



June 2018

**Level 3 National in
31588H Principles of Management**

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit, Pass and Near Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link: <http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit 6: Principles of Management

Grade	Unclassified				
		N	P	M	D
Boundary Mark	0	16	32	51	70

Introduction

Unit 31588H Principles of Management is a Mandatory unit in the Diploma and Extended Diploma in Business and the Extended Diploma in Enterprise and Entrepreneurship.

This was the second opportunity for learners to take the external assessment set task for this unit.

The assessment is based on a case study that is issued in Part A pre-release one week before the supervised assessment. Part B contains the two activities set on the case study and is issued at the start of the supervised assessment. The pre-release period enables learners time to identify and understand the issues that the company's management have to face. It gives the learner the opportunity to familiarize themselves with the issues, the organisation, and the relevant sector.

The Part A pre-release case study involved a medium sized manufacturing company, *Strines Stoves Ltd*, with sector and organisation information. The case study also included benchmarking information relating to Jaguar Land Rover Automotive plc's manufacturing strategy and Aldi's use of lean management in its business operations.

There are two activities in Part B. Activity 1 required learners to prepare a report on quality management and its importance to *Strines Stoves Ltd*. It also required the learner to make recommendations about appropriate techniques or tools that the company could use for quality management. Activity 2, a presentation, focused on how the current management approach at *Strines Stoves Ltd* is affecting the development of a quality culture. It also required the learner to consider how the company could achieve a quality management standard.

The assessment of the unit is based on 4 assessment focuses which are applied twice, once to the written report and once to the presentation. Each activity is marked out of 44 marks, giving a total of 88 marks for the set task. The assessment focuses are:

- Information/ data analysis and interpretation – 12 marks
- Key principles of management – 12 marks
- Suggested alternative management approaches – 12 marks
- Structure and presentation – 8 marks

Learners completed the assessment using a computer. Scripts were submitted as print outs or electronically on a USB memory stick.

A small number of centres submitted work without including signed authentication sheets and/or mark summary sheets. Centres are advised to review the administration guide for this unit which is available on the BTEC subject pages prior to submitting work to ensure that all administrative requirements are met.

Introduction to the Overall Performance of the Unit

Learners attempting this set task achieved between 0 and 85 marks out of the 88 available.

Learners took different approaches to the assessment. The majority of learners answered the two activities and produced a written report on quality management and a presentation on quality culture and quality standards. However, some learners took an incorrect approach; having completed activity 1 they then produced a synopsis of that activity as a presentation. This meant that most of the marks for activity 2 were not available to these learners. Learners who gave detailed speaker's notes on quality culture but did not address quality standards were limited to the top of mark band 2 across the assessment focuses.

Many learners completed activity 1 using a word processing package such as Word and presentation software, such as PowerPoint, for activity 2. A small number of learners produced a presentation using word processing software whilst others, having produced slides in presentation software, word processed their speaker's notes. Some learners submitted only their speaker's notes/script. This limited achievement on assessment focus 8. A very small number of learners only attempted activity 1.

Most learners had made an attempt to answer both activities. The majority of learners did limit their answers to quality management, quality culture and quality standards. However, a number did try to include training and development, human resource planning and change management and wasted valuable time in writing about these topics. There were some opportunities for learners to apply their knowledge and understanding of motivation and leadership styles in both activities, but these were underlying issues and not major themes.

A major issue across both activities was that learners failed to apply their knowledge to the organisation and sector in the case study.

Many learners spent a lot of time copying out the case study into their answers but then not exploring it in relation to the activities. Some learners re-iterated case study information and data, and commented on the issues they found without analysing the information in relation to the topics in the activities.

Some learners incorrectly wrote about Strines Stoves Ltd as a retail company, others incorrectly identified it as an automotive manufacturing company in competition in Jaguar Land Rover Automotive plc.

Learners from some centres spent time producing a front cover to their report, and others produced Contents pages. This did not add to the marks for assessment focus 4, Structure/ presentation.

It was evident that learners were better prepared to take the set task in the June window as opposed to the entry in the January window.

Activity 1

Assessment Focus 1: Information/ data analysis and interpretation

The quality of the answers in this assessment focus varied in depth and relevance. When it was done well, the links to the case study were good and made sense and a number of learners did use the information effectively, however, context sometimes was an issue. A number of learners made statements that were not supported and therefore not analytical preventing learners from accessing higher marks.

Many learners performed well on this assessment focus. However, some learners focused too much on the analysis of the qualitative and quantitative information in the case study and ran out of time for providing key principles of management, assessment focus 2, or recommendations, assessment focus 3.

Data and information interpretation was better this series, learners appeared to be better prepared than those entered in the January 2018 series, and were able to demonstrate clear understanding of the case study. However, some learners spent a lot of time simply copying the case study with no analysis or links to the activities.

Most learners focused heavily on the issues within the company, identifying these as the chaotic work place, autocratic management style, and the size of production teams. A number of learners also commented on the different viewpoints of the CEO and the Production Manager, regarding the introduction of lean management techniques, and those of other directors. A small number of learners did try to analyse the reasons for the views of the directors, focusing on quality issues, low staff turnover and the small profit.

Some learners developed their analysis of the issues and looked at health and safety issues arising the chaotic workplace, recycling opportunities whilst very few went onto to explore the specific competitive market and discuss in relation to relevant energy efficiency legislation and renewable technologies.

"Shown in the data, the workplace is chaotic with metal penal and other components in the production area. This indicates that there may be potential for hazards in the workplace, as there are metal pieces lying everywhere. Also, this means production method are inefficient, because the business is not maximising the value of their raw materials leading to waste. This is costly to the business. The employees may also be dissatisfied because the workplace is dangerous and messy to work in.

Another potential problem would be the quality of the end product, as there are waste everywhere, it may not lead to good quality end products because the workplace is unorganised.”

Learners scoring in the lower mark bands simply stated these issues without any discussion on the impact this had on quality.

“they have been using the same production method for 33 years. SSLtd also have 15 people on each production team in order to produce the products, this has caused the workplace to become very chaotic because there are metal panels and components everywhere which makes the production area cluttered.”

Better responses identified the issues, explained them and went onto reach conclusions on the impact on the company and the achievement of its business goals.

“Their current leadership style is autocratic which can be beneficial but also problematic for many reasons. An autocratic leadership style is when the manager or leader gives an instruction and the workers must follow the exact instruction without the right of an opinion. This method could be good for a company such as SSLTD as they must mass produce large quantities of stoves meaning having people instructed on what to do can create order. However, that being autocratic leadership can lead to employees becoming frustrated with their supervisors and can also lead to bad decision being made due to having only one person making decisions.

There may be employee dissatisfaction arisen, because the employees are not involved in the decision-making process, they may have little incentive to improve.”

“They may need to change and have a narrower span of control, to manage the workforce more efficiently as well as changing to a more democratic leadership style, to involve the employees more in the production process. Although there is a low staff turnover in the workforce, it does not mean the workforce is highly efficient”

As in January 2018’s responses, some learners introduced their own additions to the case study and these could not be given any credit. A small number of learners introduced payment methods at the company.

“The reason why the management style can be seen as transactional is because workers are paid by piece rate which is the money they earn for every product they produce”

A better response suggested piece rates as a possibility and identified the impact of piece rates on the quality of the end product:

“As the workforce is function and action centred, the workers may be paid at piece rate, where they are paid according to their production volume. For example, the more they produce in

one day, the more they get paid. This would also affect the quality of the stove produced, because the workers just want to complete their task and get paid more.”

Very few learners discussed the information from Aldi although many incorporated the qualitative information on Jaguar Land Rover. A small number of learners assumed, incorrectly, that the company was a retailer and tried to match the Aldi information to the selling of multi fuel stoves to consumers. Some learners used the Jaguar Land Rover quantitative data and only a minority used the tables well.

“Having even fewer profit wouldn’t be good at all considering they are making a small profit each year”, compared to a company that they would want to operate like; Jaguar Land rover that have profit gradually increasing each year, (16.8% increase from 2012-13 and 1.5% increase from 2015 to 16). The figures show that JLR are more successful than SS Ltd as they are making a good amount of profit every year and this is because the quality is good hence they have won an award as they produce “a range of distinctive award-winning vehicles”.

In some cases, the Jaguar Land Rover information was inserted without any link to why they were discussing Jaguar Land Rover in a case study on *SS Ltd* or the relationship that the figures had to quality management.

Assessment Focus 2: Key Principles of Management

Learners' ability to develop and discuss the key principles of quality management was relatively weak, with a small number of exceptions where learners demonstrated a good understanding of quality concepts.

In a small number of cases, learners misinterpreted the concept of quality management and wrote about how quality management is all about having good quality managers to manage staff.

"SSLtd can improve by having good quality managers to manage production."

Very few learners discussed any content from '*F4: the importance and benefits of quality management*' section in the unit specifications. Where they did the answers were often simply a list of the points given in the specifications. In the majority of cases, marks were scored on this assessment focus on the basis of discussing management styles, management commitment, staff involvement and improving operations.

Learners must explain the terms and concepts they are using to demonstrate knowledge and understanding. Although many learners could quote lean manufacturing techniques, as well as relying heavily on the benchmarking data on Jaguar Land Rover, few could demonstrate a real understanding of lean manufacturing. Additionally, only a small number of learners demonstrated understanding of developing a quality culture and the importance and benefits of quality management.

"Lean manufacturing is when a company organises its workforce into small teams with a supporting team leader. From part A we are told that the company operates with teams 15 and a manager assigned to each team"

Learners must give their responses in the context of the given case study. Additionally, to achieve marks in Band 2 and above they must link their responses to the business goals. Many learners failed to link their answers to the goals of the company.

Stronger learners evidently linked their points to the business goals. Most learners identified leadership styles as a key issue and discussed autocratic/democratic/transformational styles.

Most learners were able to identify, correctly, the management style as autocratic. A surprising number of learners were confused between autocratic and paternalistic leadership styles. A number thought paternalistic style was being displayed. Learners were also confused between transactional and transformational leadership styles. Many thought that laissez-faire meant 'don't care'. A small number of learners identified the management style as 'laissez faire autocratic' and that the style should move to 'transformational transactional'.

Better responses linked their comments to stakeholders, standards and overall objectives/goals. There were lots of references to motivation theories, but these were often discussed out of context. A number of learners spent a lot of time explaining everything they knew about motivation theory, leaving little time for the key concepts for Activity 1.

"Moreover, lean production means that any production materials can be recycled and re-used. This is also a benefit to SS because it will lower costs as unused material will be reused as well as environmental factors would increase which will cause a positive influence on stakeholders and increase reputation."

Better understanding of staff turnover and the associated advantages and disadvantages of low staff turnover was shown in responses in this assessment series.

Despite many learners demonstrating knowledge of the basic principles and concepts of management involved in the case study, responses were often, not developed:

"Six sigma can be used to check whether the business has achieved lean manufacturing, and there are five steps of measuring it. This could be used by SSLtd to see whether they are successful in using lean manufacturing.

1. Define: define who is the customer and what are they demanding?
2. Measure: define what the process is and how they are going to measure defects
3. Process: what are the causes of defects?
4. Improve: how are you going to eliminate the causes of defects?
5. Control: how are you going to sustain the action of the improvement?"

Many candidates attempted to cover quality culture offering responses including quality circles, quality standards and open and transparent communication. Some learners developed quality management with continuous improvement techniques. Weaknesses in linking to context and business goals limited the marks awarded.

Most learners attempted to focus on Quality Management for Activity1, but some

learners tried to cover a range of topics including PESTLE and SWOT analysis, management roles and different theorists that were not evident in the case study. Such responses did not score any marks and resulted in less time being available to address the key topics of Activity 1.

Assessment Focus 3: Suggested alternative management approaches

The recommendations about the tools and techniques that *SSLtd* could use for quality management formed the basis for this assessment focus.

The majority of learners' recommendations on the techniques and tools that *SS Ltd* could use were based around lean manufacturing, quality circles and waste elimination. In many cases, justifications were weak and learners failed to clearly link their recommendations directly back to how this would create quality products. Most learners simply restated the desires, stated in the case study, to introduce lean manufacturing, involve staff, etc. Those scoring highly on this assessment focus were able to justify their proposal in relation to how this would help improve quality and what that would mean for the business aims.

"Moreover, I think that *SSLtd* will find it beneficial to change to the lean production manufacturing (which also involves Just In Time (JIT) and Kaizen) because it will eliminate waste and lower costs. Also, it is likely to motivate workers ... Recycling will help to gain higher reputation and increase customer satisfaction because of current environmental trends... could also get rewarded for its environmental innovation and win awards such as Queen's Award for Sustainable Development which will allow further business recognition."

Many learners incorrectly implied that lean manufacturing means that a business should work in small teams,

"*Strines Stoves Ltd* should introduce lean manufacturing by reducing the size of teams so that supervisors have less staff to manage."

They did not clearly state that lean manufacturing is about reducing waste so that all resources used are adding value to the product. Learners therefore missed expanding this point to show that the impact of lean manufacturing is reduced resource cost of creating quality products and ultimately that quality does not have to cost more.

Many learners talked about the value of staff involvement without relating it to quality. They considered that staff involvement is motivational so staff turnover would get even lower, but did not link to how staff doing the job are better equipped to identify issues and improve quality and that their involvement improves buy-in to the culture.

“One type of tool that I would recommend SSLtd to use is Quality Circles. This is when employees meet together and contribute in daily problems to help come up with solutions. Employees will also feel a sense of involvement which will keep them satisfied because it gives them a value to the business.”

Better responses attempted to link staff involvement to quality circles and then to contributing to the quality culture:

“Another technique that SSLTD can use is the usage of quality circles not only does this contribute towards quality management but it can also contribute towards quality culture as their will be a set of shared values, beliefs and ideas that can help towards improving the quality within the business. Quality circles are small groups of employees within the same business, they work with each other to detect quality problems within the business and come up with recommendations for them. This is good for quality management as it improves the efficiency within the workforce as employees are working outside of their normal work to discuss ideas that need to be addressed. Quality circles not only improves quality management buy also helps the operations manager as he wanted to increase the staff involvement to the production process and this therefore will involve them as they are putting forward ideas to help improve this.”

The majority of learners did identify some relevant and supported approaches to change and gave some recommendations which were in context. However, there was a great reliance on lean management, six sigma and JIT. There was a tendency to list the key features of each technique or, in the case of JIT, identifying it's stages. Most learners did not explain the impact of applying their chosen tools and techniques in the context of the case study. There were also issues with learners not linking the recommendations to the business goals. The advantages and disadvantages of the recommended tools and techniques were not always evident in the learner work.

“SSLtd could use Six Sigma . It includes DMAIC - Define,

Measure, Analyze, Improve, and Control.”

Many learners did use JLR’s processes as a benchmark. The better responses did also use Aldi’s techniques as a benchmark showing how the lean manufacturing techniques used in the service industries can also be used in manufacturing. However, a minority of learners did try to apply Aldi’s approach directly to *SSLtd* as a retailer.

Lower scoring learners often focused only on motivation and leadership styles. Some learners incorrectly stated that the current management approach was *laissez faire* and that the company should move to an autocratic or paternalistic approach.

“.... when producing products under a management style of Liaze-Fraire (*sic*) the company is taking a massive risk
..... For the style of the business Autocratic would be the easiest to fit”

A small number of learners added to the case study stating that the workers were not motivated to enable them to discuss motivational theories.

“...it’s the lack of employees motivation.... this point at *SSLtd* the current management has no motivation strategy to encourage the workforce which is affecting the company general performance..”

There is no evidence in the case study to support this and such answers could not be rewarded.

The responses that focused primarily on motivation of the workforce, and/or leadership aspects were often drawn out with lots of theory and little consideration given to application to *SSLtd* and its business goals. This limited access to higher mark bands. There were lots of answers seen where many recommendations were generic but were not justified, again limiting marks to the lower bands of this assessment focus.

Assessment Focus 4: Structure and presentation

The majority of learners offered well-presented and structured reports containing clear headings, clarity of communication and use of relevant management terminology. Marks were lost on this assessment focus mainly for lack of relevant management principles and/or concepts and lack of management terminology.

A number of learners spent time on producing front covers and contents pages for their reports. These did not add to the structure of the report and so did not gain any additional marks.

Activity 2

Assessment Focus 5: Information/ data analysis and interpretation

Some learners misunderstood the focus of activity 2 which was related the effect of the management approach on Quality Culture and Quality Management Standards. Therefore, many answers were generic with limited recommendations there was also some confusion between quality culture, quality management and quality standards.

“Quality culture is simply how things are done in a business involving producing high quality products at the end of the process.

There are two methods of implementing a quality culture. First is quality control:

This means checking the product of the production chain.

There are many benefits associated with quality control”

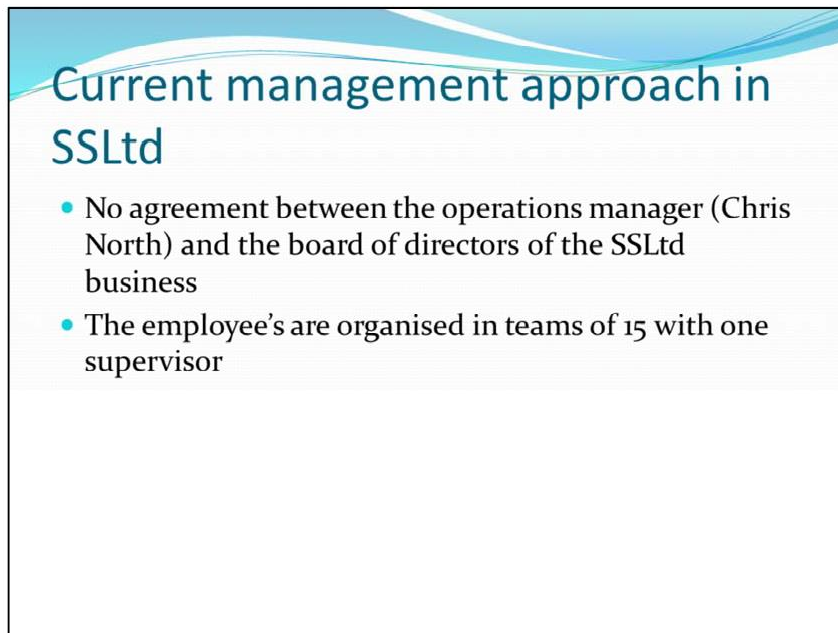


Many learners identified the competing views between the CEO and the other directors and the impact on quality culture, but they failed to develop this.

The CEO of the business is aiming to develop a quality culture and as well as that he wants the business to maintain its competitive advantage mainly using quality management which the new operations manager and ex-employee of JLR (a company which won 150 awards including the Queens Award for sustainable development) proposed.

Although, the board of directors do not want to accept these changes and they claim that they are happy with the way things are, that the business is satisfied making small profits and additionally, that employees seem happy because the business has a low turnover for staff.

Other learners attempted to develop this point



The slide features a blue wavy header. The title 'Current management approach in SSLtd' is in a dark blue font. Below the title, there are two bullet points in a dark blue font, each preceded by a small blue circle. The first bullet point discusses the lack of agreement between the operations manager and the board of directors. The second bullet point describes the organizational structure of teams and supervisors.

Current management approach in SSLtd

- No agreement between the operations manager (Chris North) and the board of directors of the SSLtd business
- The employee's are organised in teams of 15 with one supervisor

One the main management issues that the SSLtd has is the interaction between the operation manager and the board of directors. This is because at current there is not an agreement between Mr. North and the board of directors for SSLtd and this is inhibiting change and limiting the business from improving their processes which could result in higher profits and better customer satisfaction. Therefore one thing that should be improved urgently is the relationship between the leadership and management and as well as that there should be commitment put into the business operations and running to ensure that the business is operating efficiently and productively therefore enforcing quality and a quality culture which is what the CEO of SSLtd want to develop.

Therefore to resolve this disagreements, Chris North could have a meeting with the board members and the CEO present and in this meeting he could present all the reasons why the business needs to change their operations and horn in on ensuring that they have a quality culture which could in fact lead to a competitive advantage for the business. One thing that should be made crystal clear is that the heating market is one of constant improvement and changes with customers trends and preferences changing the market and as such if the business does not accept change and improve their operations then their chances of surviving in the heating market is little to none.

Many learners repeated the information from Activity 1 Assessment Focus 1 and so achievement was limited to the lower mark bands. There was little appreciation that a quality culture is about embedding the need for quality systems, embraced and cherished by everyone from top to bottom of the organisation.

“Quality culture can be achieved by Quality control and Quality Assurance. Quality control is to make sure that the same quality of product is consistent through the whole business.”

Some learners achieved low marks because they had focused heavily on JLR for answering Activity 1 Assessment Focus 1, then copied and pasted the information on JLR from Activity 1 to Activity 2 and this was irrelevant to answering the question of current management approach at *SSLtd*.

“Now, I am going to analyse data given on JLR 2015-2016:

JLR was voted Number 1 in Bloomberg’s ‘Best Employees UK 2016’

In JLR’s quality culture, every employee is invited to contribute ideas to improve the way the company works, to eliminate waste and create efficiencies, they implemented Team Improvement Circles to increase efficiency by listening to its employees.

It suggests that one of the reasons why JLR is so successful is because they value their employees a lot and understand that involving them would lead to a more successful business.”

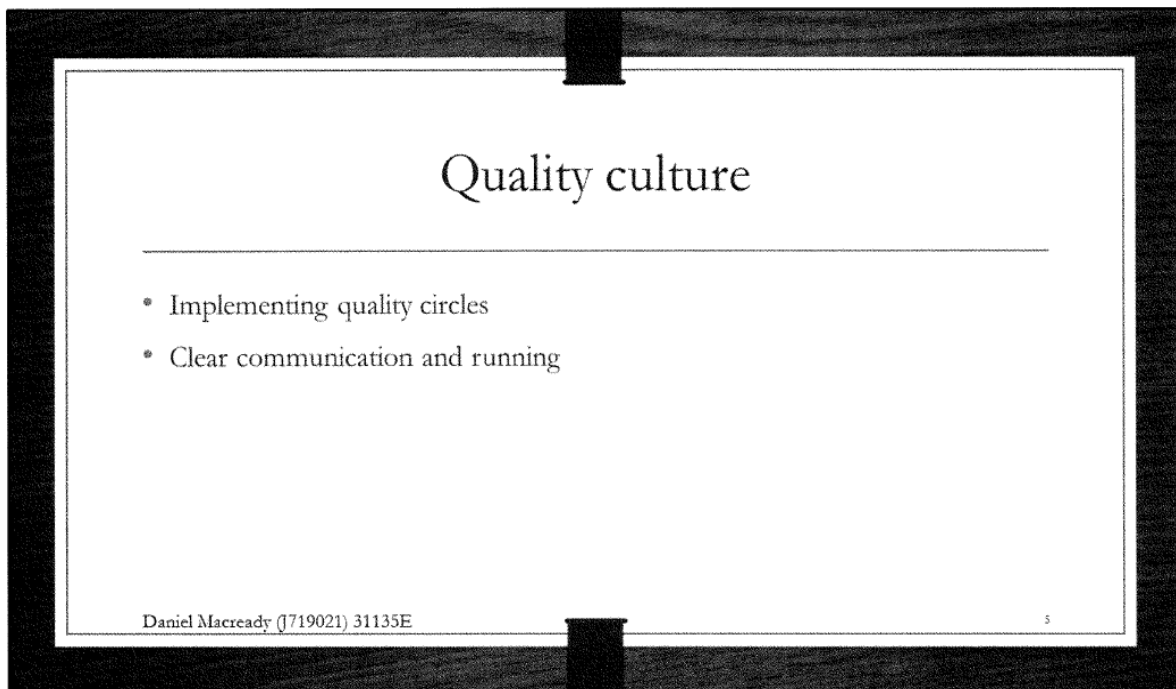
Where learners used the same content as the report in the speakers notes of activity 2, they missed the focus of the activity and so scored low marks.

Centres must ensure that learners understand that Activity 2 is not a synopsis of Activity 1 and that it covers a different topic.

Assessment Focus 6: Key Principles of Management

This assessment focus created a lot of generic answers, many of which were not in context. Where theorists had been relied upon in the report, they appeared again in the presentation, often taking up two or three slides but. In these cases, learners made some attempt to apply motivation theories to achieving a quality culture.

Some learners chose to talk through key principles of developing a quality culture from the perspective of managing change and this generally scored reasonable marks. Others chose to talk through key principles of developing a quality culture from the perspective of changing leadership style, involving staff. Only a few discussed BSI, ISO or kite marks. Some learners achieved low marks by considering only the concept of lean manufacturing and/or quality control and linking this to improving quality in the organisation.



Firstly what is a quality culture? A quality culture is the overall atmosphere and effective working of staff and their turnover. Having a good and healthy quality culture will boost production, motivate workers, and improve overall business output.

Developing a quality culture will first require you to decide where your weaknesses are in terms of internal operations of the business, at this moment in time the biggest issue that SSLtd face is the production method and especially the waste side of things. This is most likely through miss communication between workers and supervisors. Through the new method of production that I have recommended within my Report (there will be a brief summary below) lines of communication will be clearer and there will be no confusion as to whose job is whose.

In the majority of cases, learners did not understand what a quality standard was and therefore did not state the importance of SS Ltd gaining and maintaining a nationally recognised standard and the benefits. This limited the amount of marks which could be awarded.

Some learners provided evidence focused on quality culture and made recommendations to achieve a quality management standard. Relevant key management principles with explanation were included however evidence of relevant to business goals was limited.

How to achieve quality management standards

- British Standards
- International Standards Organisation
- Kite marks

Gaining quality management standards will give SSLtd the competitive advantage over others in the market. When stakeholders of the business see you have the appropriate accreditations and standards, this instantly attracts them to you over a business which has none. They demonstrate to stakeholders that the business operates at an extremely high standard. Today I would like to suggest at least three standards I feel will give the business the boost it needs to lead the domestic heating market.

British Standards

These are given to business in the UK which have outstanding standards. The BS7952:2008 is in regards to health and safety in the workplace. It shows that all employees have training such as asbestos training and working at heights. In order to work towards this standard, you must introduce new training and development methods.

International Standards Organisation

Similar to BS, ISO is an internationally recognised standard. If SSLtd ever makes the expansion into international markets it will be operating at an advantage. The ISO 2009 is one in which I recommend gaining first.

Kite marks, Investors in People

Kite marks are increasingly popular for all businesses, I would recommend gaining an IiP standard. This shows stakeholders that your business is concerned with how

people are treated, this does not just mean how employees and suppliers are treated, but also how its customers are treated. Potential customers may see this included in your advertising, or on your website and feel confident in your services. They know that SSLtd will do anything in its power to ensure customers receive the best experience possible.

Learners did identify management and leadership styles and skills and in most cases these references were included within the presentation.

A small number of learners produced a PowerPoint presentation on Training and Development and did not answer the activity.

Learners achieving low scores included limited evidence of management principles related to quality standards and instead concentrated on leadership styles and motivation.

Assessment Focus 7: Suggested alternative management approaches

The majority of learners achieved marks in bands 1 and 2.

Many learners made recommendations on how to achieve a quality culture, including quality standards as one recommendation

Recommendations to achieve quality management standard

- Kite Marks
- ISO
- BPI standards to main customer loyalty
- Introduction quality assurance
- Quality control
- Quality circle

In order for SSLTD to achieve a quality management standard and to develop a quality culture they will need to have certain standards on their products. For example Kite Marks , ISP , BPI standards. The Kite mark standards is for energy efficacy and at the moment many people are looking for different ways to save energy and to save money. Therefore if SSLTD have the kite mark stamp on their products then that will persuade customers as they are looking for stoves that have an energy efficeny stamp and ones that do not waste much energy and save money. This will also show to customers that this is a reliable source as it has got that stamp and it will persuade customers to buy into it. This will also show customer loyalty and it will also show brand awareness as they will see the brand of the stove and they will recognise it and see that SSLTD sell high quality stoves. The next standards that SSLTD could have are ISO standards and BPI standards. By having these standards it will show how high quality of a product is and it will increase sales and maximise profits as usually women who are middle aged and who have a high disposable income will turn to these stoves and these are the stoves that they usually buy.

AF: AF:

Many learners did not include quality standards within their answers. The majority of those that did, did not develop their answers or go beyond stating ISO, BSI and Kite Marks such as IIP. Others could identify that a quality standard could give *SSLtd* a competitive advantage.

Recommendations about quality management standards

- How to achieve quality management standard

Since 1985, the business has been operating the same way which shows that no changes have been made in the production process. This highlights the business hasn't improved the standards accordingly to meet the requirements.

Some of those learners who did identify quality standards could give an advantage and disadvantage of achieving one and a basic statement on how to achieve one

Recommendations to achieve a Quality Management Standard.

- ▶ ISO 9001
- ▶ Develop a quality culture
- ▶ Influence stakeholders

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One of SS Ltd aims is to achieve a quality standard. One option which SS Ltd could consider in order to achieve this is investing in the ISO 9001. This would be very beneficial for SS Ltd because ISO 9001 would help the business to gradually work towards achieving a set quality standard if the business meet the correct specification. As a result of meeting these requirements, the business would receive an ISO 9001 certification which shows the business has a set high quality standard and shows they have improved and adapted to become more efficient. The benefit of SS Ltd investing in the ISO 9001 is that if they meet the standards, they would be given the ISO 9001 certification. This could potentially improve the businesses reputation because it shows that they take pride in the quality of the products they provide for their customers. A disadvantage of this investment is that it can be very expensive and time consuming. The ISO 9001 is not easy to achieve and takes a long time of dedication and hard work which can be off-putting for some business, therefore it is important that SS Ltd would follow through with the investment.

Assessment Focus 8: Structure and presentation

Generally, the structure of the presentations was good. Some learners used different designs, but the majority were on plain slides. The majority had a good structure and were error free.

Where presentations were well done, they had a logical structure and complimented the report giving new information and justifications. Such presentations introduced the company, looked at on the influence of the current management and the different opinions held by the directors on developing a quality culture within the company. These presentations then focused on making recommendations on the achievement of a quality standard and ended with a conclusion linking quality standards to quality culture.

Summary

Based on the performance of learners in this June series learners should:

- Use the pre-release time to become familiar with the industrial/commercial context as well as issues in the case study
- Contextualise their responses to the sector and organisation within the case study to enable them to achieve in higher bands
- Divide their time equally between activities 1 and 2
- Ensure that they answer activity 2 as a separate topic to that covered by activity 1
- Be familiar with a range of management data in different formats
- Be able to use qualitative information
- Understand the use of benchmark information
- Make reference to a range of relevant management and leadership principles and terminology in their responses
- Ensure they provide recommendations or alternative approaches
- Provide logical structures to both the report and the presentation.

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