Unit 6 Principles and Practice in Research		F9 Build your organisation's understanding of its market and customers	
2	explain the issues and practical implications of a development in the organisation or industry sector	3	identify and assess current and future developments in your sector, including competitors' activities
4	apply learning from their research to their work role and organisation to identify ways in which the operations of the organisation or industry may change to accommodate the development	8	use information about customers and the market to help managers make decisions
Unit 7 Quality Management and Innovation		F12 Improve organisational performance	
7	develop a quality management strategy to set standards for, monitor, evaluate and improve performance in their own area of responsibility, identifying the impact on the organisation as a whole	2	establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved
		8	show that the improvements made are those that have been identified as being of most benefit to the organisation, its customers and other key stakeholders
6	use techniques to stimulate creativity and apply innovative solutions to develop a quality organization culture	3	establish a culture across the organisation where people freely come forward with potential and actual performance problems and suggested opportunities for improvement
Unit 8 Interpersonal Communication and Negotiation Skills		B7 Provide leadership for your organisation	
3	identify their own management style, including strengths and weaknesses indifferent contexts	5	develop, select and apply leadership styles which are appropriate to the different people and situations you face
4	demonstrate an understanding of team dynamics and leadership theories to achieve objectives for individuals, teams and the organisation		

Unit 9 Financial Management and Budgetary Control	
3 prepare, control and reconcile a financial budget for an area of activity within the organisation to meet organisational requirements, based on forecasts of activity and associated costs and revenues	E1 Manage a budget
	1 evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work
	E2 Manage finance for your area of responsibility
5 consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process	
4 carry out a financial appraisal on a proposed project or course of action to assess its financial viability	E1 Manage a budget
	3 discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget
5 determine the price to be charged for a proposed project or activity and submit to a client for approval	
6 explain the financial reporting and control procedures employed to ensure the organisation's financial accountability	2 submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process
Unit 10 Strategic Leadership	
3 draw on creative thinking of colleagues and team-members to develop and communicate a vision for the overall strategy and future direction of the organisation	B7 Provide leadership for your organisation
	1 develop and clearly and enthusiastically communicate and reinforce the organisation's purpose, values and vision to people across the organization and, where appropriate, to external stakeholders
5 demonstrate strategic leadership and team-building skills, techniques and tactics to lead, influence and inspire others to fulfil the organisation's vision	5 develop, select and apply leadership styles which are appropriate to the different people and situations you face
	6 motivate people across the organisation to achieve their objectives and reward them when they are successful
	11 win, through your performance, the trust and support of people across the organisation and key stakeholders for your leadership of the organisation and get regular feedback on your performance
	B9 Develop the culture of your organisation
	3 communicate agreed values to people across your organisation and motivate them to put these into practice

6 use feedback mechanisms to review the effectiveness of the leadership skills and strategy in meeting the aims of the organisation, identifying any obstacles and how they were overcome	6 continuously monitor and adjust values and assumptions, and the way they are applied
Unit 11 Internationalisation and Globalisation	B2 Map the environment in which your organisation operates
1 demonstrate an understanding of the recent growth and projected development of international trade flows in the industry and its markets	1 obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision making
Unit 12 Scientific Research and Development	
5 use market-led research to guide the development of new products and services in the organisation, based on scientific and technological research.	F9 Build your organisation's understanding of its market and customers
	3 identify and assess current and future developments in your sector, including competitors' activities
	8 use information about customers and the market to help managers make decisions
	F12 Improve organisational performance
	2 establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved
Unit 13 The Organisation, the Environment and Sustainable Development	B8 Ensure compliance with legal, regulatory, ethical and social requirements
2 identify relevant legislation relating to the organisation's impact on the physical environment and its obligations to minimise this impact	1 monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them
4 carry out an environmental risk assessment of a product or process, and make recommendations which will ensure compliance with legal requirements, and encourage sustainability and minimise any negative environmental impact	

Unit 14 Managing a Corporate Business Strategy	
3 devise an environmental scanning system and differentiate between medium and long term trends in service business	B2 Map the environment in which your organisation operates
	2 monitor and evaluate trends and developments inside and outside your organisation
2 develop and evaluate a plan for continuing quality improvement in business processes and customer service	4 explore and assess a range of future scenarios within the environment in which your organisation operates
4 monitor and assess corporate financial performance	F12 Improve organisational performance
	1 establish valid and appropriate measures for evaluating the performance of your organisation 2 establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved
1 devise and evaluate organisational plans, policies and procedures 2 develop and evaluate a plan for continuing quality improvement in business processes and customer service 3 devise an environmental scanning system and differentiate between medium and long term trends in service business	F9 Build your organisation's understanding of its market and customers
	3 identify and assess current and future developments in your sector, including competitors' activities
	4 Identify and assess opportunities to expand into new markets and for innovations that meet customers' needs

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Appendix C

QCA Accreditation Numbers

QCA Qualification accreditation number:

100/2869/9

Qualification title:

City & Guilds Level 7 Master Professional Diploma in Strategy and Development (Education & Training)

QCA unit number	City & Guilds unit number	Unit title
M/101/7631	1	Developing the Reflective Practitioner
A/101/7633	2	The Strategic Environment of the Occupational Sector
Y/101/7638	3	Managing a Human Resource and Training and Development Strategy
D/101/7639	4	Developing a Corporate Marketing Strategy
M/102/1307	5	Project Management
T/101/7632	6	Principles and Practice in Research
L/101/7636	7	Quality Management and Innovation
R/101/7640	8	Interpersonal Communication and Negotiation Skills
Y/101/7641	9	Financial Management and Budgetary Control
D/101/7642	10	Strategic Leadership
H/101/7643	11	Internationalisation and Globalisation
K/101/7644	12	Scientific Research and Development
M/101/7645	13	The Organisation, the Environment and Sustainable Development
F/101/7634	14	Managing a Corporate Business Strategy
J/101/7635	15	The Principles and Practice of Learning and Assessment
A/101/7650	16	Inclusiveness in Learning
F/101/7651	17	The Effective Use of Information and Communication Technology (ICT) for Learning and Development

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