

Unit Title:	Management of Change
OCR unit number:	5
Sector unit number:	15.3 Business Management
Level:	5
Credit value:	5
Guided learning hours:	30
Unit reference number:	A/602/1443

Unit aim and purpose

The unit aims to help learners to understand the process of change. They will learn how to take a pro-active approach and identify issues which would benefit from change. Learners will use recognised change management models to analyse the issues and plan the implementation of the proposed change. The planning process will include anticipating stakeholder reactions, how best to involve and influence stakeholders, estimating resource requirements and setting realistic objectives. Finally learners will learn how to monitor the implementation of change and evaluate its effectiveness.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to identify issues requiring change</p>	<p>The Learner can:</p> <p>1.1 research the need for change</p> <p>1.2 use models of change management to illustrate why change is required</p>	<p>This may include:</p> <ul style="list-style-type: none"> the concept of change and the implications of this in a business environment how to use change as a means of making improvements how to analyse a business situation and evaluate the impact of a proposed change models such as Lewin's Change Management Model, the change transition curve, McKinsey's 7-S model, John Kotter's 8 steps of leading change, etc.
<p>2 Be able to plan for change</p>	<p>2.1 develop a plan for change using feedback from relevant/appropriate sources</p> <p>2.2 report on the potential impact of change on resources</p> <p>2.3 communicate the plan for change to key stakeholders</p>	<p>This may include:</p> <ul style="list-style-type: none"> how to establish SMART objectives identification of key stakeholders involving stakeholders and utilising their expertise how to accurately estimate the need for resources what needs to be included in a report recommending change key factors which might influence stakeholders internal reporting structures and methods of communication

Learning Outcomes	Assessment Criteria	Teaching Content
3 Be able to implement the change process	3.1 propose ways of overcoming resistance to planned change 3.2 develop systems for monitoring implementation of a plan for change 3.3 implement a plan for change 3.4 evaluate the progress of a change implementation plan against SMART objectives	This may include: <ul style="list-style-type: none"> • how to anticipate the reaction of stakeholders • personal levels of authority and negotiating frameworks • how to establish achievable milestones • project management tools such as Gantt and Pert charts and other, industry specific, bespoke software • the importance of reviewing progress against planned objectives • contingency planning and what to do in the event of problems arising

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria.

Evidence can be produced either through real work or by means of simulated activities.

Guidance on assessment and evidence requirements

If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit could be achieved and assessed:

It is recommended that a holistic approach be taken to the delivery of this unit, with 'product' evidence stemming from each of the following stages.

LO1 Tutor/assessors could introduce learners to the concept of change by providing theoretical models for discussion (see the teaching content for examples). Learners could then be asked to work in small groups and brainstorm the need for improvements or changes which would benefit the college or learning establishment. Using the change management models the feasibility of these ideas could be assessed.

LO2 The tutor/assessor could provide a series of *what if* scenarios to help learners anticipate the reaction of stakeholders to the proposed changes. They could then go on to discuss divergent stakeholder objectives and how best to influence all those who would be impacted upon. Proposals and plans could then be drawn up, these should include a realistic assessment of the resources required and a cost:benefit analysis. It is suggested that where possible learners meet with relevant stakeholders to present their plans and receive feedback.

LO3 The implementation phase could be addressed by asking learners to use project management software to develop specific plans with measurable milestones. Plans should then be put into place and evaluated at each stage.

NOTE: Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

If the unit is to be completed through real work, examples of appropriate sources of evidence could include:

- written case studies based on real work experience
- outcomes of research into change management models and theories
- written plans for change
- minutes of meetings with stakeholders
- records of assessor questioning
- completed Gantt or Pert charts
- resource requisitions

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.skillsfca.org.

Occupational standards	Unit number	Title
Management and Leadership	CFAM&LCA2	Plan change
Management and Leadership	CFAM&LCA3	Engage people in change
Management and Leadership	CFAM&LCA4	Implement change
Management and Leadership	CFAM&LCA5	Evaluate change

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

Stationery or a CD-rom.

Access to photocopier, PC and printer is desirable but not essential.

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but the learner is not expected to reproduce other people's written work. For example:

VAN HAREN (2010) Change Management – A Practitioner Guide. ISBN-10: 9087535732

NEWTON, R. (2007) Managing Change Step by Step: All You Need to Build a Plan and Make it Happen. ISBN-10: 0273711776

LOCK, D (2007) The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget (Financial Times Series), ISBN-10: 0566087723

Small Business UK <http://www.smallbusiness.co.uk/>

Business Link <http://www.businesslink.gov.uk>

Innovation UK <http://www.innovationuk.org/>

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.