

RESOURCE PLANNING

Unit Level	3	Good Practice CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.
Unit Number	3002V1	
Ofqual Reference	M/504/9004	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	20	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand how to plan resource needs with the team, to meet team objectives	1.1 Identify a team's responsibilities in connection with managing resources	Ideally contextualising to your own organisation or one with which the learner is familiar, this response could include a breakdown of the types of resources (which may include for example: time: information: people: raw materials and supplies: machinery, equipment: finished products or services: money) and the identification of who is responsible for such resources (and in what way). An example of this might be: <i>'the stock of finished products of X that is the responsibility of the warehouse officer in terms of rotating, picking, packing and recording'</i>

		1.2	Describe the components of a resource plan, used to achieve team objectives	<p>Again, ideally contextualising to activities and approaches in a familiar or your own organisation, this element can vary depending on the nature of the resources being planned and the business or activity undertaken. You might start this section with an overview of your team objectives and then describe how you will plan the human resource to ensure that you have sufficient capacity in terms of numbers of staff with the appropriate skills set. You may also need to plan for the acquisition and deployment of physical resources There are some common elements in many such processes of developing resource plans and these could include (but are not confined to): Understanding external and internal pressures and drivers (for example you could review the impact on your plan of the Legal and Environmental elements of a PESTEL analysis.) Legal factors for example may include: requiring licences or permits, complying with customs requirements when importing or exporting resources, employment legislation, complying with vehicle-related laws, health and safety and so forth. You could use tools and techniques such as gap analysis, or control loops to provide a sound basis for the process. Budgets are also usually a part of the resource planning process.</p>
		1.3	Describe the impact of environment and legal factors on the team resource plan	
2	Understand the need for change to resource requirements	2.1	Identify how information obtained impacts on changes to resource requirements.	<p>Linking to LO 3 below the discussion for these criteria will seek to identify how specific information gathered concerning resources informs changes to resource requirements. Examples could include how sales or other records show demand for products or services at particular times of year (seasonality) and therefore the requirement to ensure that this is factored into</p>
		2.2	Describe trends and developments that affect resources	

			<p>the purchasing of products or raw materials, equipment and associated staffing. For example, a plumbing business in the UK might expect to receive high demand for central heating boiler repairs during the cold winter months. Similarly, a trend that reveals changes in customer preferences will impact on the way resources are organised 'for example, a business may see a move towards more online sales than store based sales and may switch the emphasis of its resourcing to match this demand. Other trends that are more 'macro' in nature may relate to demographics, other societal and environmental changes; these are often revealed as part of the PEST analysis.</p>
		<p>2.3 Identify the impact of resource change on the teams objectives</p>	<p>Such changes as considered in ACs 2.1 and 2.2 above and also when coupled with the allocation of responsibilities within the team (1.1) provide the starting point for this response which could draw from contextualised examples in demonstrating how resource changes manifest within a known organisation. Examples here could include (but are not confined to) increased online sales and fewer store-based sales informing a re-engineering of stock holding and distribution such that more warehouse operatives and drivers are required in place of store based staff. Thus the team's (SMART) objectives will be similarly reconfigured to recognise the change in emphasis to managing resources through a distribution centre model.</p>
<p>3</p>	<p>Be able to monitor, record and control resources within the work area</p>	<p>3.1 Describe the need to monitor and record the use of resources</p>	<p>Resources are assets that represent the life-blood of the organisation (whether in cash form or otherwise) and, as such, it is vital to ensure that they are not wasted, stolen or damaged and are maintained and used efficiently and effectively.</p>

			<p>The learner, in response to this criterion, could choose some examples of resources and describe the ways in which they are monitored and recorded. An example might be a company van that has its mileage and routes recorded and tracked or, stock of a product that has detailed stock records and stock movement records maintained or, in a labour intensive organisation there may be a need to maintain detailed records of staffing schedules and actual hours worked.</p>
		<p>3.2 Explain the importance of recording relevant and accurate information and using records to plan for future resource requirements</p>	<p>Linking closely to ACs 2.1 and 3.1, accurate recording enables the organisation to confidently identify factors that assist its decision making processes in terms of resource planning; examples could include information drawn from records, environmental scanning and other analysis concerning: trends and gaps, seasonality, customer preferences, efficiency and effectiveness of processes, the quality of raw materials and so forth</p>

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about planning, modifying and managing resources.