

## Examiner's Report

Unit Title Managing Stakeholder Relationships

Unit Code 5UMSR

RQF Level Level 5

Session June 2022

## Comments on Global Cohort Performance

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	Comments
Task 1	Good responses from those who focused on external stakeholders as the question asked
Task 2	Good performing task and some very good responses and a clear demonstration of understanding by many
Task 3	This task performed well and produced so well published responses
Task 4	Below what was expected, this was not a great performing response or task, a little more focus would be great

### Task 1

#### 1. Comments on learners' performance

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This question carries the total score of 20, so I would want to see students spend less time on this task and focus their time wisely. As the task is brief it is important that the students are doing as the task asks and using relevant theory to support their answer but not to just relay on theory. In a number of responses I saw a heavy use of theory but not in a supporting manner but in more of a theory dump. The theory has to be applied and be totally relevant to the task at hand.

Those students who merely discussed and not assessed did not achieve higher grading and again those who did not support it with a theoretical framework also missed out on been awarded higher marks.

We have specified what stakeholders they have to use here, they need to stick to that, there is no need to outline or waste words on the back story, but remain focused to the task requirements. Clearly this will lead to a board range of responses. This has the lowest amount of marks available so there should be less focus on this task.

Theory to support their answer, but only if relevant. A lot of students relied on theory here and did not apply it wisely.

#### 2. Recommendations for learners

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Make sure you read the task and have it set in your mind what the task requires. Don't waste time or word count on anything that does not strengthen your response.

#### 3. Quick Tips

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To keep yourself focused, place the task at the top of your response as the title, this not only enables a clear layout for the marker but is there for you to stay focused on exactly what the task requires. When using theory, don't just add in quotes unless they are supporting your discussion and please apply the theory.

## Task 2

### 1. Comments on learners' performance

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With the most weighting on this task and the results showing this was the task with the highest scores, it appears students did spend more time on this task and as this task provided the higher marks.

It would appear the students had taken this into consideration and came across this in the results. But they do need to push a little more as there were very few marks that went over 20.

Those who scored well spent some time introducing their pressure groups first before looking into the opportunities and threats they pose, they seemed to score higher as they had focus from the beginning. Some responses didn't show a clear understanding of who or what pressure groups are which made it difficult for them to develop a solid response.

As always, it is important that the student is in the mind set of their chosen company when formulating a response in order for the application.

A balance of opportunities and threats needs to be shown, not a focus on one or the other, in order to achieve the highest marks.

### 2. Recommendations for learners

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A balance of opportunities and threats needs to be shown, not a focus on one or the other, in order to achieve the highest marks. Perhaps put yourself in the position of those pressure groups and what you would think matters.

### 3. Quick Tips

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Put yourself in the position of the audience and think what would make a difference to you and then apply this thought base to your response.

## Task 3

### 1. Comments on learners' performance

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We all know and have experienced what happens when trust is broken, so this task provides a good opportunity for the students to draw from their own experiences and apply it to the task. There is also theory that can be applied here to strengthen their discussion but it is important throughout to show and discuss the impact of both trust and commitment at the beginning of a relationship but throughout as well.

### 2. Recommendations for learners

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A discussion allows you to talk about what and why you would do something, so use that to your advantage to give great insight to what you believe and feel.

### 3. Quick Tips

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When you have responded to the task, read back through it and ask yourself the task, does it answer everything the task requires?

## Task 4

### 1. Comments on learners' performance

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As it is something that provides a huge benefit within in an organisation, it is a key understanding and will benefit them to understand the reasons and should they ever find themselves in this position in the working world it is a key things to fully understand. The task demands the student to have the knowledge and understanding to be able to formulate a strong response.

The task requires three internal groups to be discussed, where students kept to three they managed to draw out a detailed and full discussion. Where students added in more groups the discussion became diluted and hindered their response.

Because the task asked for this from the view point of someone working in another part of the business, I think this was not specific enough and caused a little complication in some responses. Those who achieved well here really put themselves in the mind set of the chosen business role.

### 2. Recommendations for learners

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Don't be tempted to add in supporting information which is not strengthening the discussion. Remain focused and to the point.

### 3. Quick Tips

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Really put yourself in the position of the person, people or company to provide a good solid response.