L3 Lead Examiner Report 1906

June 2019

L3 Qualification in Business/ Enterprise and Entrepreneurship: Principles of Management 31588H

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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 and 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.

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Unit 6/12: Principles of Management

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	15	31	50	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 fourth 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 the Part A pre-release one week before the supervised assessment. Part B contains two activities set on the case study and is issued at the start of the supervised assessment. The pre-release period gives learners time to identify and understand the management issues that face the company. It gives learners the opportunity to familiarise themselves with the issues, the organisation, and the relevant sector.

The Part A pre-release case study involved a medium sized manufacturing company, Cookson Chemist Ltd (CCL), with sector and organisation information. The case study also included research information relating to factors influencing employees' responses to change and organisational change that had resulted in redundancies.

There are two activities in Part B. Activity 1 required learners to prepare a report on managing change within CCL, with a clear emphasis on the factors and the role of stakeholders that will influence the change. It also required learners to make recommendations about appropriate actions required to manage this proposed change. Activity 2, a presentation, required learners to focus on the purposes, types and impact of performance appraisals that CCL could use and also to recommend improvements which would help CCL in its performance appraisal processes.

The assessment of the unit is based on 4 assessment focuses which are applied twice, once to the written report (Activity 1) and once to the presentation (Activity 2). 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 hard copies or electronically on a USB memory stick. A very small number of centres submitted work on CDs – centres should not submit work on CDs since they

are more likely to be damaged in the post, and as CD drives become less common examiners are unlikely to be able to access them to mark the work.

A small number of centres submitted work without including signed authentication sheets and/or mark summary sheets. This causes a delay in marking while these documents are requested from centres.

Centres are advised to review the Administrative Support 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 change management and a presentation on the appraisal process. 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.

Many learners completed Activity 1 using a word processing package such as Word and completed Activity 2 using presentation software, such as PowerPoint. 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 change management, factors and the influence of stakeholders to change and the improvements to the appraisal process.

Some learners blended parts of Activity 1 with Activity 2 and vice versa which made it difficult for them to achieve higher mark bands. 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 Activities 1 and 2. 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.

Activity 1

For Activity 1, responses that reached the higher mark bands focussed on the issues of managing change, using relevant information from the case study to support and justify arguments made. These responses also included relevant recommendations relating to improvements in the key issues with support from the case study data, and relating to goals. Some responses focussed on changing leadership styles, which were irrelevant in this case study.

Most candidates limited their ability to access higher mark bands due to a lack of justification relating to business the business goals and a lack of balance in their conclusions.

Responses in lower mark bands re-iterated case study data and facts and commented on trends they found without referring to the issues of managing change in the case of CCL and without including their own analysis.

Some learners believed that the research was carried out by CCL, when in fact it is generic research which can be applied to most industrial sectors.

Activity 2

As in past series, many learners seem to spend too much time on Activity 1 and rush through Activity 2. As a result, many learners were not able to move into the higher mark bands, for Activity 2. Since marks are evenly split between Activity 1 and Activity 2, learners should aim to split their time more evenly between the two activities.

There continues to be instances of candidates putting a presentation together for Activity 2 as a synopsis of Activity 1, although not as often as in previous series.

The tendency overall was for learners to present lots of slides and notes on the purpose of appraisal and various types of appraisal with the advantages and disadvantages of each type. Some learners then provided a slide with notes on the problems of the previous approach taken by CCL, although frequently were not considered in the context of the change process they were going through. The recommended changes were then provided, without the justification and development in context. In some instances, performance was hindered by candidates not including speaker notes, therefore showing little or no analysis. Overall there appeared to be quite strong knowledge and understanding of the theory of performance appraisal in Activity 2 work.

Responses overall were far more focussed than the previous series. Far more learners were aware of the theory of the purpose, types and impact of performance appraisals. This led to good development of responses in terms of the AF6 criterion. The purpose of the appraisal and the range of different types of appraisal were quite

wide ranging. However, some responses did not go much beyond this. This left a range of generic, theoretically correct, approaches, without expanding the explanations in any context.

The clear link of the suggested approaches to a new system of performance appraisal (AF7) was frequently presented without context. Whilst learners were picking up a range of approaches that could be taken, they did not all consider the suitability of the proposed method in the context of CCL. Some recommendations were not developed or given any justification with few considering what CCL were setting out to achieve. Others were inappropriate or unrealistic given the circumstances of CCL such as change of leadership styles. Stronger responses were fully focussed on these circumstances, with a range of identified approaches they could take. Some included following management of change models, which was a relevant approach. This clear link of the suggested approaches to the goals and to the context of CCL provided a far better approach.

Activity 1

Assessment Focus 1: Information/ data analysis and interpretation

The quality of the answers in this assessment focus varied in depth and relevance. Most learners made references to the case study and used this to support their analytical approach. Higher achieving learners included sustained references to the case study which were also fully relevant to the context.

Some learners copied large amounts of the case study (particularly the bullet points) but did not use this to analyse the key issues for management. References to the case study, though often sustained, were not analysed, and this limited the number of marks achieved. The tables of evidence on employees' findings to change (Figure 1 and Figure 2) were often not analysed or applied to CCL. Learners who achieved marks in the lower mark bands tended to restate Figures 1 and 2 in words without expanding on or relating these figures to CCL's situation.

The example below is part of a response from the **middle of mark band two**. The learner copied Figure 1 from the case study and included some analysis of the previous change at CCL. References were made to the case study but were not necessarily relevant to the context. There was limited discussion and analysis – a wider range of topics discussed would have pushed this response into the top of mark band two or mark band three.

> With the last restructuring the employees had an uncertainty, lost motivation and had lost trust in their employer. This is a massive problem and has massive impacts, because there's so many different problems that go with this.
> Uncertainty: uncertainty among staff causes confusion on what they're meant to be doing, as well as low productivity because they're confused.
> Loss of motivation: loss of motivation causes again low productivity because they feel encouraged, it's not enjoyable for employees to work, and when they're working with customers, and their friendliness might not be there.
> Loss of trust for employer: the employees might rebel, and possible absent staff for if they don't trust their employer, why should they come to work?

The response below is part of a response awarded marks in the **bottom of mark band four**. The learner links specific figures from the data case study to CCL's situation while commenting on the reliability of the data. The learner makes this link

for each issue facing CCL, making sustained and relevant references to the case study.

> Whilst the data given in Part A was often inconclusive and is only a generalisation so cannot be linked directly to CCL's organisational changes, Figure 2 highlights that 48% of employees asked during research into outcomes of organisational change that led to redundancy had lost respect for their employer, one of the reasons being that they were unclear on the reasons for making certain people redundant. Again, whilst this is too generic of a statement to say that it applies to CCL directly, it is likely that this is a contributing factor towards the distrust in management at CCL, as it is clear that CCL's directors did not make an effort to undertake face-to-face, two-way communication with their employees about the restructuring change that they made over the last 18 months.

Many learners did not give clear links to the case study which were relevant and in context and in some cases, references were fleeting and not in any great depth. As a result of lack of linkage, learners were not able to give detailed analysis or balanced conclusions. Where higher mark bands were accessed learners used the case study well and references were sustained and frequent throughout the report. This helped learners to analyse the situation at CCL by using the information they had been given which ultimately led them to give balanced and relevant conclusions to their report.

The majority of learners understood the need for the organisation to change and how to manage this successfully. They also managed to highlight the main points such as why employees were unhappy with the changes, poor communication, loss of motivation, their uncertainty over their future employment within CCL as well as how employees have lost trust in the management.

There were some instances where learners used benchmarking material from other sources, such as Google, when explaining how change happens in an organisation and including motivational tools used to retain employees, when the focus relates to managing change. It is not a requirement for learners to carry out any additional research for this unit and therefore, research of this nature is not awarded marks.

At lower levels, the work included generic comments which in some cases were not related to CCL.

Assessment Focus 2: Key principles of management

There was a range of potential management principles that could be addressed for managing change; impact on stakeholders as well as training and appraisals could be commented on in context for Activity 1. Learners who did not address the focus of the question did not achieve marks higher than mark band 1. The more applied responses were able to identify the key principles of management, in context and linked in to the business goals, achieving marks in mark bands three and four. Weaker responses lacked further development in this area.

The majority of learners developed their responses by explaining why the change was needed and how to successfully manage the proposed change. Most learners indicated that the need for change was due to the diversification of the business and how this will affect the stakeholders of the business. As such the learners believed the employees and managers were the main stakeholders that were the most affected by the previous change.

Some learners suggested that Lewin's three stage theory of change should be used in order to successfully manage the new change. The example below gained marks in the **middle of mark band 3**. The work contained relevant management principles, with links to context of managing change.

> For CCL to have a better restructure when they implement the new restructure there are some recommendations that can be suggested to avoid the issues that occurred previously. One recommendation is for CCL to use Lewins Theory. Lewins theory is based on three points, unfreeze, change and refreeze. It is used to help businesses and their employees prepare for the change that is going to happen as well as help the business settle in with the change that is occurring. One thing that CCL didn't do was unfreeze. Unfreeze is when the manager will let the employees know why the change is happening, so then the employees will have an understanding on what is going on which will benefit them and reduce uncertainty as they are going to feel confident in the idea of the change as they have a lot of knowledge as to why it is happening. CCL failed to do this in the last restructure which led to employees losing trust and motivation as well as having a build-up of uncertainty. After CCL go through the process of unfreezing they can then use change, this is when the change is occurring and employees are now aware of what their new roles are, after this CCL can move on to re-freezing which is when the business is fully prepared, the change has been implemented as employees are fully confident with what is going on. For a business to have a successful change they must be able to involve employees, so by using Lewins theory they will have the involvement of the employees which will make the employees trust their employer/manager.

However, there were some learners who discussed motivational theories and leadership styles, with a few discussing unrealistic options such as creating a human resources department. This was not relevant to what this activity required them to accomplish.

The key principles relating to motivation and appraisals was generally well written and applied. However, some learners did not develop the stakeholders impacts sufficiently and many learners discussed the impact of changes rather than how the stakeholder can impact change.

Where learners did not achieve higher marks, links to business goals including diversification, expansion, improvements to the appraisal system and successful management of change were not covered sufficiently or were not fully developed.

Assessment Focus 3: Suggested alternative management approaches

Responses that were awarded higher marks focused on three or four alternative approaches to management that were in context and related these to the business goals of the organisation. Some learners listed more alternative approaches, then struggled to apply them all in context, which limited the number of marks awarded. Some of these approaches were generic, not applied to the context of CCL, and some were unrealistic, such as set up a human resources department to deal with changes needed.

The recommendations given by learners were varied and linked mainly to the key management principles learners wrote about in AF2, being generally realistic and appropriately linked to the case study. Examples included allowing for a transitional change (Lewin), effective planning, inclusion of all employees in the change process, clear communication, the need to have a motivated workforce by avoiding redundancies, re-training and relocation where it best suited the individual as well as the business.

Some learners recommended changes in the leadership style and ways of conducting performance appraisals (Activity 2 task).

The majority of learners did make recommendations, but where these were generic and unrealistic with little provided, learners were limited to mark band 2. The example below shows a generic recommendation which is not always in context and lacks direct links with the business goals. It also discussed theorists which are not relevant to this context. This example achieved marks at the **bottom of mark band 2**.

Recommendations

It is important for CCL to get rid of its toxic culture. The impact of this recommendation is that it can stop catastrophic events for CCL. This is because there is a lack of trust and motivation which is no good for CCL because it means pharmacists and managers will not work to the best of their abilities which could make a loss of a business. This could be fixed by using Herzberg two factor theory of motivating and hygiene factors which states that employees need a mix of these factors to be satisfied at work which CCL definitely needs. You can do this by giving them a good working condition and environment and job security. This leads to the pharmacists trusting the higher ups because they know they are valued and can now work to the best of their ability, Even furthermore employees will now want to work harder therefore CCL making a successful change.

Overall, learners clearly understood the context and applied their arguments within this context and were able to move into the higher mark bands for this assessment focus. Learners who took a more generic approach were limited in their ability to gain marks. Whilst developing the principles raised, they did not really consider the context, which therefore lacked relevance and balance. This led to generic or unrealistic recommendations.

Assessment Focus 4: Structure and presentation

Overall, the structures of the reports were generally good. Most had a natural flow, paragraphs and in some cases, headings separated key areas and most had a conclusion.

Marks were lost on this assessment focus mainly for lack of relevant management principles and/or concepts and lack of management terminology.

Many learners started the set task with introductions giving a clear statement of the purpose of the report and in many cases referring to the case study to set the scene.

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1 INTRODUCTION

In this report I will be talking about Cookson Chemist Ltd (CCL), they started off life as a small regional chain of chemist shops with their own headquarters in Shirevale. But over the last 18 months the company has started it's growth period where it has taken over other chemist shops from the surrounding local towns and villages, which now gives CCL 11 shops including the main shop in Shirevale in their control. The business was originally set up by James and Victoria Cookson, but it is now owned by Nick Cookson who has his family and friends who own shares in the business. There are two other directors which help Nick manage the business alongside him. CCL has also just implemented their new online prescription ordering system alongside their home or local shop delivery system so that they can expand into the new technological age and don't fall behind the competition.

I will be talking about how CCL can manage their proposed change successfully, I will be showing how the main factors and stakeholders can have a massive influence on how CCL makes changes and why they feel they need to change. I will also be giving recommendations for what actions CCL needs to undergo to manage the proposed change and why these would be an effective way to do it.

Some learners gave a concluding statement to their reports and this approach gave a logical structure and enabled learners to gain marks in **mark band 3**.

> In conclusion, I think the changes are worth it, as long as they are **_gradual_**. But before any changes are made, other changes need to be done, before any business changing ones are done. So for example, how the employers communicate to employees need to be changed. There's not point posting notices on the notice board, if the employees don't see them. Change the appraisal system, so they're up to date and they're correct. Do questionnaires regularly so CLL can see how employee feels and what does need changing. Make employees feel like they are appreciated so they trust the management and employers they are under, and so they feel motivated.

There were instances where learners incorporated their recommendations within their conclusions which helped to pull all the issues raised in the report together.

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 reports so therefore did not gain any additional marks.

Overall, the structure and presentation of learner's reports were of a good standard with main points covered throughout their writing. Structure in the majority of reports was good with a small number of reports containing major communication errors.

Activity 2

Assessment Focus 5: Information/ data analysis and interpretation

Some learners made references to the case study which were relevant to CCL, focussing on appraisals. However, for the majority of presentations, references made were generic and not relevant to CCL or fully developed. As a result of this, most were not able to take a detailed analytical approach to enable them to make relevant and balanced conclusions about the key principles.

The example below shows a piece of work that achieved marks at the bottom of mark band 2. References to the case study are made, but these are generic as they were copied exactly from the case study. This is some limited analysis within the speaker notes and marks at the lower end of **mark band 2** have been awarded.

Current at ccl

Problems with performance appraisals at CCL
• Some of the appraisal records were missing
• Some of the appraisal records were not fully complete
• Some were more detailed than others
• Some employees had not received any feedback after their appraisal
• There was an inconsistent approach to implementing the appraisal process by the managers
• The employees approached the performance appraisal process in different ways

It is clear that currently, CCL are lacking their ability to pass on their appraisals successfully to their employees which is shown in the table above.

The fact that their appraisals were not "fully complete", "missing", "not fully complete" give the impression that they do not care about their employees as they don't take the time to complete and present their employees' performance appraisals.
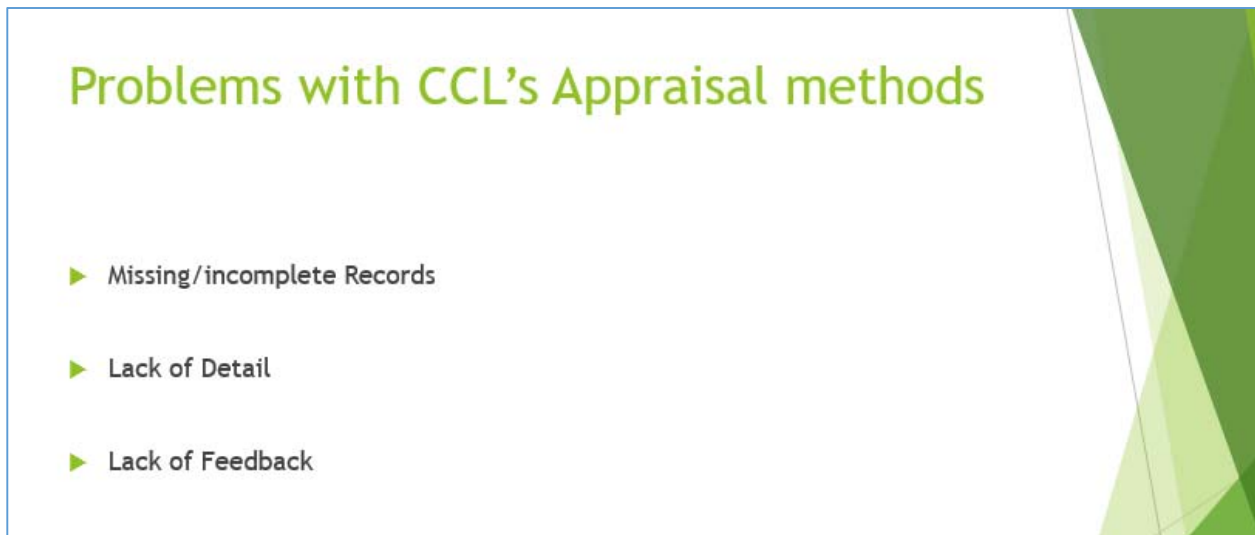
This could heavily de-motivate their employees as they get the impression that it doesn't matter whether they go though with hard work or not as it isn't being praised or seen.

This will negatively impact their business as employees will stop working so hard and get lazy which will mean their business with start to fail as barelyt any work is being done.

This is clearly "problematic".

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

The example below is an example of work at the **top of mark band 3** where the learner has summarised the issues with the Appraisal methods within CCL and has then gone on to expand on these points within the speaker notes. There is clear evidence of an analytical approach, references are relevant however, conclusions lack balance which has stopped the work from reaching mark band 4.

Problems with CCL's Appraisal methods

▶ Missing/incomplete Records

▶ Lack of Detail

▶ Lack of Feedback

The performance appraisals carried out by Cookson Chemist Ltd were missing files. This mean that the appraisals were not accurate and could be missing vital information. This fata was being used to make decisions regarding redundancies so the lack of accuracy in the appraisal records caused many problems in the workforce. In order to prevent this CCL could have a role such as a HR manager to ensure that the appraisals are both carried out accurately and also kept in a safe place where files will not be lost.

Another Issue was a lack of detail within the appraisals. A lack of detail meant that the data from the appraisals was not an in depth analysis. The data would not give CCL an in depth look at the employees performance if it was lacking in detail. This would make it hard for CCL to identify training and development needs.

Another Problem was a lack of Feedback. A lack of feedback for the employee meant that they feel less valuable to the Business. This would demotivate the employee. IT also creates a larger gap between Employer and Employee and this makes employees feel that they cannot easily bring up problems within the workplace.

There were instances where learners gave an introduction to the overall issues at CCL rather than focussing on just the issues with appraisals. Where this approach was taken, issues with appraisals had been identified but not clearly linked to CCL.

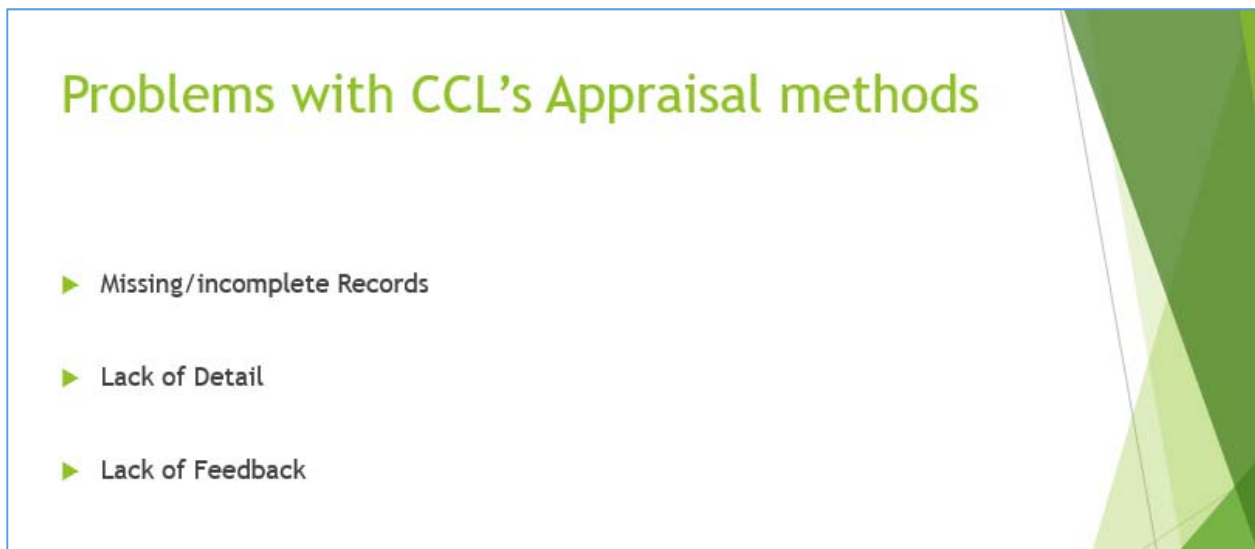# Assessment Focus 6: Key principles of management

Learners showed good understanding of key principals of management and appraisals. Students followed the instruction on types of appraisals and impact of appraisals.

Some learners were able to explain the appraisal process and methods of appraisal but this was not always fully developed identifying the benefits and limitations in relation to the business.

However, in some cases learners repeated what they had covered in Activity 1. Centres need to ensure learners are fully aware Activity 2 will be based on a different learning aim than Activity 1 there can be overlap and use of similar data as long as it is focussed on the question focus. Some learners struggled to relate the theory to the context and business goals.

The majority of learners were able to identify the purpose and types of appraisals, but in many cases failed to clearly identify the impact not only on the individual but also on the organisation as a whole. This lack of impact limited the mark band that could be awarded. Similarly, where purpose, type and impact was identified, some of the evidence was mostly generic and marks were lost because this was not applied to CCL.

Where higher marks were awarded, learners clearly identified the different types of appraisals, how CCL could use these types and how CCL would benefit from using that type of appraisal. The example below shows relevant management principles included in the work, clear linkage to context of Activity 2 and clear links to business goals.

Problems with CCL's Appraisal methods

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- ▶ Lack of Detail
- ▶ Lack of Feedback

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> Another Issue was a lack of detail within the appraisals. A lack of detail meant that the data from the appraisals was not an in depth analysis. The data would not give CCL an in depth look at the employees performance if it was lacking in detail. This would make it hard for CCL to identify training and development needs.
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> Another Problem was a lack of Feedback. A lack of feedback for the employee meant that they feel less valuable to the Business. This would demotivate the employee. IT also creates a larger gap between Employer and Employee and this makes employees feel that they cannot easily bring up problems within the workplace.

A small number of learners misunderstood the focus of Activity 2 and concentrated on Leadership and Management Styles, which was not relevant to this activity. There were also some learners who mistook "appraisals" for "incentives" and proceeded to write about financial and non-financial incentives.

Assessment Focus 7: Suggested alternative management approaches

The majority of learners included some form of recommendation within their presentation and this was often given on a separate slide.

Sometimes learners were not clear about when they were making recommendations versus when they were just providing information. Justifications for the recommendations could be improved by some learners.

Some suggested alternative approaches to management for conducting appraisals were appropriate and realistic, and linked to business goals, but on the whole mostly were generic and not developed. This restricted access to the higher mark bands.

Stronger work focused on fewer alternative approaches to appraisals but looked at the benefits and drawbacks of these to make a balanced conclusion and access the higher mark bands.

The example below shows work awarded the **top of mark band 1**. The recommendations are generic, sometimes unrealistic and not linked to the business goals of the organisation.

Recommendations and Actions

- Strategic Planning
- Appraisal System Overhaul – Using Management by Objectives (Pete Drucker) – needs to be done monthly and consistently by all managers.
- New HR Rep
- Democratic Management Style

Strategic Planning – a plan should be drawn up that reflects the character of the business, has a vison for the future. The CCL management should consult with the staff when developing the strategic plan. As well as a review of the business, and a detailed PESTLE and SWOT analysis, should be undertaken immediately to help form a clear business strategy going forward.

Appraisals - As an appraisal is for the employee, it provides the opportunity for the individual to give feedback on their own performance and make suggestions for further development and targets. An appraisal is intended to be a positive experience and for some employees might be one of the few or only opportunities they get to spend quality time with their manager to discuss how things are going and what the future might hold.

HR Rep - The role would include being a new line of communication meaning that employees could go to the HR rep if they need advice or if they would like to file a complaint. As figure one

shows employees endure a lot of stress and anxiety at large companies and a HR rep could be someone that could help staff deal with that.

The next example shows a piece of work which has achieved marks at the **top of mark band 4**. The recommendations are narrow, however, the suggested alternatives approaches to management are entirely appropriate and applied in context. There is a balanced justification for alternative suggestions made and in the context of business goals.

Recommendations

- Weekly check ins
- Different appraisals for different departments

A recommendation that I would give to CCL for their second restructure is to use a different method instead of appraisals but to instead do weekly check ins to see how the employee is feeling and to also see how they are working, this way it is consistent and will make the employee feel like the employer cares about them and will also make the employer feel on top of things and get to know the employee well. This will impact the business positively as the manager will have up to date information on every employee and will soon know them on a personal level which will help make decision making a lot easier. Some employees found that there was no feedback after the appraisal so this can be fixed by doing weekly check ins as they can give feedback then and there to the employee. There are some advantages and disadvantages to this though. An advantage to doing weekly check ins is tat the employer will get to know the employee on a personal level and this will therefore help build a strong relationship between the employee and manager and will help create a good morale in the work environment which can then lead to stronger productivity. A second advantage is that the information collected will be updated weekly so if the employee was having a bad day and the employer was to see this and have a bad view on them , then the following week the employee could show the employer that they are actually good at what they are doing. As well as this it means the employee will be able to communicate with the employee then and there if there is something wrong, as some employers found that appraisal records were missing, so by doing a weekly check ins the information is always up to date and aby issues can be resolved promptly. There are also some disadvantages. A disadvantage is that this can be time consuming as the manager will have to do this weekly and can take a long time to check and arrange "check ins" with each employee ad it can also take the employee out of their working day. Another disadvantage is that if the manager gets to know the employee they could become biased and not point out any of the wrong things they are doing which

could lead to the information not being effective. Overall, I think this would be a good recommendation for CCL as they would learn to communicate with their employees which could help their employees feel involved in the business and as well as this weekly check ins are a lot less strict than appraisals and can take the stress away.

A recommendation that CCL could use to make their appraisals more effective is to use different appraislas for different departments. one appraisal method that could be used for senior pharmacists could be 360 degrees appraisal. The reason for this is because they are able to ask opinions from other stakeholders and if the opinions are all similar it means the information they have received is trustworthy and they know that the employee is what the other stakeholders have said they are. The reason this would help the business, CCL, is because they will then gain data on the employee that is going to be trustworthy and this information can then be seen as a reliable piece of information. There are some advantages and disadvantages to using this kind of appraisal. An advantage is that it is going around different stakeholders so the information hat is going to be coming back to the manager is going to be useful and then they can use this data confidently knowing hat is going to help them when they need it in the future, like with the new re structure, it will help the business choose employees confidently if they ever want to change job roles around. Secondly, an advantage is that as a senior pharmacist is a good quality job they are going to need opinions from lost of different people including customers to determine whether they are doing their job correctly. CCL will be relying on a job role like a senior pharmacist because they need them the most for their to be a successful business so by having a 360 degree appraisal it earns they are going to get trustworthy information from lots of people and this will determine whether they are doing their job or not. However some disadvantages to this could be that some of the stakeholders filling this information out may not know the appraise and therefore not be able to comment on it which would cause some issues as they would have to find someone who is able to complete the form for them. A second disadvantage is that the appraiser could be biased towards the appraise and therefore give CCL inadequate information which could be in the senior pharmacist favour and therefore CCL won't have trustworthy data.

CCL could use management by objectives for the role of shop manager. Management by objectives is when the manager will give the appraise objectives for them to accomplish ion order to make their working better as well as help reach the main goal of the business. Shop manager role is an important role and means that they have to be good at their job to help the success of CCL so by using the appraisal of management by objectives they are going to be able to achieve success within CCL as they will be working towards achieving the objective that has been set for them. As well as this, if they complete the objectives they have been set it will also help them achieve the main objective for the business. There are some advantages and disadvantages to using management by objectives. One advantage is that the employee has a goal to achieve and as it is clear for them to see that goal they will be able to achieve it and understand it well. Another advantage is that it can increase motivation, if the employee has a goal to achieve they are going to want to achieve this and work towards it so they will work harder to be able to achieve this objective, therefore increasing motivation and productivity within the business. Some
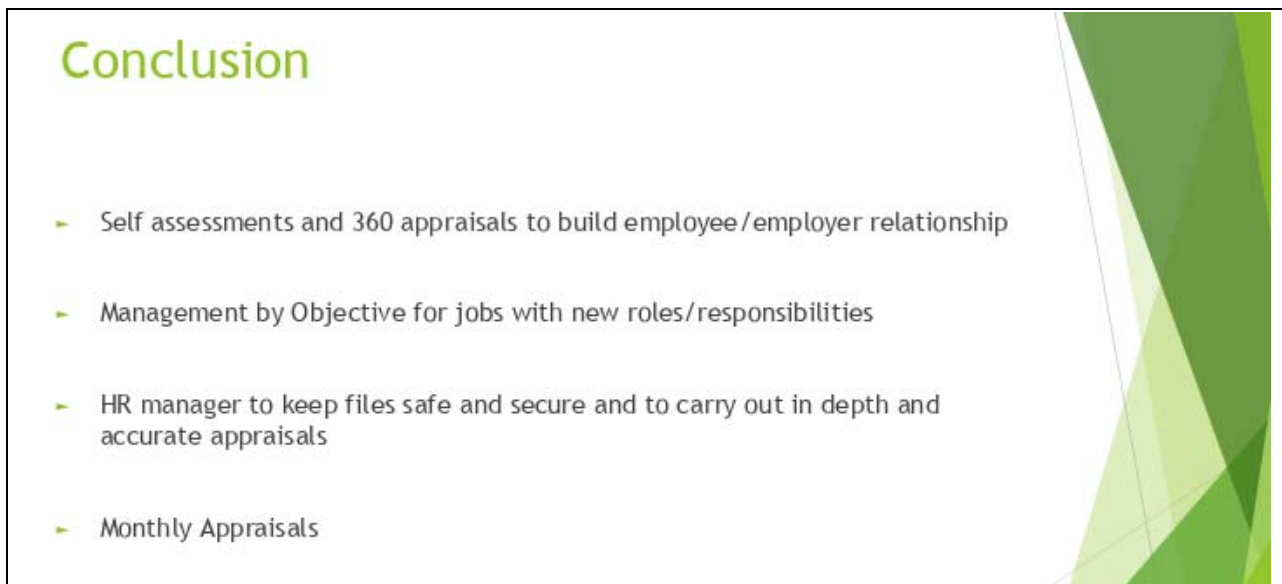
disadvantages to using management by objectives is that there is the chance of the objectives not being met and therefore can be a waste of time on the managers side of things,

Assessment Focus 8: Structure and presentation

Presentations generally used a similar format which followed the task set out in the question paper. The presentations in general had a logical structure with few communication and spelling errors. The majority of learners followed a similar format with an introduction, issues, recommendations, and a conclusion. Management terminology was appropriate in the majority of responses.

Presentations varied in length, but most had a start, middle and end, and showed a logical structure. This approach enabled learners to access marks in mark bands 2 and 3. There were few communication errors in the majority of presentations.

On some occasions work was submitted without speaker notes; this limited the mark band which could be awarded due to the lack of development of the concepts discussed in the presentation. Learners should make sure to include speaker notes with their presentations and centres must ensure when printing hard copies of work to print the speaker notes as well as the slides.

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
- Divide their time equally between activities 1 and 2
- Ensure that they answer Activity 2 on the specific content area given and not the same content area as that covered by Activity 1
- Be able to interpret different forms of data and be clear as to the source of that data
- Make reference to a range of relevant management and leadership principles and terminology in their responses
- Ensure they provide recommendations or alternative approaches in their responses
- Provide logical structures to both the report and the presentation

Centres are reminded that there are no marks awarded to research in the mark scheme for this paper.

Additionally, centres should read and use the Administrative Support Guide for the assessment window.

Finally, centres are reminded that no notes are allowed to be taken into the Part B supervised assessment period.

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning