



Level 3 Diploma in Business and Management

Objective of the qualification:

- It should be available to everyone who is capable of reaching the required standards
- It should be free from any barriers that restrict access and progression
- It should give equal opportunities for all those wishing to access the qualifications.

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Entry Requirements

This qualification is designed for learners who are typically aged 16 and above.

The policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standard
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access qualifications

Progression

On successful completion of a Level 3 Diploma in Business and Management there are a number of progression opportunities.

Learners may progress to:

- a level 4 qualification such as the Level 4 Extended Diploma in Management
- a degree programme

Grading Structure

As well as receiving a grade for each individual unit learners will also receive an overall grade for the qualification. Each unit is equally weighted. The formula for establishing the overall grade is as follows.

Points per credit:

- Pass – 3
- Merit – 4
- Distinction – 5

The minimum points required for each grade are as follows:

- Pass - 360 points
- Merit - 440 points
- Distinction - 540 points

Unit	Credit	Pass - points per unit	Merit – points per unit	Distinction – points per unit
Managing Business Operations	20	60	80	100
Maximising Resources to Achieve Business Success	20	60	80	100
The Business Environment	20	60	80	100
Managing People in Organisations	20	60	80	100
Working in Teams	20	60	80	100
Effective Business Communication	20	60	80	100

Level 3 Diploma in Business and Management

The Level 3 Diploma in Business and Management is a 120 credit qualification. Learners must complete the six mandatory units totaling 120 credits.

Unit Title	Level	Credit
Mandatory Units		
Managing Business Operations	3	20
Maximising Resources to Achieve Business Success	3	20
The Business Environment	3	20
Managing People in Organisations	3	20
Working in Teams	3	20
Effective Business Communications	3	20

Unit Specifications

Unit Format

Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

Each unit is assigned a unit code that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 4 you would see words such as analyse and evaluate

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

3.34 Managing Business Operations			
Unit aims	This unit aims to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Learners will explore the important business areas of finance, customer service, planning, decision making and operational control		
Unit level	3		
Unit code	K/508/3605		
GLH	120		
Credit value	20		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the key features of a business environment	1.1 Identify common functions and divisions found in organisations 1.2 Using examples, describe different structures within organisations 1.3 Describe the key differences between public, private, voluntary sector, and public service organisations	1 M1 Explain the advantages and disadvantages of each organisational structure	1 D1 Explain why an organisation may choose to change its structure and the impact this may have
2. Know key financial concepts used in organisations	2.1 Explain key accounting concepts 2.2 Describe the stakeholders who wish to understand an organisation's financial situation 2.3 Describe the kinds of business information which can be provided by budgets	2 M1 Interpret accounting information using key accounting concepts 2 M2 Explain how and why budgets are monitored and managed and the processes used (3-	2 D1 Explain how stakeholders's Intersts might influence organisation's financial decision making

		step budget management and virement)	
3. Understand the importance of customer service to business operations	<p>3.1 Explain the importance of excellent customer service to organisations</p> <p>3.2 Describe the elements of excellent customer service</p>	<p>3 M1 Differentiate between functional and personal customer expectations and how an organisation can 'delight' a customer in both areas.</p>	<p>3 D1 Evaluate the cost implications of poor service to both internal and external customers</p> <p>3 D2 Propose customer service improvements in your own organisation</p>
4. Understand key aspects of planning to ensure business success	<p>4.1 Explain why business planning is important</p> <p>4.2 Describe the importance of mission, vision, business strategy and organisational objectives and how they are used in business</p> <p>4.3 Explain the key elements of a business plan and how it is created</p>		
5. Understand the importance of operational control	<p>5.1 Explain why an organisation needs operational control</p> <p>5.2 Describe the systems organisations use to achieve operational control</p>	<p>5 M1 Identify the different types of information which enable managers to have control and how they use the three stage control loop</p>	
6. Understand the decision making process	<p>6.1 Describe different techniques that managers can use to help decision making</p>	<p>6 M1 Describe good and poor business decisions, based on their impacts on business</p>	<p>6 D1 Evaluate own decision making skills in terms of techniques used, outcomes and sensitivity to the culture of others</p>

Indicative Content

The Structure of Organisations

- Organisational functions/divisions; organisational structures (simple, functional, matrix, hierarchical, divisional); their differences; advantages and disadvantages, examples of their use in different types of organisations, why organisations change structures
- Span of Control.
- Private, public, voluntary sector and public service organisations.

Financial Concepts (from Financial Stewardship and the Use of Budgets)

- Key accounting concepts (turnover, cash flow, profit & loss, break even, assets, liabilities, balance sheet and liquidity).
- Stakeholders - who is interested in knowing about an organisation's financial situation, and why.
- Reasons for changes to an organisation's financial situation
- Definition; business information provided by a budget.
- Monitoring and managing budgets – why; the 3-Step Budget Management Process, the Virement process, fixed and variable costs.

Putting Customers First

- The costs involved in losing customers; why it is important to keep customers.
- Internal and External Customers.
- Excellent customer service: definition; functional expectations and personal expectations; delighting customers; Six Key Actions for Providing Excellent Customer Service; putting Customers First within your own organisation.

Business Planning

- Importance; short-term, medium-term and long-term business planning.
- Five key planning questions
- Mission statement, organisational vision, organisational objectives, business strategy.
- Business planning.

Controlling Operations

- Monitoring and controlling.
- Elements that need to be controlled; the different types of information which managers need to be able to control; three-stage control loop.

The Decision Making Process

- Techniques for decision making: balance sheet technique, mind mapping process, the criteria list technique, brainstorming
- Implications of different kinds of decisions; Own preferred approach to decision making.
- Use of appropriate decision-making technique to suit situations/circumstances; monitoring outcome of decisions; recognising how cultural differences can impact on decision-making process.

3.32 Maximising Resources to Achieve Business Success			
Unit aims	Effective use of resources can be business critical. This unit aims to ensure learners understand the range of resources businesses need, why this must be monitored and how this can be achieved through technology and other project management tools		
Unit level	3		
Unit code	M/508/3606		
GLH	120		
Credit value	20		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the importance of resources to business success	1.1 Explain the resources needed by organisations in different business sectors of the economy	1 M1 Explain the impact of a shortfall in resources on business performance	
2. Know how organisations monitor the use of resources	2.1 Explain how and why resources must be monitored 2.2 Explain what is meant by benchmarking and how it is used by organisations to monitor resources 2.3 Explain what is meant by performance indicators and how they are used by organisations to monitor human resources	2 M1 Explain best practice in terms of resource monitoring and usage	2 D1 Assess resource monitoring in an organisation, recommending further developments and/or corrective action
3. Know about new technologies used in organisations	3.1 Describe new technologies available to organisations 3.2 Explain how new technologies are used by organisations	3 M1 Explain how new technologies are impacting on organisations	3 D1 Assess the risks faced by organisations if they do not protect their technology
4. Understand the process of	4.1 Identify and explain the key skills	4 M1 Plan a project to manage or	

<p>project management and how it contributes to the efficient use of resources</p>	<p>needed by a successful project manager</p> <p>4.2 Describe the Three Stage-Project Cycle</p> <p>4.3 Explain why it is important to identify and rank a project's critical factors</p> <p>4.4 Explain the tools used for managing projects</p> <p>4.5 Explain the purpose and importance of project evaluation and review.</p>	<p>monitor resources using all the stages of project management</p>	
<p>5. Understand how organisations work towards 'best practice'</p>	<p>5.1 Explain the terms excellence and quality and the impact of these concepts on organisations</p> <p>5.2 Describe tools and techniques that are used by 13rganizations to ensure the quality of their products and services</p>		<p>5 D1 Evaluate the quality systems within an 13rganization and make recommendations for improvement</p>

Indicative Content

Using and monitoring resources

- Resources which are necessary for any organisation to prosper and thrive; their importance and purpose, how to maximise use of, manage and conserve organisation's resources.
- Monitoring resources: factors which need to be monitored on a regular basis; how to monitor resources at work. Impact of not monitoring resources
- Efficient resource monitoring, identification of problems, appropriate corrective action.

Best Practice and Sound Policy

- Benchmarking: process benchmarking; performance benchmarking; strategic benchmarking and internal benchmarking.
- What performance indicators are and how they are used.
- Best Practice; sound policy; why it is necessary to ensure best practice/create sound policy.

Harnessing Technology

- Some of the most commonly used new technology words and phrases.
- The most popular and widely used computer software programmes.
- computer software programmes currently used in own workplace, and own current level of skill and ability to use each one.
- ways in which skills and abilities can be developed to work with the computer software currently in use
- the Internet and how it works.
- Demonstrate, at work, confidence in your ability to work with new technology.

Project Management Skills

- project management skills
- the Three Stage-Project Cycle
 - Identify and rank a project's Critical Factors.
 - key dates/milestones (Gantt Chart)
 - Analysis of project (e.g. SWOT Analysis Technique to identify project strengths, weaknesses, opportunities and threats.)
 - possible causes of a project's problems (e.g. Ishikawa Fishbone Diagram)
 - *project tasks and the order in which these should be completed (e.g.' Critical Path Analysis*
 - Project Evaluation & Review
- Apply skills to manage projects.

The Excellent Organisation

- The terms quality and excellence, why they are important to organizations
- Tools and techniques to implement quality in an organisation:
 - Total Quality Management (TQM)
 - 3-Step Quality Control process
 - Right First Time
 - Quality Assurance
 - Continuous improvement (Kaizen)

3.31 The Business Environment			
Unit aims	All businesses operate within a wider business environment – of which they must be constantly aware. This unit aims to introduce learners to all aspects of that external environment and how an organisation may choose to ‘position itself’ through marketing or its ethical image. The unit also considers the impact of culture on organisations.		
Unit level	3		
Unit code	T/508/3607		
GLH	120		
Credit value	20		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand how external factors can impact on organisations	1.1 Describe external factors which may have an effect upon organisations 1.2 Explain why organisations carry out PESTLE analyses 1.3 Describe the three step crisis management procedure	1 M1 Using a PESTLE analysis, describe the political, economic, social and technological legal and environmental factors facing a specific organisation	1 D1 Make recommendations for dealing with the external opportunities and challenges facing a specific organisation 1 D2 Evaluate how a specific crisis in an organisation was managed.
2. Understand why organisations need to be aware of their impact on the environment	2.1 Identify the factors which contribute towards environmental damage and explain how these can be minimised by organisations 2.2 Explain how lack of care for the environment can impact on business profitability and reputation		2 D1 Make recommendations to a specific organisation to help them reduce their environmental impact

Indicative Content

External Influences on Business

- External factors which may have an impact on organisations.
- How to use a PESTLE to identify the political, economic, social and technological, legal and environmental factors which may cause problems for your organization ; why they are needed; possible solutions which could be used to deal with the external factors highlighted by the PESTLE Analysis
- How to deal with external factors eg Three-Step Crisis Management Procedure; using appropriate people for a crisis management team.

Environmental Awareness

- Environmental damage: what it is, how it is caused (the factors which can contribute towards environmental damage); how lack of care for the environment can impact on business profitability and global reputation
- Environmental awareness: why it is necessary for you/managers to understand the importance of environmental awareness; methods to minimise environmental damage within organisations.

Marketing ; the difference between marketing and selling; marketing objectives and marketing plans

- the Marketing Mix and its application
- Information: the difference between Data and Information, internal and external information, primary and secondary information; how they are all used in marketing
- problems you experience with the supply of information and possible improvements to the way in which information is supplied
- database of sources of secondary information – how to compile, (important elements, need for clean data)

The Ethics of the Organisation

- Business ethics: what an ethical organisation actually does and the benefits
- Why individuals and organisations might make unethical decisions/use unethical business practices.
- How to introduce an ethical approach to an organisation..

Cultural impact

- The term 'organisational culture'; types of cultures e.g. Power culture, Role culture, Task culture, Person culture.
- Impact of culture; on management style, on individuals, on self (own preferred style)

3.34 Managing People in Organisations			
Unit aims	People are often considered to be the most important resource in any organisation. This unit aims to give learners the knowledge and understanding about recruitment, performance management and development.		
Unit level	3		
Unit code	H/508/3604		
GLH	120		
Credit value	20		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand key elements of the recruitment and selection process	1.1 Explain the recruitment methods and processes used by organisations 1.2 Prepare a job description and person specification for a specified job 1.3 Produce guidelines to ensure interviewers carry out best practice before during and after an interview	1 M1 Describe the difference between direct and indirect discrimination	1 D1 Evaluate the effect of legislation on the recruitment and selection process
2. Know how organisations carry out performance management	2.1 Describe each stage of the seven step process for Managing Performance 2.2 Using examples, explain why standards are a necessary part of performance management	2 M1 Explain performance management and how it benefits employees, managers and organisations.	2 D1 Design an appraisal process including examples of the documentation required

<p>3. Know how organisations develop people</p>	<p>3.1 Explain the difference between training, coaching, mentoring and counselling 3.2 Describe the learning cycle 3.3 Describe a range of psychometric tests and their uses</p>	<p>3 M1 Using examples, describe different kinds of opportunities which organisations use to develop employees 3 M2 Select appropriate support to offer to individuals, using diverse scenarios</p>	<p>3 D1 Evaluate the benefits of training, counselling, mentoring and coaching to individuals and organisations</p>
<p>4. Know how to ensure employee training is effective</p>	<p>4.1 Explain the key elements of a Learning Organisation 4.2 Describe the elements of the training cycle 4.3 Explain the characteristics of effective training courses</p>	<p>4 M1 Explain the purpose of a training needs analysis, and how to carry one out 4 M2 For three different training methods, describe the advantages and disadvantages of their use</p>	<p>4 D1 Produce the learning objectives for a work-related training course</p>
<p>5. Review own personal effectiveness</p>	<p>5.1 Identify own preferred learning style 5.2 Describe the behaviours of people who are confident, lacking in confidence and over-confident, and relate to self 5.3 Explain the goal setting process and the difference between long-term and short-term goals 5.4 Assess own time management skills</p>	<p>Set SMART personal and work-related goals Prioritise own workload</p>	<p>Devise solutions for handling non-productive 'time wasting' activities Use a range of tools and techniques to</p>

			develop own creativity at work
6. Know the steps taken by organisations to ensure workplace welfare	6.1 Explain the term workplace welfare 6.2 Describe employers' and employees' health & safety responsibilities 6.3 Explain how organisations can reduce the occurrence of work-related stress	6 M1 Explain each step of the 5-Step Health & Safety Management Procedure	
7. Know how to manage change	7.1 Explain why organisations must embrace 'change' 7.2 Describe the most common reactions to change	7 M1 Explain the Four-Step Change Management Process and how it can help organisations	7 D1 Assess own reactions to change

Indicative Content

Recruiting the Right People

- Common recruitment methods
- Job descriptions and person specifications: content; layout
- The selection process: shortlisting, interviewing; best practice: what should happen before, during and after interviews
- Direct and indirect discrimination

Managing Performance

- Performance management: what it is; why it is important; the benefits for individual members of staff, managers and organisations.
- Standards: what they are and why they are necessary; the importance of realistic, work-related Standards
- The Seven-Step Process for Managing Performance
- Staff appraisals: how to conduct them to ensure they are effective

Developing and supporting people: Difference between training and development, different kinds of development opportunities

- Learning Organisations; psychometric tests and their uses; the learning cycle, learning styles.
- Supporting employees: coaching, mentoring, counseling; when to offer
- The coaching process

Making Training Work

- The training cycle; knowledge and skills gap; the training needs analysis
- Training courses: the importance of developing suitable training materials, i.e. at the right level, relevant and applicable; Learning Objectives; different training methods (including work-related training) their advantages and disadvantages,
- Learning styles; active and passive learning

Managing own performance

- Levels of confidence: the differences between people who are confident, lacking in confidence and over-confident; own self confidence
- The goal-setting process; long-term and short-term goals, personal and work-related goals, SMART goals
- Workload and time management; time pressures – planning, doing and dealing with people; how to prioritise, time-wasting activities; solutions
- Tools and techniques to develop creativity at work

Workplace Welfare

- Workplace Welfare: employers' and employees' health & safety responsibilities
- The 5-Step Health & Safety Management Procedure, Safety audits, what they are and how to carry them out; Risk assessments, what they are and how to carry them out
- Work-Related Stress; how to reduce incidence

Making Change Positive

- Why organisations change (internal and external reasons).
- Reactions to change, why people resist
- How to manage change - the Four-Step Change Management Process
- How to contribute positively to change

3.35 Working in Teams			
Unit aims	Good teamwork creates synergy within an organisation. This unit introduces the learner to the skills of teamwork- learners will explore the features of an effective team, motivation and leadership and the importance of delegating, influencing and developing excellent interpersonal skills.		
Unit level	3		
Unit code	A/508/3608		
GLH	120		
Credit value	20		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the key features of an effective team	1.1 Describe the qualities that make a team effective 1.2 Describe different team styles	1 M1 Discuss own preferred team style giving reasons for their preference	1 D1 Explain own approach to building a successful team
2. Understand the key features of an effective team leader	2.1 Outline the role of a team leader and the skills and qualities they require 2.2 Describe different leadership styles	2 M1 Explain own personal preferred leadership style	2 D1 Evaluate the team leadership skills of a specific individual
3. Understand theories of motivation	3.1 Describe different theories of motivation 3.2 With reference to leadership theory, identify those factors which are generally considered to demotivate and motivate people in the workplace	3 M1 Assess own personal motivating and demotivating factors	
4. Know the principles of effective delegation to team members	4.1 Explain the difference between delegation and	4 M1 Describe the 'Eight-step plan for successful delegation'	

	<p>abdication of responsibility</p> <p>4.2 Describe the benefits and risks of delegation to managers and members of a team</p>		
<p>5. Know how to influence others</p>	<p>5.1 Explain what influencing is</p> <p>5.2 Describe the actions and behaviours of people when they attempt to influence others</p> <p>5.3 Explain the negotiation process</p>		
<p>6. Know how to build and maintain interpersonal relationships with colleagues</p>	<p>6.1 Explain the importance of creating good interpersonal relationships at work</p> <p>6.2 Explain the differences between positive, negative and constructive feedback</p> <p>6.3 Describe the indications and common causes of disagreement in work teams</p> <p>6.4 Explain the approaches people use to resolve conflict situations in work teams</p>	<p>6 M1 Analyse the characteristics of good interpersonal relationships with work colleagues</p> <p>6 M2 Describe the six-step conflict management process</p>	<p>6 D1 Analyse the characteristics of effective feedback</p> <p>6 D2 Evaluate feedback to assess its effectiveness</p>

Indicative Content

Working in Teams

- Definition; the qualities of an effective team.
- Team styles, personal/preferred team style.
- Making a team cohesive: how to establish unity of direction in a team; encouraging positive teamwork in your own team.

The Art of Leadership

- The leadership role, the qualities and skills an effective leader needs to use, why leaders are necessary; the connection between leadership and vision.
- leadership styles, own preferred leadership style

Motivating People

- What is motivation; motivation theories/what the leading thinkers have to say about motivation
- Attitudes and behaviours which motivate/demotivate

Effective Delegation

- What is delegation; the difference between delegation and abdication of responsibility
- Benefits of delegation for a manager, and members of a team.
- Tasks most suitable for delegation
- How to delegate; the 'Eight-step plan for successful delegation'.

Influencing Skills

- What is influencing; who you need to influence in your own working life.
- Actions you need to take and the behaviours you need to demonstrate when you are attempting to influence others
- The negotiation process; a win/win situation, benefits of win-win

Build and maintaining interpersonal relationships

- Good interpersonal relationships; their importance, the main characteristics of good interpersonal relationships with colleagues.
- Feedback: the difference between positive and negative feedback; constructive feedback; how to give and receive positive and constructive manner
- Common causes of conflict at work, the signs which indicate conflict; the tactics used in conflict situations at work

<p>3. Understand key principles and methods of non-verbal communication in a business context</p>	<p>3.1 Explain the importance of non-verbal communication including 'personal space'</p> <p>3.2 Explain the kinds of non-verbal signals they can send through their own personal appearance</p>		
<p>4. Know how to run an effective business meeting</p>	<p>4.1 Describe the factors that differentiate a productive meeting from an unproductive one</p> <p>4.2 Differentiate between a formal and an informal agenda.</p> <p>4.3 Describe the purpose and contents of the meeting Minutes.</p> <p>4.4 Describe the responsibilities of a Chairperson.</p> <p>4.5 Explain how to make a positive contribution to any meeting.</p>	<p>4 M1 Plan an effective virtual business meeting</p>	<p>4 D1 Analyse the characteristics of effective meetings</p>
<p>5. Know how to make an effective business presentation</p>	<p>5.1 Describe the different work occasions which require information to be presented to others</p> <p>5.2 Explain the characteristics of an effective presentation</p> <p>5.3 Explain the difference between an effective (good) visual aid, and an</p>	<p>5 M1 Produce a variety of visual aids which can be</p>	<p>5 D1 Prepare and deliver interesting and appropriate presentations</p>

	ineffective (poor) visual aid	used during a presentation	
6. Know how to deal with problems faced by business organisations	6.1 Explain the nature of common business problems	6 M1 Explain the six-step process of analysing a problem and finding the right solution.	

Indicative Content

Verbal communication

- The importance of clear communication; impact of confused, unclear communication.
- Effective listening
- Questions: open and closed questions; appropriate use
- Communication styles: aggressive, passive and assertive; the importance and elements of assertive communication.
- Using communication skills to develop rapport with others.
- Effective telephone calls.

Written communication

- Importance of clear, concise and complete written communication.

Non-verbal communication

- Importance of non-verbal communication; including personal space.
- Body language signals; how to interpret those used by others; how to send body language signals;
- Personal appearance and the non-verbal signals it sends

Effective Meetings

- Meetings: productive and non-productive meetings; the Seven-Step Process for organizing productive meetings.
- Documents: agendas formal and informal; minutes, purpose and contents
- Responsibilities of a chairperson; how to chair a meeting
- Making a positive contribution to any meeting.

Presenting Information

- Types of presentation: when you could be called upon to present information to others.
- Key areas of every presentation: Content, Visual Aids, and Delivery;
 - Content: Introduction, main message, summary and closure; how to prepare content
 - Visual aids: types; difference between an effective (good) visual aid, and an ineffective (poor) visual aid; how to prepare visual aids
 - How to deliver: positive actions to take, and the negative actions to avoid; how to prepare to deliver

Analysing and Solving Problems

- the nature of problems; differences between maintenance and achievement problems; urgent and non-urgent problems
- approaches to tackling a problem; the six-step process of analysing a problem and finding the right solution.