

Higher Quality
Better Service!

EXAM SELL

Certified IT practice exam authority

Accurate study guides, High passing rate!

Exam Sell provides update free of charge in
one year!



<http://www.examsell.com>

Exam : **Better Business Cases
Practitioner**

Title : Better Business Cases
Practitioner Exam

Version : DEMO

1. Topic 1, Local Government Authority

Scenario:

Organisation Overview

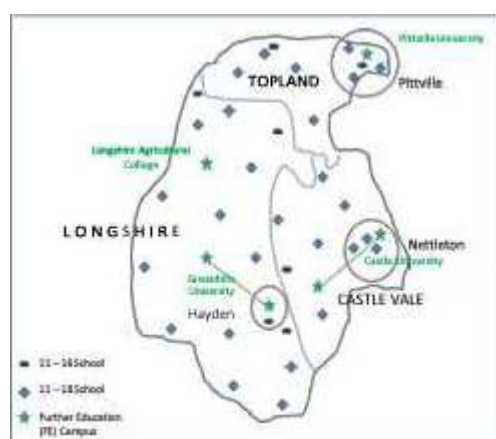
The Local Government Authority of Longshire, Topland and Castle Vale cover the Western Area. It is a small predominately rural area with a population of over 180.000; the principal towns being Pittville, Hayden and Nettleton. The area is served by three Universities, one Agricultural College and thirty-four secondary schools.

Twenty-seven of these secondary schools have further education units where students (between 11 and 18 years of age) prepare for their examinations. In addition, there are several work-based training providers, mainly in the Nettleton area, and each Local Government Authority has a budget for adult learning.

The three Local Government Authorities, together with Pittville University, Castle University, Greenhills University and Longshire Agricultural College, have formed a partnership, known as the Western Area Learning Consortium ('the Consortium').

The Consortium is the Sponsor for the Programme to transform education and learning for 14 to 19-year-olds throughout the Western Area.

Pittville High School was built on donated land with a restrictive covenant stipulating that the premises must only be used as a school for 50 years, with 25 years remaining.



Programme Spending Objectives

The Consortium has established the following Spending Objectives of the Programme for the next three years:

- To increase by a minimum of 15% the number of 16-18-year-olds participating in higher education and training
- To increase by a minimum of 12% the number of 19-24-year-olds participating in higher education and training
- To increase by 15% the rate of students' attainment of qualifications

Other objectives, yet to be made SMART, include:

- to increase overall learner success rates, reflecting higher levels of completion as well as achievement of learning aims
- to provide a greater choice of education courses to all learners to improve the levels of basic skills
- to increase progression to higher level learning and higher-level employment

The Consortium recognizes that the achievement of these spending objectives depends upon a range of factors that will underpin successful delivery:

Addressing the limitations of some further education units to offer choice and an appropriate learning environment

Increasing links with employers and the local economy

- a. Tackling the problems of access to learning in some parts of the region
- b.
- c. Improving the quality of learning provider's estate (i.e. buildings and equipment)
- d.
- e. Harnessing the use of new technologies to support learning
- f. Ensuring that learning providers are viable (i.e. able to provide effective learning)
- g. Identifying opportunities for greater economy or improved efficiency so that resources can be directed at improving effectiveness
- h. Developing the skills of the workforce and maintaining staff satisfaction
- i. Collaboration between learning providers

The following potential schemes have been discussed

1. The merger of Longshire Agricultural College and Greenhills University
2. Developing a learning network of secondary schools in North Longshire/West Topland; South Longshire and in Castle Vale
3. Rationalization of 16 to 18-year-olds' learning provision in Nettleton
4. Develop a further Castle University Campus in the north of Castle Vale
5. Development of 14 to 18-year-olds' learning provision in Pittville
6. Development of Work Based Learning throughout the Western Area

The Consortium members will also work together to agree standards for equality and diversity, for the enhancement of Welsh language and bilingual provision. They will also consider areas where shared services might reduce overheads.

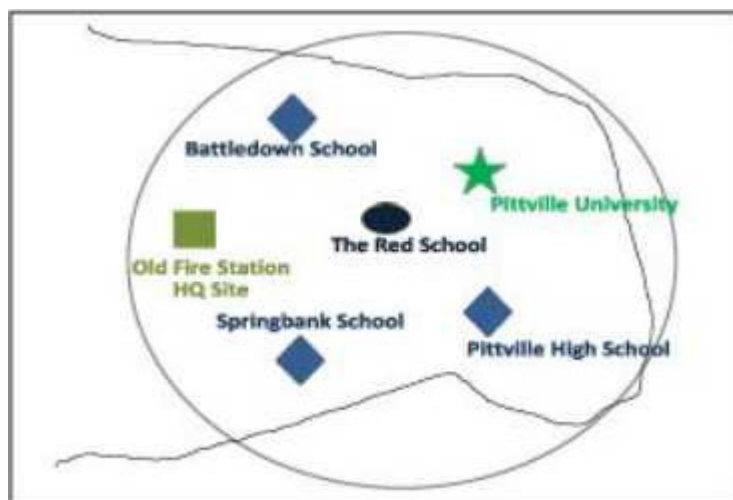
Scenario continued

It has agreed that the immediate priority is a Project to address learning provision for 16 to 18-year-olds in Pittville. The Consortium will sponsor the Pittville Project.

The Pittville Project

Pittville is the largest town in the Western Area, and it is the commercial, retail and cultural centre of Topland. It has a population of circa 22,000.

In addition to Pittville University, there are four secondary schools, three of which have further education units that provide education courses for 16-18-year-old learners.



Business Needs

The number of 16 to 18-year-olds' participating in education and training in Pittville is below the average for the Country; however, success rates for qualifications are near average. The Consortium believes that Pittville Project can achieve better outcomes and increase the rate of 16 to 18-year-olds' participation to a minimum 15% by providing better facilities, improving learning provision and offering a wider choice of courses.

The Consortium wants to see improvements in the levels of basic skills and the attainment of qualifications by 15% in the next 5 years within Pittville.

Two of the current learning providers, Pittville High School and Battledown School, have relatively small further education units. Consequently, the education courses offered to 16 to 18-year-old learners are limited and more courses are required.

Pittville University and Springbank School offer a broader range of education courses. However, of the 90 courses they offer between them, 35 are duplicated, leaving 55 unique courses on offer. The learning partnership's aim is to increase this to at least 65.

The Topland Local Education Authority (LEA) is responsible for the four schools in the Pittville area (Battledown, Springbank, Pittville High, and the Red School) and has formed a learning partnership with Pittville University to focus on 16-18-year-old learning provision. The LEA Director of Finance has been appointed as the Senior Responsible Officer (SRO) and has ownership of the Project.

OPPORTUNITIES

The opportunities for the reconfiguration, rationalisation, and improvement of 16-18-year olds learning provision within Pittville are as follows:

1. Pittville University. This is to provide all 16 to 18-year-olds' learning provision on the University site given: first, it could accommodate a further 80 full time learners within existing facilities; and, second, it has the space for a further development, which could accommodate double the current number of full-time students. Pittville University has attracted pupils from Pittville High, Battledown and The Red School. Consolidation will reduce duplication and have the potential to attract good quality staff.
2. Expansion of Existing University Campus and closure of Pittville High School. This is the LEA's preference and is a more ambitious version of opportunity 1 and would involve the closure of Pittville High school. The LEA believe this would be the most viable financial solution and better value for money

due to economies that would be achieved. Pupils could be absorbed into the other schools if all further education units were absorbed in a major development at Pittville University. The LEA will look at the options for school reconfiguration including closures once the way forward for 16 to 18-year-olds is clearer. The LEA would like the physical element of the favoured option implemented at the earliest opportunity. This is so they can interlink the changes with consideration of the 11 to 16-year-olds' future provision.

3. Second University Campus on the Old Fire Station Headquarters site. This would provide good access to students from most parts of Pittville. The LEA is attracted to the second site option and has discussed the idea with the local schools. There is a reasonably positive reaction at this stage, although there is some significant resistance to the second learning campus being run by the University. A critical issue for the LEA is the longer-term financial viability of the solution. The addition of a new campus must be matched by plans to downsize elsewhere.

4. Second University Campus and closure of Pittville High School. This is a more ambitious variation of opportunity 3 and would involve the use of the Old Fire Station Headquarters and closure of Pittville High School.

5. Expansion of Springbank School and closing the Pittville High School further education unit. This would involve providing a new further education unit at Springbank School in collaboration with Battledown School. This option would reduce duplication and would potentially offer a wider range of education courses. Springbank School believes this change could meet the LEA's requirement for learning choice.

End of scenario

Answer the following question about the Programme Business Case.

The following questions include only true statements, but only 2 statements are appropriate entries for that heading in the Strategic Case section.

Remember to select 2 answers to each question.

Which 2 statements should be recorded under the Organization overview heading?

- A. The Consortium has been formed to plan the transformation of education and learning for 14-19-year-olds throughout the Western Area.
- B. Formal meetings have been held over the past nine months to establish the goals to be achieved.
- C. Pittville is the commercial, retail and cultural centre of Topland, with a population of circa 22,000.
- D. There are problems accessing learning in some parts of the region.
- E. There is a shortage of higher education establishments in the region.

Answer: AD

2. Answer the following question about the Programme Business Case.

The following questions include only true statements, but only 2 statements are appropriate entries for that heading in the Strategic Case section.

Remember to select 2 answers to each question.

Which 2 statements should be recorded under the Existing arrangements heading?

- A. The merger of Longshire Agricultural College and Greenhills University.
- B. The area is served by Pittville University and four secondary schools; three of which have further education units.
- C. Long term financial viability of the education and training system for 11-18-year-olds.

- D. The priority is learning provision for 16-18-year-olds in Pittville.
- E. Each Local Government Authority has a budget for adult learning.

Answer: BE

3.Which 2 statements should be recorded under the Business needs heading?

- A. Achieving success rates for qualifications.
- B. The Pittville development option will result in a net saving in cleaning costs
- C. Existing staff can absorb a 30% increase in the number of 16-18 year old learners.
- D. Success rates for qualifications are near average.
- E. Long term financial viability of the education and training system for 11-18-year-olds.

Answer: AE

4.Which 2 statements should be recorded under the Benefits, risks, dependencies and constraints heading?

- A. Increase the number of education courses from 55 to 65.
- B. The project could meet with substantial opposition from parents and staff.
- C. Maintain staff satisfaction.
- D. An operating surplus will be generated from hiring out the sports facilities at the new campus.
- E. To implement links with employers and the local economy.

Answer: BD

5.HOTSPOT

Answer the following question about benefits criteria.

Column 1 is a list of benefits. For each benefit in Column 1, select from Column 2 the benefit criteria heading under which it should be classified. Each selection from Column 2 can be used once, more than once or not at all.

#	Column 1
1.	The availability of more education courses will improve choice for 16–18-year-olds and potentially improve their employment opportunities.
2.	Rationalization of courses will increase the utilization of teaching staff from 75% to 90% and improve pupil/teacher ratios.
3.	The Pittville University development option will result in a net overall saving in the cost of contracts for cleaning.
4.	Having a choice of locations for learning will increase student satisfaction and attendance rates.

Column 2	
A.	Cash releasing
B.	Quantitative
C.	Non-cash releasing
D.	Qualitative

	A	B	C	D
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer:

For each benefit listed in Column 1, we'll match it to the most suitable benefit criteria heading from Column 2 based on the nature of the benefit described:

The availability of more education courses will improve choice for 16-18-year-olds and potentially improve their employment opportunities.

Classified under:

D. Qualitative

This benefit emphasizes improvements in choice and potential employment opportunities, which are qualitative aspects as they relate to the quality and breadth of education options and their impact on students' future prospects, rather than measurable financial savings or quantifiable outputs.

Rationalization of courses will increase the utilization of teaching staff from 75% to 90% and improve pupil/teacher ratios.

Classified under:

B. Quantitative

This benefit is about measurable increases in staff utilization and improvements in pupil/teacher ratios, which are quantifiable changes in efficiency and resource allocation, making it a quantitative benefit.

The Pittville University development option will result in a net overall saving in the cost of contracts for cleaning.

Classified under:

A. Cash releasing

This benefit clearly outlines a reduction in costs, leading to savings that can be redirected or utilized elsewhere, making it a cash-releasing benefit due to the direct financial savings achieved.

Having a choice of locations for learning will increase student satisfaction and attendance rates.

Classified under:

D. Qualitative

This benefit focuses on improved student satisfaction and higher attendance rates, which are qualitative improvements in the educational experience and student engagement, rather than direct financial benefits or quantifiable metrics.