BTEC

Edexcel Level 3 BTEC Nationals in Business

For first teaching September 2007

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Specification

Edexcel Level 3 BTEC Nationals in Business

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Ten principles for delivering an Edexcel Level 3 BTEC National qualification

This specification contains the rules and regulations, along with the units and associated guidance, to enable centres to design and deliver a programme of learning for the Edexcel Level 3 BTEC Nationals in Business. The qualification structures set out the permitted combination of units learners need to complete the qualification. Each unit sets out the learning outcomes and grading criteria along with content, advice and guidance regarding appropriate delivery and assessment strategies. The following generic principles need to be adhered to so that a BTEC qualification is delivered to the appropriate standard.

1 **The specification:** The specification gives the information needed for the successful delivery and achievement of the units and the qualification as a whole. The specification is of importance to the learner and the tutor alike. Individual units can be delivered and studied in isolation but the learner and the deliverer should have access to the full information provided to support the programme of learning.

2 **The website**: Centres need to make regular use of the Edexcel website (www.edexcel.org.uk) to ensure that they have the most up-to-date information. In particular, the requirements for the external verification of the qualification receive regular updates, and appropriate information for centres is posted on the website. It is the responsibility of the centre to ensure that they are familiar with the latest BTEC NQF Level 2/3 (including Short Courses at Levels 1–3) Handbook and that they implement any related policy documentation which may have been posted on the website.

3 **Policy:** This specification gives details of our assessment and quality assurance procedures. It includes advice about our policy regarding access to our qualifications, the design of programmes of study and delivery modes. Centres must ensure that they follow the procedures and conform to the policies outlined.

4 **Recruitment:** Centres are required to recruit learners with integrity. A fundamental aspect of this integrity is that centres take appropriate steps to assess each applicant's potential and make a professional judgement about the applicant's ability to be able to successfully complete the programme of study and achieve the qualification. Centres should ensure that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs.

5 **Assessment:** Centres are required to use this specification to design and deliver a programme of learning that will enable learners to achieve the grading criteria stipulated in the unit grading grids. The programme of learning should consist of assignments which provide the opportunity for coverage of all grading criteria as set out in the grading grid for each unit. Assignments must be reliable and fit for purpose, giving learners every opportunity to generate evidence which satisfies the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments where appropriate.

6 **Assignments:** Centres are encouraged to apply the grading criteria in a practical way. They should provide, wherever possible, a realistic scenario for learners to work with, and make maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to the learner's achievement.

7 **National Qualifications Framework (NQF):** These qualifications have been accredited to the NQF and are eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000. Details of the qualification units can be seen on the QCA OpenQuals database (www.openquals.org.uk).

8 **Qualification Accreditation Numbers (QANs):** The qualification titles feature in the funding lists published annually by the DfES and on the regularly updated website www.dfes.gov.uk/. The NQF QANs should be used by centres when they seek public funding for their learners. The QANs are listed in *Annexe A*.

9 **Accreditation**: This specification is accredited by the Qualifications and Curriculum Authority (QCA) until 31 August 2010 and for certification of learners until 31 August 2013. This specification may be updated during its period of accreditation and centres should refer to our website for the latest issue.

10 **Approval:** Centres that have not previously offered BTEC qualifications must apply for, and be granted, centre approval before they can apply for approval to offer the programme. When a centre applies for approval to offer a BTEC qualification they will be required to enter into an 'approvals agreement'. The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

What are BTEC Nationals?

BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. The qualifications also provide career development opportunities for those already in work. Consequently they can provide a course of study for full-time or part-time learners in schools, colleges and training centres.

The family of BTEC Nationals includes Awards, Certificates and Diplomas which offer opportunities for nested provision and flexibility of delivery.

BTEC Nationals are designed to relate to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). Some BTEC Nationals form the Technical Certificate component of Apprenticeships and all attract UCAS points that equate to similar-sized general qualifications.

On successful completion of a BTEC National qualification, learners can progress into or within employment and/or continue their study in the same vocational area.

BTEC National Award

The 360 guided learning hours (GLH) (usually six units) BTEC National Award offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC National Award is a qualification which can extend a learner's programme of study and provide vocational emphasis for learners following an Applied GCE or GCE route or a combination of both in their main programme of study. The BTEC National Award is especially suitable for more mature learners, who wish to follow a shorter programme of study directly related to their work experience or to an area of employment that they wish to move into.

BTEC National Certificate

The 720 GLH (usually 12 units) BTEC National Certificate provides a specialist work-related programme of study that covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC National Certificate offers flexibility and a choice of emphasis through the specialist units. It is broadly equivalent to two GCEs or the full award AVCE.

The qualification offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC National Certificate can extend their experience of work. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

BTEC National Diploma

The 1080 GLH (usually 18 units) BTEC National Diploma extends the specialist work-related focus available from the BTEC Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and is suitable for those who have decided that they wish to enter a particular area of work.

Some adult learners may wish to complete this qualification in order to enter a specialist area of employment or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC National Certificate programme.

Progression from the BTEC National Diploma could be into employment where learners might take professional body examinations or complete NVQs. Alternatively, learners could continue to degree or other higher-education programmes in the same vocational sector or in a related sector.

National Occupational Standards (NOS)

BTEC Nationals are designed to relate to the National Occupational Standards (NOS) in the appropriate vocational sector. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the NOS, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Relevant aspects of the NOS are addressed in the learning outcomes and content of the units, and these links are identified where appropriate.

The Edexcel Level 3 BTEC National in Business relates to the following NOS:

* Accounting

* Business and Administration

* Business Enterprise

* Customer Service

* Health and Safety

* Legal Advice

* Management and Leadership

* Marketing

* Personnel

* Retail.

Some of the units provide the underpinning knowledge and understanding for the above NOS and the links are indicated in the appropriate units and in the mapping in *Annexe D*.

Key features of the BTEC Nationals in Business

The BTEC Nationals in Business have been developed in the business sector to focus on:

- education and training for employees working in administration, marketing, human resources, accounting, ICT and the legal and management areas of business

- providing opportunities for employees working in administration, marketing, human resources, accounting, ICT and the legal and management areas of business to achieve a nationally recognised Level 3 vocationally specific qualification

- giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the business sector or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Business

- giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

Rationale of the BTEC Nationals in Business

This specification replaces the two former separate BTEC Nationals in Business and e-business. The spread of e-business is such that it should be integrated into the core of this new specification as part of the overall knowledge content and skills. The specialist units in the e-Business (Strategy) and e-Business (Software) endorsed titles then allow for specialisation.

The specification also extends the specialist areas available in the former BTEC National in Business into the areas of law and administration, as well as the existing areas of marketing, human resources, management and finance.

The specification is designed to appeal to both full-time learners interested in a career in business and to those who already have experience of working in the sector.

The four core units give learners an introduction to and understanding of business activity, management of resources, marketing and communication — all fundamental to the success of business organisations.

The structure of the specification, with its smaller core, allows a great deal of choice and flexibility. This provides choice and personalisation opportunities for centres and learners. The flexibility of the specification structure gives centres opportunities for imaginative, innovative and creative curriculum planning and delivery. The specification structure also addresses sector needs and skills gaps such as in the finance, administration and management areas.

Learners can focus on their career aspirations or work area within the specification structure, at the same time this gives those who require more generic business knowledge the scope of units to do so. For example, a learner wanting a career in finance has five specialist finance units (Units 5-8 and Unit 42) clearly identified, so may choose to add two of these to the core units for an Award or add all of them to

the core for a Certificate (with the addition of another three units). At Diploma level, a learner could, if still in doubt about their final career choice or promotion opportunities in the workplace, combine two specialist areas with the core, which is then reflected in the qualification title obtained by the learner, eg BTEC National Diploma in Business (Finance and Law).

Structure of the qualification

Edexcel Level 3 BTEC National Award in Business

The Edexcel Level 3 BTEC National Award in Business consists of **four** core units **plus two** specialist units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Award in Business			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Specialist units — choose two units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3

Edexcel Level 3 BTEC National Award in Business			
Unit	Specialist units — choose two units (continued)	GLH	Level
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business

The Edexcel Level 3 BTEC National Certificate in Business consists of **four** core units **plus eight** specialist units that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Specialist units — choose eight units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3

Edexcel Level 3 BTEC National Certificate in Business			
Unit	Specialist units — choose eight units (continued)	GLH	Level
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (Finance)

The Edexcel Level 3 BTEC National Certificate in Business (Finance) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (Finance)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
Unit	**Specialist units — choose four units**		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3

Edexcel Level 3 BTEC National Certificate in Business (Finance)			
Unit	Specialist units — choose four units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (Marketing)

The Edexcel Level 3 BTEC National Certificate in Business (Marketing) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (Marketing)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
Unit	Specialist units — choose four units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3

	Edexcel Level 3 BTEC National Certificate in Business (Marketing)		
Unit	Specialist units — choose four units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (Human Resources)

The Edexcel Level 3 BTEC National Certificate in Business (Human Resources) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (Human Resources)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
Unit	**Specialist units — choose four units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3

Edexcel Level 3 BTEC National Certificate in Business (Human Resources)			
Unit	Specialist units — choose four units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (Management)

The Edexcel Level 3 BTEC National Certificate in Business (Management) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (Management)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
Unit	**Specialist units — choose four units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3

Edexcel Level 3 BTEC National Certificate in Business (Management)			
Unit	Specialist units — choose four units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (Law)

The Edexcel Level 3 BTEC National Certificate in Business (Law) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (Law)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
Unit	Specialist units — choose four units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
25	Working in Administration	60	3

Unit	Specialist units — choose four units (continued)	GLH	Level
	Edexcel Level 3 BTEC National Certificate in Business (Law)		
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (Administration)

The Edexcel Level 3 BTEC National Certificate in Business (Administration) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (Administration)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	**Specialist units — choose four units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3

Edexcel Level 3 BTEC National Certificate in Business (Administration)			
Unit	Specialist units — choose four units (continued)	GLH	Level
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (e-Business Strategy)

The Edexcel Level 3 BTEC National Certificate in Business (e-Business Strategy) consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (e-Business Strategy)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	**Specialist units — choose four units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3

Edexcel Level 3 BTEC National Certificate in Business (e-Business Strategy)			
Unit	Specialist units — choose four units (continued)	GLH	Level
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Certificate in Business (e-Business Software)

The Edexcel Level 3 BTEC National Certificate in Business consists of **four** core units **plus eight** specialist units (as indicated below) that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Business (e-Business Software)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
29	Introduction to the Internet and e-Business	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	**Specialist units — choose four units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3

Edexcel Level 3 BTEC National Certificate in Business (e-Business Software)			
Unit	Specialist units — choose four units (continued)	GLH	Level
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business

The Edexcel Level 3 BTEC National Diploma in Business consists of **four** core units **plus fourteen** specialist units that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Specialist units — choose fourteen units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3

Edexcel Level 3 BTEC National Diploma in Business		
Unit	Specialist units — choose fourteen units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance)

The Edexcel Level 3 BTEC National Diploma in Business (Finance) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
Unit	Specialist units — choose ten units		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance)		
Unit	Specialist units — choose ten units (continued)	GLH	Level
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
Unit	Specialist units — choose ten units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing)			
Unit	Specialist units — choose ten units (continued)	GLH	Level
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources)

The Edexcel Level 3 BTEC National Diploma in Business (Human Resources) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Human Resources)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
Unit	Specialist units — choose ten units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources)			
Unit	Specialist units — choose ten units (continued)	GLH	Level
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management)

The Edexcel Level 3 BTEC National Diploma in Business (Management) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

| Edexcel Level 3 BTEC National Diploma in Business (Management) |
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
Unit	Specialist units — choose ten units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3

	Edexcel Level 3 BTEC National Diploma in Business (Management)		
Unit	Specialist units — choose ten units (continued)	GLH	Level
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law)

The Edexcel Level 3 BTEC National Diploma in Business (Law) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Law)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all four units must be taken		
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
Unit	Specialist units — choose ten units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
25	Working in Administration	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law)			
Unit	Specialist units — choose ten units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Administration)

The Edexcel Level 3 BTEC National Diploma in Business (Administration) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Administration)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Specialist units — all four units must be taken		
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	Specialist units — choose ten units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3

	Edexcel Level 3 BTEC National Diploma in Business (Administration)		
Unit	**Specialist units — choose ten units** (continued)	**GLH**	**Level**
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy)

The Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

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Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	**Specialist units — choose ten units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3

	Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy)		
Unit	Specialist units — choose ten units (continued)	GLH	Level
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (e-Business Software)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all four units must be taken**		
29	Introduction to the Internet and e-Business	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	**Specialist units — choose ten units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3

Edexcel Level 3 BTEC National Diploma in Business (e-Business Software)			
Unit	**Specialist units — choose ten units** (continued)	**GLH**	**Level**
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Marketing)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and Marketing) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and Marketing)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
Unit	Specialist units — choose six units		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Marketing)			
Unit	Specialist units — choose six units (continued)	GLH	Level
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Human Resources)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and Human Resources) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and Human Resources)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
Unit	Specialist units — choose six units		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Human Resources)		
Unit	Specialist units — choose six units (continued)	GLH	Level
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Management)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and Management) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and Management)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
Unit	Specialist units — choose six units		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Management)			
Unit	Specialist units — choose six units (continued)	GLH	Level
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Law)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and Law) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and Law)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
Unit	Specialist units — choose six units		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
25	Working in Administration	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Law)			
Unit	Specialist units — choose six units (continued)	GLH	Level
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Administration)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and Administration) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and Administration)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	Specialist units — choose six units		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and Administration)			
Unit	Specialist units — choose six units (continued)	GLH	Level
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Strategy)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Strategy) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Strategy)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	Specialist units — choose six units		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Strategy)		
Unit	Specialist units — choose six units (continued)	GLH	Level
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Software)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all eight units must be taken**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
29	Introduction to the Internet and e-Business	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	**Specialist units — choose six units**		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Edexcel Level 3 BTEC National Diploma in Business (Finance and e-Business Software)			
Unit	**Specialist units — choose six units** (continued)	**GLH**	**Level**
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Human Resources)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing and Human Resources) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Human Resources)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Human Resources)		
Unit	**Specialist units — choose six units** (continued)	**GLH**	**Level**
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Management)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing and Management) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Management)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Management)		
Unit	**Specialist units — choose six units** (continued)	**GLH**	**Level**
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Law)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing and Law) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Law)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Law)			
Unit	Specialist units — choose six units (continued)	GLH	Level
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Administration)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing and Administration) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Administration)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and Administration)			
Unit	Specialist units — choose six units (continued)	GLH	Level
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Strategy)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Strategy) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Strategy)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Strategy)			
Unit	Specialist units — choose six units (continued)	GLH	Level
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Software)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
29	Introduction to the Internet and e-Business*	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Edexcel Level 3 BTEC National Diploma in Business (Marketing and e-Business Software)			
Unit	Specialist units — choose six units (continued)	GLH	Level
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Management)

The Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Management) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Management)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Management)			
Unit	Specialist units — choose six units (continued)	GLH	Level
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Law)

The Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Law) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Law)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Unit	Specialist units — choose six units (continued)	GLH	Level
20	Managing Physical Resources	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

The table is headed: **Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Law)**

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Administration)

The Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Administration) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Administration)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all eight units must be taken**		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	**Specialist units — choose six units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and Administration)			
Unit	Specialist units — choose six units (continued)	GLH	Level
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Strategy)

The Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Strategy) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Strategy)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all eight units must be taken**		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	**Specialist units — choose six units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Unit	Specialist units — choose six units (continued)	GLH	Level
Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Strategy)			
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Software)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3
29	Introduction to the Internet and e-Business	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3

Edexcel Level 3 BTEC National Diploma in Business (Human Resources and e-Business Software)			
Unit	Specialist units — choose six units (continued)	GLH	Level
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and Law)

The Edexcel Level 3 BTEC National Diploma in Business (Management and Law) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Management and Law)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and Law)			
Unit	Specialist units — choose six units (continued)	GLH	Level
16	Human Resource Management in Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and Administration)

The Edexcel Level 3 BTEC National Diploma in Business (Management and Administration) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Management and Administration)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all eight units must be taken**		
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	**Specialist units — choose six units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and Administration)			
Unit	Specialist units — choose six units (continued)	GLH	Level
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Strategy)

The Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Strategy) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Strategy)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

	Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Strategy)		
Unit	**Specialist units — choose six units** (continued)	**GLH**	**Level**
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Software)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
29	Introduction to the Internet and e-Business	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Management and e-Business Software)			
Unit	Specialist units — choose six units (continued)	GLH	Level
16	Human Resource Management in Business	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law and Administration)

The Edexcel Level 3 BTEC National Diploma in Business (Law and Administration) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Law and Administration)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law and Administration)			
Unit	Specialist units — choose six units (continued)	GLH	Level
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Strategy)

The Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Strategy) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Strategy)			
Unit	Core units — all four units must be taken	GLH	Level
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	Compulsory specialist units — all eight units must be taken		
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
Unit	Specialist units — choose six units		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Strategy)			
Unit	Specialist units — choose six units (continued)	GLH	Level
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Software)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all eight units must be taken**		
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
29	Introduction to the Internet and e-Business	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	**Specialist units — choose six units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3

Edexcel Level 3 BTEC National Diploma in Business (Law and e-Business Software)			
Unit	Specialist units — choose six units (continued)	GLH	Level
16	Human Resource Management in Business	60	3
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy and e-Business Software)

The Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy and e-Business Software) consists of **four** core units **plus fourteen** specialist units (as indicated below) that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy and e-Business Software)			
Unit	**Core units — all four units must be taken**	**GLH**	**Level**
1	Exploring Business Activity	60	3
2	Investigating Business Resources	60	3
3	Introduction to Marketing	60	3
4	Effective People, Communication and Information	60	3
Unit	**Compulsory specialist units — all seven units must be taken**		
29	Introduction to the Internet and e-Business	60	3
30	Website Design Strategies	60	3
31	Investigating Supply Chain Management	60	3
32	Organisational Systems Security	60	3
33	Website Production and Management	60	3
34	Digital Graphics and Computers	60	3
35	Advanced Database Skills	60	3
Unit	**Specialist units — choose seven units**		
5	Introduction to Accounting	60	3
6	Understanding Financial Accounting	60	3
7	Introducing Management Accounting	60	3
8	Investigating Accounting Systems	60	3
9	Exploring Creative Product Promotion	60	3
10	An Introduction to Marketing Research	60	3
11	Understanding Relationship Marketing	60	3
12	Investigating Internet Marketing	60	3
13	Investigating Recruitment and Selection	60	3
14	Understanding Aspects of Employment Law	60	3
15	Career Development Planning in Business	60	3
16	Human Resource Management in Business	60	3

Unit	Specialist units — choose seven units (continued)	GLH	Level
Edexcel Level 3 BTEC National Diploma in Business (e-Business Strategy and e-Business Software)			
17	Improving Performance in the Workplace	60	3
18	Managing a Business Event	60	3
19	Exploring Team Development	60	3
20	Managing Physical Resources	60	3
21	Aspects of Contract and Business Law	60	3
22	Aspects of Civil Liability for Business	60	3
23	Understanding Aspects of the Legal System and Law-making Process	60	3
24	Aspects of Criminal Law Relating to Business	60	3
25	Working in Administration	60	3
26	Managing Business Information	60	3
27	Understanding Legal Aspects of Administration	60	3
28	Supporting Projects	60	3
36	Understanding Health and Safety in the Workplace	60	3
37	Starting a Small Business	60	3
38	Understanding Business Ethics	60	3
39	Exploring Business and the Economic Environment	60	3
40	Investigating International Business	60	3
41	Understanding Retailing	60	3
42	Exploring Computer Applications for Financial Management	60	3

Unit format

All units in Edexcel Level 3 BTEC National qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP).

NQF level

This is the level of the unit within the National Qualifications Framework (NQF). The level of the unit has been informed by the NICATs level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Guided learning hours (GLH)

In BTEC National qualifications each unit consists of 30, 60, 90 or 120 GLH. Guided learning hours are 'a notional measure of the substance of a unit'. GLH include an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this qualification.

Unit abstract

The unit abstract gives the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It gives the reader a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved. Evidence to meet the grading criteria will include relevant areas of the unit content as described in the assessment section of the unit. Where appropriate, this is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS).

The unit content sets out each learning outcome with prescribed key phrases or concepts listed in italics followed by the range of related topics. Detailed lists provide an indicative range to support the specific topic item. Not all of the unit content is expected to be assessed in every unit.

Grading grid

Each grading grid contains statements of the assessment criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification in order to provide understanding and a consistent level of delivery and assessment. It is divided into the following sections:

- *Delivery* — explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* — gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.

- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* — sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.

- *Essential resources* — identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative reading for learners* — provides a short list of learner resource material that benchmarks the level of study.

Key skills

This section identifies any opportunities in the unit for learners to generate evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely solely on this section when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest version of the key skills standards.

Units

Unit 1: Exploring Business Activity

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Learners new to the study of business are usually already familiar with organisations through having dealt with them as customers or employees. One of the aims of this unit is to help learners to build on these experiences and learn to 'walk in the shoes' of the owners, stakeholders and managers of organisations.

The unit is designed to introduce learners to a wide range of business activities. They will consider the influence of owners and stakeholders on business organisations and how the purpose of an organisation is expressed through the development of strategic aims and objectives. Learners will follow this through and consider how the work of the organisation is divided into functional areas and how these areas interact with one another.

Learners will also explore the dynamic nature of the business world through examining selected external factors and considering their impact on business organisations.

Ideally, learners will be encouraged to link their study of business with their own experiences as customers and employees and with events and trends reported in the news media.

The unit offers learners a great deal of choice in the organisations they study. It is envisaged that the unit will provide an engaging and motivating introduction to the purposes, structures and language of business organisations.

Learning outcomes

On completion of this unit a learner should:

1 Understand the different types of business activity and ownership

2 Understand how the type of business influences the setting of strategic aims and objectives

3 Understand functional activities and organisational structure

4 Know how external factors in the business environment impact on organisations.

Unit content

1 **Understand the different types of business activity and ownership**

Types of business activity: local; national; international; global; public, private; not-for-profit/voluntary; sectors of business (primary, secondary and tertiary)

Business purposes: reasons why businesses exist; how products and services may be supplied for profit, at cost and below cost by local, national and global business organisations; how businesses supply products and services to consumers, other businesses, and central and local government agencies in response to demand

Owners: public, private and voluntary sectors; types of ownership, eg sole trader, partnerships, private and public limited companies, franchises, government departments, government agencies, worker cooperatives, charitable trusts

Key stakeholders: customers; employees, suppliers; owners; pressure groups; trade unions; employer associations; local and national communities; governments; links and interdependencies

2 **Understand how the type of business influences the setting of strategic aims and objectives**

Strategic planning process: quantitative and qualitative analysis of current situation; setting aims and objectives; planning strategies

Public and voluntary sector strategies: service provision: public sector services, eg primary health care trusts; voluntary sector services; service level agreements; quality assurance; provision at below or at cost

Private sector strategies: profit maximisation; sales; products' services at cost profit; increasing revenue and cutting costs; breakeven; survival; marketing; competitors

Growth: profit; sales; market share

3 **Understand functional activities and organisational structure**

Organisational structures: organisation charts; purposes; division of work; functional; geographic; span of control

Functional activities: finance; human resource management; research and development; production; service delivery; marketing; procurement; information technology services; sales; customer service call centres; management information systems; logistics; how range of functional activities are managed in small and micro businesses

Relationships between functional activities: flow of work; interdependencies; outsourcing of functions, eg call centres; administration; delivery; production; supply chain

Influencing factors: size; business environment, strategic plans

4 **Know how external factors in the business environment impact on organisations**

Political factors: national and international law, eg employment, contracts, consumer rights, environmental issues, fraud; government, eg taxation and subsidies

Economic factors: pay levels; cost of credit; competitive pressures; globalisation markets; labour, supply and demand; energy prices

Social factors: eg ageing population, hosting of major sporting or cultural events, celebrity culture

Technological factors: increased access to broadband; telephony developments

Impact: new organisations; winding up of existing organisations, take-overs and mergers; revision of strategic plans; impact on stakeholders; functional activity changes

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the type of business, purpose and ownership of two contrasting organisations	M1 explain the points of view from different stakeholders seeking to influence the strategic aims and objectives of two contrasting organisations	D1 evaluate how external factors, over a specified future period, may impact on the business activities, strategy, internal structures, functional activities and stakeholders of a specified organisation.
P2 describe the different stakeholders who influence the purpose of two contrasting organisations	M2 compare the factors which influence the development of the internal structures and functional activities of two contrasting organisations	
P3 outline the rationale of the strategic aims and objectives of two contrasting organisations	M3 analyse how external factors have impacted on the two contrasting organisations.	
P4 describe the functional activities, and their interdependencies in two contrasting organisations		
P5 describe how three external factors are impacting upon the business activities of the selected organisations and their stakeholders.		

Essential guidance for tutors

Delivery

The purpose of this unit is to introduce learners to the different types of organisation and business activity found in the business world. No prior study of business is assumed and learners can use their experiences as consumers, employees and community members as a starting point. This will give learners a real-life view of business. Business activity should be interpreted in this unit as the provision of service, therefore including public and voluntary sector activity alongside commercial activity. Learners will find in their local area many examples of the organisational activity mentioned and may learn effectively through enquiry about such organisations. The unit may be introduced by considering the range of businesses that lie at the heart of learners' communities.

Learners should then explore the concepts of ownership. At this stage it is important that the learners gain a clear picture of the main differences in types of ownership to form a basis for further more detailed study in other units.

Business aims and objectives follow logically from the consideration of business activity and ownership. Questions on why business decision-makers pursue profits or provide services allow learners to relate to the human questions involved in the purpose of work or community life.

Having gained an understanding of what business organisations are trying to do and why, learners can turn to how organisations are structured internally and how the work is divided into functional areas. Learners should explore the relationships and interdependencies between different functional areas and between the organisations and their suppliers and customers.

Learners should also explore the impact on organisations of external factors in the business environment. There is no expectation that learners comprehensively study the whole of the business environment. Instead they should learn that organisations are in a constant state of flux because of the need to react to constant change in the business environment. This could be achieved through fully exploring the impact of one or two major changes on specific organisations.

Learning may be reinforced with material from advertising or popular television programmes so that learners are able to establish clear links and logical connections in what they see and hear, allowing them to build on their experiences and interests.

Visits to local businesses or from local business people help make the business environment accessible. Local Chambers of Commerce and Business Link partnerships offer valuable assistance. It is also helpful to tap into learners' own business links through any part-time employment, family connections or interests, eg the support of local sports teams. All these connections can be visually represented and mapped with annotations on wall displays in corridors or base rooms, where available, in order to create a stimulating learning environment.

Assessment

This is an introductory unit and most groups of learners would benefit from a staged approach to assessment with several small assignments rather than one large one.

It is also important that suitable organisations are selected so that the learners can achieve the grading criteria. The selected business organisations should include both profit and not-for-profit sectors and encompass some variation in size.

In P1, businesses should be described by type and role and there is no requirement to provide names of individuals.

For P2, learners should select two different organisations, eg public and private or local and national, and describe the stakeholders of each and their influence.

For P3, access to strategic plans would be useful but it is not specifically required to satisfy the grading criterion.

In P4, explanations can be diagrammatic with suitable annotations as well as written or orally presented. The functional activity should be selected so that learners are able to demonstrate an understanding of the complexity and interdependency of functional areas and how they function in contrasting organisations.

M1 and M2 can be developed from P2 to P4.

P5, M3 and D1 provide an opportunity for learners to fully explore the implications of an event or trend in which they have a particular interest, or one for which there is expected to be significant media coverage during the learning programme.

To gain a distinction the learners need to develop the work from P1-5 and M1-3 into a prediction of how an organisation may develop over a specified period in response to major external change. The period is not prescribed but it should encompass sufficiently radical change to enable the learner to demonstrate an understanding of the impact of external events on strategy, and how that affects organisation structure, functional areas and stakeholders.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit provides an introduction to the BTEC National in Business and links with the following core units:

- *Unit 2: Investigating Business Resources*
- *Unit 3: Introduction to Marketing*
- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 10: An Introduction to Marketing Research*
- *Unit 17: Improving Performance in the Workplace*
- *Unit 20: Managing Physical Resources*
- *Unit 28: Supporting Projects*
- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 30: Website Design Strategies*
- *Unit 31: Investigating Supply Chain Management*
- *Unit 38: Understanding Business Ethics*
- *Unit 39: Exploring Business and the Economic Environment.*

Indicative reading for learners

Textbooks

Bradburn R — *Understanding Business Ethics* (Thomson Learning, 2001)
ISBN 0826453325

Cawson A — *The Top 200 Websites on e-Commerce (Illustra Guides)* (Kogan Page, 2000) ISBN 0749432675

Cooke G — *Business Studies Update: Student Guide to Business* (Hidcote Press, 2002)
ISBN 1898837503

Gillespie A — *Business in Action* (Hodder Arnold, 2002) ISBN 0340848200

Hall D, Jones R and Raffo C — *Business Studies, 2nd Edition* (Causeway Press, 1999)
ISBN 1873929900

Hall D, Jones R and Raffo C — *Business Studies, AS Level* (Causeway Press, 2000)
ISBN 1873929994

Jewell B — *An Integrated Approach to Business Studies* (Longman, 2000)
ISBN 0582405424

Letts Revise AS Business Studies (Letts Educational Ltd, 2004) ISBN 1843154242

Marcouse I and Lines D — *Business Case Studies, AS and A Level, 3rd Edition* (Longman, 2002) ISBN 0582406366

Ridderstrale J and Nordstrom K — *Funky Business* (Prentice Hall, 2001)
ISBN 0273659073

Surridge M and Gillespie A — *AS Business Studies* (Hodder Arnold H&S, 2000)
ISBN 0340779675

Surridge M, et al — *Applied Business: AS for Edexcel: Student's Book* (Collins Educational, 2005) ISBN 0007197381

Thompson R and Machin D — *AS Business Studies* (Collins, 2003) ISBN 0007151209

Wood G and Mellahi K — *The Ethical Business: Possibilities, Challenges and Controversies* (Palgrave Macmillian, 2002) ISBN 0333949935

Journals

Business Review Magazine (Phillip Allan Publishers — see www.phillipallan.co.uk)

The Economist (The Economist Newspaper Group, Inc)

Newspapers

Quality newspapers — especially the business sections.

Websites

The following are e-business sites which, in different ways, illustrate a variety of ideas in the unit content.

www.amazon.com	Amazon — online shopping
www.amnesty.org.uk	Amnesty International
www.canon.com	Canon — cameras and multimedia
www.cisco.com	Cisco Systems — technological solutions, products and services for businesses
www.cdnow.com	CDNOW — online shopping for music, DVDs and videos
www.dell.com	Dell computers
www.dhl.com	DHL — shipping and logistics
www.directline.co.uk	Direct Line — insurance and other financial services
www.easyjet.com	Easyjet travel company
www.ebay.com	eBay — online auctioning site
www.fedex.com	FedEx — supply chain, transportation and business and information services
www.hp.com	Hewlett Packard technological solutions
www.ibm.com/e-business	IBM — invention, development and manufacture of advanced information technologies
www.klm.com	KLM Royal Dutch Airlines
www.lastminute.com	Last minute deals on holidays, theatre tickets etc
www.levistrauss.com	Levi Strauss & Co — clothing manufacturers
www.moreover.com	Moreover Technologies — provider of real-time news, current awareness and business information
www.netscape.com	Netscape Communications and Weblogs
www.oracle.com	Oracle technological solutions
www.swatch.com	Swatch Swiss watches
www.tesco.com	Tesco online
www.vauxhall.co.uk	Vauxhall Motors
www.waterstones.co.uk	Waterstones online
www.wdm.org.uk	The World Development Movement

Further sources of valuable material may be found at the following sites:

www.bized.ac.uk	Business education website including learning materials and quizzes
www.becta.org.uk	British Educational Communications and Technology Agency
www.bbc.co.uk/business	BBC Business website
www.bbc.co.uk/news	BBC News website
www.careers-in-business.com	Information on a variety of business careers
www.carol.co.uk	Online company annual reports
www.examstutor.com/business	Support for teachers and students
www.eubusiness.com	Online business information service about the European Union
www.direct.gov.uk	Gateway to public services
www.ferl.org.uk	Educational resources for learning
www.fenc.org.uk	Products and services for organisations involved in education
www.jisc.org.uk	Joint Information Systems Committee (guidance and advice for further and higher education)
www.lsda.org.uk	Learning and Skills Development Agency
www.learnthings.co.uk	Learnthings — providers of interactive digital resources
www.marketingteacher.com/Lessonstore.htm	Free marketing resources
www.nln.ac.uk	National Learning Network
www.projectalevel.co.uk	Project A Level — revision resources for students
www.rdn.ac.uk/news/headlines	Resource Discovery Network — a gateway to internet resources for learning, teaching and research
www.statistics.gov.uk	Official UK statistics
www.s-cool.co.uk	A-level and GCSE revision material
www.thetimes100.co.uk/home.asp	Free materials and case studies

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing business purpose and ownership in local organisations	C3.1a Take part in a group discussion.
• presenting information on the functional activities and interdependencies in two contrasting organisations	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• researching/writing about the impact of external factors on selected organisations.	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• researching organisations.	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 2: Investigating Business Resources

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

It is essential for organisations to manage their resources. The four main resource areas that need to be controlled are human, physical, technological and financial.

The unit considers the importance of the day-to-day requirements to the business of suitable staff working well in appropriate teams and departments.

Next, the unit deals with the importance of physical resources, such as buildings, facilities, plant, machinery and equipment, including ICT equipment. Important aspects are planned maintenance, refurbishment and safety.

The unit then considers technological resources. It is essential that organisations conform to legal requirements, as well as protecting their own intellectual property rights relating to designs, drawings, text, music and video to ensure that these are not copied or stolen by other organisations.

Finally, the unit considers financial resources. It is important to be aware of sources of finance to enable the start up and expansion costs for a business to be met. The ability to control costs and keep to budgets on a day-to-day and continuing basis is essential to ensure that the business remains viable. There are various ways to control finances by producing financial statements periodically, usually every twelve months. These include a profit and loss statement (giving the overall revenue and expenses for the business) and the balance sheet (showing the assets, liabilities and capital of a business at a particular date).

This financial information can also be used to determine the level of solvency, profitability and performance of a business. Accounting ratios are used for this purpose and can enable the business to compare trends from one year to the next and/or to make comparisons with other similar organisations.

Learning outcomes

On completion of this unit a learner should:

1. Know how human resources are managed

2. Understand the purpose of managing physical and technological resources

3. Understand how to access sources of finance

4. Be able to interpret financial statements.

Unit content

1 **Know how human resources are managed**

Human resources: staffing to meet changing business demands; co-ordination of team resources to meet targets; monitoring of team performance; liaison with other departments; establishment of professional culture, eg levels of formality, separation of professional from private activities; provision of appropriate incentives; encouragement of creativity and initiative; outsourcing versus in-house decisions

Maintenance of operation: adequate resources to meet tasks, eg staffing, equipment, working capital, facilities, administration; monitoring; troubleshooting and problem solving

2 **Understand the purpose of managing physical and technological resources**

Physical resources: buildings and facilities; materials and waste; plant and machinery; equipment including ICT; planned maintenance and refurbishment; emergency provision; insurance; security

Technological resources: intellectual property, eg designs, drawings, text, music, video; accumulated experience and skills; software licences; protection via patents and copyrights

3 **Understand how to access sources of finance**

Internal sources: owner's savings; capital from profits

External sources: banks, eg overdraft, business loan, commercial mortgage, venture capital, hire purchase, leasing, factoring, share issues

4 **Be able to interpret financial statements**

Costs and budgets: costs managed to budget (fixed costs/variable costs, break-even, monitoring budgets and variances); income increased to budget; bidding to increase future resources, eg capital grants, investment; provision of appropriate liquidity/working capital; provision of appropriate reserves to address emergencies/crises

Financial statements: profit and loss (purpose and use, measure of trading performance, establishing profit figures) and balance sheet (purpose and use, establishing net worth, measure and business valuation)

Basic ratios: to determine solvency, eg current ratio, acid test ratio; to determine profitability, eg gross profit percentage; net profit percentage; return of capital employed; to determine performance, eg stock turnover, debtors' collection period, asset turnover

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe how a selected business manages its existing human resources	M1 assess how managing human, physical and technological resources can improve the performance of a selected organisation	D1 evaluate how managing resources and controlling budgets can improve the performance of a business
P2 describe the main physical and technological resources that need to be considered in the running of a selected organisation	M2 analyse the reasons why costs and budgets need to be controlled and explain in detail problems that can arise if they are left unmonitored	D2 evaluate the adequacy of accounting ratios as a means of monitoring business health in a selected organisation, using examples.
P3 describe where sources of finance can be obtained for starting up a selected business	M3 interpret the contents of a given profit and loss account and balance sheet and explain in detail how accounting ratios can be used to monitor the financial state of the organisation.	
P4 give the reasons why costs and budgets need to be controlled		
P5 interpret the contents of a given profit and loss account and balance sheet		
P6 illustrate the financial state of a given business by showing examples of accounting ratios.		

Essential guidance for tutors

Delivery

This unit only looks at management of a business' existing human resources, ie team organisation, liaison between departments and staff levels. Recruitment of staff is considered in *Unit 4: Effective People, Communication and Information*.

A study of how organisations are run can be useful. If a supermarket shelf is empty, it could be because the item is unavailable from the supplier, it was not ordered, or there is a shortage of supermarket staff. Other relevant examples include people visiting an electrical shop and requesting help or information about an item they want to buy. They could find that they are unable to attract a sales person's attention because they are busy or avoiding work by talking to a colleague. They may also find that even when they get hold of a member of staff, they are unable to answer their questions. This could initiate a discussion about suitability of staff.

Management of business resources such as facilities and technology may be introduced at this point, as learners need to be aware that organisations need suitable buildings, facilities and equipment. This can be covered by the use of case studies and a visit to a local organisation. Many organisations have changed the way they work due to evolving technology. They need staff that can set up and maintain computer networks, and work areas need to be suitable for computer set-ups. In recent years supermarkets have been changing over to using bar code readers at tills, which is quicker than having to tap in numbers or prices. This has led to differently-designed till areas and work patterns. Staff now need to be trained to keep an eye on how quickly the food is stacking up at the other end of the conveyor belt and sometimes need to slow down a little to avoid overloading the customer areas. Companies also now need to be aware of the need to protect electronic works, eg music and video, via copyrights and patents.

The unit provides an opportunity for learners to consider where internal and external sources of finance can be obtained for starting up a business. Learners should be encouraged to obtain information from banks (either in person or online) or via websites concerning overdrafts, business loans, mortgages, etc. The unit also provides an early introduction to the importance of managing budgets. Learners can draw on their own experiences to look at how they manage their own finances. They can easily identify sources of their own income and consider how they decide what is available for food, transport, clothes, etc. This can then be extended to a small business. Learners could work in groups to look at starting a small business and its start-up costs and work out a budget. Alternatively they could be given a business scenario and in groups could be allocated a particular budget. Over time, they could be given items that must be managed by this budget and work as a team to decide how it is to be handled. This would also help develop the learners' teamwork skills.

Learners need to study the purpose and use of financial statements. Learners must understand the purpose of all the items included in these statements and should understand how the items are calculated. This knowledge can be gained by explanation and looking at ready-prepared statements. With the use of spreadsheet templates, learners could also support and help in the preparation of these documents.

Another important aspect of financial management involves determining the solvency and profitability of companies by using accounting ratios. These may be introduced as early warning signs of trading difficulty. These ideas may be applied to case studies and real business accounts may be adapted and simplified to offer comparisons and allow calculation of key ratios. Skills could also be developed by the use of the spreadsheet template, which could calculate ratios automatically.

Assessment

For P1, learners will need to study a business and look at how existing staff are managed, eg whether staff are organised into teams, how teams liaise and staffing levels.

For P2, learners will be advised to continue with the business studied for P1 and describe relevant resources that should be available. The evidence could then be combined with that given for P1.

For P3, learners will need to provide written evidence. The information will already have been obtained during lessons but should be made relevant to the business.

For P4, learners should be encouraged to look at a break-even chart to see how many units/services need to be sold before a profit is obtained. Learners could be presented with a budget which has not been properly managed, and be encouraged to identify the problems and suggest remedies.

For P5, the learners should be provided with statements and should be able to prepare a brief written account of the worthiness of the business. If the business is making a profit, it would not be necessary to give a detailed reason at this stage as this is covered by the merit grade, but learners should be able to identify whether the business is viable. Learners should be able to comment on the contents of the statements and explain the purpose of each element.

For P6, learners will be expected to use the financial statements given to work out the various ratios. They should show the formula and their workings to show how they have arrived at their answer. At the pass stage they would be expected to give a brief description of the results.

For M1, learners should extend the answers given for P1 and P2 to show an understanding of how resources are managed by demonstrating how this can improve the organisation's performance. The evidence would best be produced by expanding, with explanations, the answers given for P1 and P2.

M2 is an expansion of P4 and again should show an understanding behind the reasons rather than just giving a list. This could easily be demonstrated by looking at the given scenario and breaking down the various elements of the budget to determine why the budget is overspent and how it can be brought back into line if possible. Examples might include items which could have been purchased out of another budget, or more simply look at variable costs to see if these can be reduced. It might involve looking at high-use items, eg petrol, where a solution may involve opening an account in order to negotiate a cheaper price per gallon/litre.

M3 is an extension of P5 and P6 where the learner would be expected to provide additional information about accounting ratios. Rather than just showing the figures, they would be expected to provide a judgement about whether the ratios show that the company is doing well and performing well in its own sector.

D1 is an extension of M1 and M2 and the learners would be expected to pull together all the evidence presented so far and demonstrate they have reached conclusions which they can argue or justify. It would be useful for learners to provide examples. The learners could examine the break-even point and recommend whether higher sales prices should be charged, taking into account the possible impact on sales figures.

D2 is an extension of M3 and the learner would be expected to make judgements about how useful the information gained so far has been. Learners should extend the explanations already provided for M3 by justifying how the information could be used.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 3: Introduction to Marketing*

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 5: Introduction to Accounting*

- *Unit 7: Introducing Management Accounting*

- *Unit 8: Investigating Accounting Systems*

- *Unit 15: Career Development Planning in Business*

- *Unit 16: Human Resource Management in Business*

- *Unit 17: Improving Performance in the Workplace*

- *Unit 20: Managing Physical Resources*

- *Unit 26: Managing Business Information*

- *Unit 28: Supporting Projects*

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 37: Starting a Small Business*

- *Unit 38: Understanding Business Ethics*

- *Unit 42: Exploring Computer Applications for Financial Management.*

This unit also links with the following unit of the Level 3 National Occupational Standards for Business and Administration:

- Unit 303: Supervise an office facility.

Indicative reading for learners

Textbooks

Dransfield R — *BTEC National in Business Student Book* (Heinemann, 2004)
ISBN 0435455354

Dransfield R and Needham D — *Heinemann AVCE Business: Tutor's File (Heinemann AVCE: Advanced)* (Heinemann, 2001) ISBN 0435453173

Dyson JR — *Accounting for Non-Accounting Students* (FT Prentice Hall, 2003)
ISBN 0273683853

Fardon M, Adcock F, Birth I et al — *Advanced Business* (Osborne Books Ltd, 2000)
ISBN 1872962041

Mason R — *Finance for Non-Financial Managers in a Week* (Hodder Arnold, 2003)
ISBN 0340849622

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating financial ratios	N3.1 Plan an activity and get relevant information from relevant sources.
• working out financial ratios	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• illustrating the financial state of a business.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing how resources are managed	C3.1a Take part in a group discussion.
• making a presentation about how resources are managed	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating the factors that underpin resource management	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• producing reports about resource management.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating issues about resource management or sources of finance • producing reports about resource management or sources of finance • producing reports, presentations or spreadsheets about resource management or financial issues.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information. ICT3.3 Present combined information such as text with image, text with number, image with number.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 3: Introduction to Marketing

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Marketing is at the heart of every organisation's activity. It is also of growing importance in the non-commercial, public and voluntary sectors. Also, at the heart of marketing is the customer, and this unit will introduce learners to the tools and techniques used in the modern marketing industry to achieve business objectives by meeting the customer's needs and expectations.

As well as understanding the customer, an organisation must understand the environment in which it operates. There are many external influences that affect the relative success of particular marketing strategies and campaigns. Learners will have an opportunity to examine marketing within a wider business context.

Two recent key concepts in marketing are internet marketing and relationship marketing. These areas are also dealt with in more depth in *Unit 11: Understanding Relationship Marketing* and *Unit 12: Investigating Internet Marketing* but they are touched upon in this unit because of their growing importance.

Underpinning all marketing activity is marketing information and learners will be introduced to the role of research in making good marketing decisions. These marketing decisions — about product developments, promotional campaigns, distribution or pricing — form part of an overall marketing strategy which sits within the organisation's longer-term business strategy. Learners will explore how this is achieved for selected organisations so that they can understand how this works in practice.

The marketing industry is still growing and offers a widening variety of exciting career opportunities.

Learning outcomes

On completion of this unit a learner should:

1 Understand the concept and principles of marketing and their application in the business environment

2 Know how and why marketing research is conducted by organisations

3 Understand how marketing information is used by organisations

4 Understand how marketing techniques are used to increase demand for products (goods and services).

Unit content

1 **Understand the concept and principles of marketing and their application in the business environment**

Principles of marketing: overall concept; marketing definitions; principles; activities; marketing objectives (SMART); functions; the link between organisational objectives and marketing objectives; use of marketing principles, eg public, private and voluntary organisations, retail consumers, government departments and agencies; planning, control and evaluation processes; development of e-marketing

Marketing mix: 4 Ps (products, price, place, promotion)

Limitations and constraints on marketing: legal (consumer law, eg Sale of Goods Act 1979, Trade Descriptions Act 1968, Consumer Credit Act 1974; data protection, eg Data Protection Act 1998); voluntary constraints, eg Code of Advertising Practice and Advertising Standards Authority; pressure groups and consumerism; acceptable language

2 **Know how and why marketing research is conducted by organisations**

Marketing research: qualitative and quantitative research; primary internal/external research; secondary internal/external research; uses and limitations

Primary research: methods; purposes; accessibility; fitness for purpose; validity; cost; time and reliability; types of sampling; accuracy; planning; defining objectives; identifying information needs, data collection; presenting findings; sources of bias; electronic data collection; analysing data

Secondary research: importance; sources of data and information, eg news reports, trade journals, market analyses from specialist agencies (Mintel, Dun & Bradstreet, Datastream); online sources; government statistics, eg Social Trends and Family Expenditure Survey

3 **Understand how marketing information is used by organisations**

Using marketing research: key themes; business objectives; understanding customers' preferences; lifestyles and aspirations; competitors' activities; environment; decision-making units (DMUs); preferences; lifestyle and aspiration classifications, eg ACORN; MOSAIC; 4 Cs and how they are used to segment, target and position products

Analytical techniques: situation analysis; SWOT (strengths, weaknesses, opportunities, threats); PESTLE (political, economic, social, technological, legal, environmental); competitor and competitive; developments in the local, national and global marketplace; product life cycle; product portfolios; diversification; implications of social and technological change

4 **Understand how marketing techniques are used to increase demand for products (goods and services)**

Market segmentation and targeting: importance; bases for segmentation, eg geographic, demographic, psychographic, lifestyle; design of marketing mix to satisfy needs of target group, greater individualisation afforded by e-business and e-marketing

Branding: importance in influencing buyer behaviour; brand building and positioning; brand extension

Relationship marketing: concept, lifetime customer

Planning, control and evaluation processes: marketing planning process model, eg audit, set objectives, determine strategy and tactics, implement changes, evaluate

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the concept and principles of marketing	M1 compare the effectiveness of the concepts and principles applied to the marketing of products by the two chosen organisations	D1 evaluate the concepts and principles applied to the marketing of products by a selected organisation and make recommendations for improvement
P2 describe how the concept and principles are applied to the marketing of products in two organisations	M2 compare the analytical techniques used in supporting the marketing decisions of a selected business or product	D2 evaluate the marketing techniques, research and analysis used by a selected organisation and make original recommendations for improvement.
P3 describe how marketing research information is used by one of the organisations to understand the behaviour of customers, competitors and market environment	M3 explain the marketing techniques used by a selected organisation and analyse why these techniques might have been chosen.	
P4 apply two analytical techniques to a selected product (goods or services) offered by a selected organisation		
P5 describe how marketing techniques are used by one organisation to increase demand for a selected product (goods or services).		

Essential guidance for tutors

Delivery

This unit is designed to provide learners with an introduction to the basic principles of marketing and it should be undertaken towards the beginning of the programme and before other units in the marketing pathway.

For learning outcome 1 tutors should highlight the fact that marketing is often seen as advertising. In fact, it is a more complex concept, and this unit gives a deeper understanding of the whole marketing process. The business aims and objectives covered in *Unit 1: Exploring Business Activity* may be revisited to show the relevance of having a marketing strategy which satisfies the overall business purpose. Services marketing and marketing for non-profit-making organisations are important areas to consider and a comparison could be made between different types of organisations, eg clothes chain Next, a bank, a local business, and a charity such as Children in Need.

When learning about the marketing mix learners can use their own life experiences, and relate them to introductions which have come into the marketplace in the last 5-10 years (such as iPods and MP3 players, games consoles) and the integration of technologies in products (such as mobile phones, PDAs and multi-media PCs). By using the extended mix, learners could look at its relative importance in, for example, hairdressing — comparing a local salon with well-known names such as Vidal Sassoon or Toni and Guy. Another significant change has been the growth of online buying and consuming and the use of modern technologies within the marketing mix. Examples of these include internet shopping, online gaming and music and video downloading.

The use of the internet and e-business in marketing is becoming increasingly important, and learners should be able to research internet sites which supplement conventional distribution along with those of firms which rely entirely on the internet, such as Amazon.

An awareness of the constraints on marketing not only underpins understanding of the principles of marketing, but may also contribute to other areas of the qualification, such as ethics.

Learning outcome 2 is intended as an introduction to marketing research, with *Unit 10: An Introduction to Marketing Research* exploring this theme in greater depth. Learners are not expected to carry out market research but should understand its uses and limitations. Some learners may have knowledge of omnibus surveys that come through the post, 'guarantees' which are really questionnaires, and internet surveys. A group exercise for researching the advantages and disadvantages of different types of primary research could be productive. A secondary research exercise carried out in a learning resource centre would show up the relative merits and pitfalls of this type of research. The implications of computer analysis of market data should be emphasised, raising issues of privacy and data protection. A high profile example (but not the only one) of the use of electronic data collection is Tesco, which offers a vehicle for exploring the capture of data, the management of customer relationships and the integration of products and services.

Learning outcome 3 brings in some of the analytical theory behind marketing as well as building on previous learning outcomes. The analytical techniques can all be delivered using a variety of examples and case studies. Learners can use their chosen organisations as examples for formative assessment, and can be encouraged to benefit from constructive criticism from their peers as to the relevance of their particular analyses.

For learning outcome 4, some formal delivery will be necessary, but the work can be increasingly learner-centred to develop independent learning. It is important to bring out the different methods of customer segmentation in addition to the social status groupings (for example, the 1997 structure used in the 2001 census). The changing lifestyles of individuals and family units illustrate developments in preferences and the need for different methods of segmentation.

It is important to look at business-to-business (b2b) marketing as well as business-to-consumer (b2c) marketing and to integrate the concepts of segmentation, targeting, branding and relationship marketing together with the learning from learning outcomes 1 and 2.

By the end of the unit the learners should have a firm foundation of the basic principles and key terms used in marketing. They should also have discovered the impact that marketing can make on the fortunes of a business organisation.

Assessment

Learners need to meet all the pass grade criteria to pass this unit. For P1, learners should describe the concept and principles covered in learning outcome 1. In P2, the learners should describe how the concept of the principles of marketing and the marketing mix are applied to the marketing of two products in two organisations. Learners should include an awareness of the limitations and constraints on marketing within the context of their chosen organisations. These might apply to promotion or to ways in which research activity is seen to overreach certain boundaries, for example in the case of television advertisements considered offensive. These principles should then be applied to the marketing of a product from two chosen organisations.

P3 relates to marketing research, how and why it is conducted by organisations and how it used to understand its customers, competitors and market environment. This research might apply to an overseas market where a UK firm has a limited foothold. Learners could highlight tastes and preferences which may be less than fully understood, as highlighted in the research carried out into European chocolate-eating habits by the Rowntree chocolate company prior to its takeover by the Nestlé Corporation. This theme may be developed to merit grade if learners compare the effectiveness of different methods of marketing research in understanding customers, competitors and the market environment faced by a selected business. Where, for example, an exhaustive market analysis has been conducted by Mintel, it would make little sense to reinvent the wheel by conducting fresh primary research.

In order to address P4, learners should apply techniques of market analysis, such as SWOT or product life cycle, to a selected product or service. In order to achieve a merit grade they should compare the relative effectiveness of these techniques in supporting the marketing development of products or services. A case in point might be where PESTLE analysis reflects the changing social context in which products exist, for example Personal Digital Assistants, whereas life cycle analysis suggests that a product such as the Filofax may have exhausted its capacity for market attention.

P5 requires learners to describe the marketing techniques used by a selected organisation to increase the demand for its products or services. At merit grade, however, learners should explain why the identified techniques were used.

At distinction grade, the learner must analyse the techniques used for a selected organisation's products or services. Using market analysis techniques, they must make supported recommendations for development and improvement. Work from the other criteria therefore feeds in at distinction level to produce an integrated response.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 2: Investigating Business Resources*

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 9: Exploring Creative Product Promotion*

- *Unit 10: An Introduction to Marketing Research*

- *Unit 11: Understanding Relationship Marketing*

- *Unit 12: Investigating Internet Marketing*

- *Unit 20: Managing Physical Resources*

- *Unit 28: Supporting Projects*

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 30: Website Design Strategies*

- *Unit 31: Investigating Supply Chain Management*

- *Unit 38: Understanding Business Ethics.*

This unit also links with the following unit of the Level 3 National Occupational Standards for Marketing:

- Unit 1: Provide marketing intelligence and customer insight.

Indicative reading for learners

Textbooks

Cave S — *Consumer Behaviour in a Week* (Hodder Arnold, 2002) ISBN 0340849711

Dibb S, Simkin L, Pride W M and Farrell O C — *Marketing Concepts and Strategies* (Houghton Mifflin (Academic), 2005) ISBN 061853203X

Hall D, Jones R and Raffo C — *Business Studies, 3rd Edition* (Causeway Press Ltd, 2004) ISBN 1902796837

Needham D and Dransfield R — *Marketing: Everybody's Business — Covering European and International Marketing* (Heinemann, 1994) ISBN 0435450255

Proctor T — *Essentials of Marketing Research* (FT Prentice Hall, 2005)
ISBN 0273694944

Journals

Campaign (Haymarket Business Subscriptions)

Marketing (Haymarket Business Subscriptions)

Marketing Week (Centaur Communications Ltd)

Websites

www.adassoc.org.uk	The Advertising Association
www.amazon.com	Amazon — online shopping
www.asa.org.uk	The Advertising Standards Authority
www.cadburys.co.uk	Cadbury Trebor Bassett
www.bized.ac.uk	Business education website including learning materials and quizzes
www.cim.co.uk	The Chartered Institute of Marketing
www.easyjet.com	Easyjet main website
www.marketingonline.com	MarketingOnlineLive.com
www.marketingteacher.com	Free marketing resources for learners, teachers and professionals
www.statistics.gov.uk	Official UK statistics
www.swatch.com	Swatch main website
www.tesco.com	Main website for Tesco
www.the-dma.org	The Direct Marketing Association
www.thetimes100.co.uk/home.asp	Free materials and case studies

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• gathering information on the marketing strategy of a chosen organisation	N3.1 Plan an activity and get relevant information from relevant sources.
• assessing the market share and devising objectives marketing objectives, such as through an Ansoff matrix analysis	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• processing information gathered in the above activities.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing different marketing campaigns for chosen organisations	C3.1a Take part in a group discussion.
• presenting analysis of chosen organisation's marketing strategies.	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• gathering information and examples of marketing materials for different companies.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning activities to gather information about marketing campaigns and processes • investigating own subjects to use in understanding marketing techniques and tools.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• undertaking group work to investigate a particular business • sharing activities when investigating marketing campaigns if group work approach is used • assessing how group work has been managed in a review process.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 4: Effective People, Communication and Information

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Effective communication is vital for every organisation. In this unit learners explore how this process starts by organisations selecting, recruiting and employing the most qualified, skilled and experienced people. Staff must possess good verbal and written skills in order to communicate and share information. The ability to decide on the correct method for communicating different forms of information is necessary for the maximum effect.

The unit takes full account of how communication methods have changed due to the development of the personal computer and more recently due to the internet. It is useful to keep up to date with current technology and thinking in order to use effective methods of communicating information. For example, the internet is an incredible tool and can be used for displaying all types of information, eg text, graphical and multimedia. The increase in the use of email and text messaging has made it possible to contact people more easily virtually anywhere and particularly while on the move.

Gathering relevant information from a range of sources is a skill that needs to be developed by using electronic and non-electronic sources.

It is essential to know how to process information to make it attractive and easy to follow. You need to know who the information is for and the best way to process it, eg paper-based, screen-based or both. Well-presented documents can be produced by learning how to use different types of software correctly.

The ability to communicate information effectively to individuals and groups at all levels in an organisation is a skill that is acquired over time. This unit aims to develop knowledge and skills in these key areas.

Learning outcomes

On completion of this unit a learner should:

1 Understand the importance of employing suitable people

2 Know how to communicate using appropriate methods

3 Understand different types of information and how it can be processed

4 Be able to present information effectively.

Unit content

1 **Understand the importance of employing suitable people**

Human resources: recruitment and retention; suitably skilled staff; contracts of employment; job descriptions

Employability skills: suitable qualifications; experience in similar role; knowledge of products/services; experience of specific industry; effectiveness in meeting personal and team/departmental targets; ability to observe and raise professional standards of production/service delivery

Personal skills: patient; hardworking; able to work as part of a team; good interpersonal skills; co-operating with others, eg line managers, colleagues; negotiation, eg in seeking agreements, resolving conflicts, agreeing targets, agreeing budgets; interviewing skills

Communication skills: formal/informal; verbal/non-verbal; listening; understanding; seeking clarification; responsiveness; eye contact; facial expressiveness; body language; use of appropriate professional language; ability to adapt communication techniques to audience requirements; presentational skills; ability to invite commitment to shared goals

2 **Know how to communicate using appropriate methods**

Audience requirements: eg age, gender, ethnicity, special needs, readability, legibility, attention span, accessibility, interest, distraction avoidance, business experience and knowledge, industry-related experience and knowledge

Methods of written communication: eg letter, memorandum, fax, invoice, flow charts, publicity material, email and screen-based, SMS (short message service), www (worldwide web)

Methods of non-written communication: eg telephone call, video conferencing

Technologies: computers; touch screens; digital broadcasting; DVD (digital versatile/video disc); mobile phones; the internet and WAP (wireless application protocol)

3 **Understand different types of information and how it can be processed**

Types of information: verbal; written; on-screen; multimedia; web-based

Features of information: internal; external; primary; secondary; current nature of information; life expectancy of information

Purpose of information: updating knowledge; informing future developments; offering competitive insight; communicating sales promotions; inviting support for activities

Information gathering: information sources, eg the worldwide web using search engines, business communications, government statistical sources, news sources

Adherence to legislation: eg copyright and related legislation, designs and patents, intellectual copyright, w3w (World Wide Web Window), disability discrimination, equal opportunities

4   **Be able to present information effectively**

Presentation methods to meet the needs of the user: eg document, use of style, verbal presentations, role plays, on-screen multimedia presentation, use of images, web-based presentation, multilingual support

Output requirement: eg resolution of images, page layout, text formatting, use of tables, combining information from a range of applications, use of specialist software and hardware

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the recruitment and retention process and documentation in a selected organisation	M1 analyse the employability, communication and personal skills required when applying for a specific job role	D1 evaluate the advantages to an organisation of employing suitable people to communicate information
P2 describe the main employability, personal and communication skills required when applying for a specific job role	M2 justify the reasons for using different methods for communicating business information	D2 assess the suitability of the three methods used for communicating and presenting information.
P3 outline electronic and non-electronic methods for communicating business information using examples for different types of audience	M3 demonstrate and justify the use of suitable presentation methods using information from three sources.	
P4 select information from three sources and manipulate it, adhering to legislation, for business purposes		
P5 present the information from P4 using three different methods.		

Essential guidance for tutors

Delivery

Human resources involve learners being aware of the need for recruiting suitably skilled staff. This could be achieved by looking at case studies and examples of application forms, job descriptions and person specifications. Learners should be encouraged to draw from their own experiences of work if applicable. Using group activities, learners could create job descriptions and person specifications for specific posts that have been advertised in the local paper or professional publications. This could also be extended to learners completing job application forms followed by short interview sessions. Simulations and role plays may be used to strengthen the learner's skills, for example in the areas of listening, negotiation and teamwork.

The unit offers learners the opportunity to examine and develop their own employability skills for a specific job role. This includes looking at the learner's own qualifications and experience and those required for the job role. Learners need to study the importance of appropriate personal skills and the ability to work, as part of a team. Teamwork needs to include work-related topics, such as discussing budgets. Employees need to be able to communicate verbally at meetings and produce written reports and presentations. It is important that learners are aware that each method is suitable for particular audiences and for particular purposes.

This leads on to looking at applying communication skills (verbal and written) using appropriate methods to communicate a wide variety of different types of business information. It is important to be aware that in addition to non-electronic methods (eg letter, memo and report), there are now alternative electronic methods like screen-based information and web pages which are being more widely used. Web pages are becoming more and more popular as a way to supply information to a large audience around the world. People often require printed information and websites are increasingly offering the opportunity to produce hard copies in the form of a booklet by the simple press of a key.

Tutors may use this unit to convey a range of ideas about business activity in relation to the types of information under consideration, eg financial accounts, stock levels or promotional messages. The importance of knowing what the business does may be illustrated from the standpoint of consumers; mid-year sales performance can be examined from the standpoint of employees; creative new designs can be considered in terms of their competitive impact. These examples can illustrate the importance of business information to stakeholders associated with an organisation. Tutors may, therefore, wish to deliver this unit by following given themes, eg the role of quantitative financial information or qualitative textual information. Whatever approach is used, it is important that it relates to learners' prior knowledge so that the unit can serve as a foundation for future work. It would be appropriate to offer simple financial information which can be developed in subsequent finance units. At each stage, crucial questions may be asked such as, 'What is the central message of this information? What audience is it intended for? What difference should it make to business behaviour? Why is it being presented? Could it be presented more

successfully?' The emphasis is on developing learners' critical faculties in understanding, interpreting, selecting and applying business information.

At various stages, learners should be supported in presenting business information so that they can acquire professional presentational skills and be able to apply them to a range of contexts, including their own self-presentation for employment purposes. It is likely that these skills will be developed progressively and cumulatively. Learners may require support from guidance manuals to support the use of ICT packages. Learners can also comment constructively upon each other's work, thereby developing valuable group skills of communication and working with others. Comments may relate to audience sensitivity, accessibility, design, demand and appropriateness. Learners may develop valuable skills of evaluation in the process.

Assessment

For P1, learners could complete recruitment documentation for a specified job role in a selected organisation.

For P2, learners should start by identifying a particular job role in which they are interested and obtaining application forms and job descriptions for their chosen posts. They should then be able to draw up a list of the requirements for the post and then describe the attributes they already possess or expect to possess by the end of the course. The work should be presented as a written task, possibly a report.

For P3, learners could list different written and electronic methods that can be used for communicating and indicate which method is suitable for different types of user. The term 'user' in this criterion means the intended recipient of the information. This could be presented in the form of a table.

For P4, learners should ideally be directed to obtain numerical information from a range of sources. Examples include share prices from the FTSE 100, mobile phone call price plans from different service providers, and ISP charges and services. The information needs to be manipulated by the use of ICT software, eg spreadsheets, charts and databases. Although collecting information about mobile phone call plans is useful, it can be more effective if it is added to a spreadsheet so that calculations can be made. Learners will need to use screenshots and photocopies of material to provide evidence of sources.

For P5, after the information has been manipulated with the use of ICT, it can be printed out and used to produce a short presentation, which could indicate the initial information that has been obtained. This could then be submitted in the form of a report, which could include an extract from the spreadsheet and/or chart. Alternative methods could include a web page or a leaflet. Learners can then submit the information, indicating the nature of its intended audience and its likely purpose by referring to the table produced for P2.

M1 requires learners to extend the written answer given for P1 by showing an understanding behind the reasons given. This could include a practical demonstration of personal skills, eg a team meeting or interview.

M2 requires learners to extend the written answer given for P2. This could be done by adding an additional column to the table, complete with reasons why each method is suitable for the types of user already chosen.

M3 requires the presentation/web page produced as part of P3 and P4 to be presented verbally to the assessor or group as appropriate and learners should justify their choice of method used for the audience.

For D1, learners could examine the relevant elements of the job role and evaluate how important communication and information handling skills are in effectively fulfilling it. This could be supported by examining the links with the organisation's mission or objectives or using data such as surveys of customer feedback.

D2 requires a written justification with reasons for the methods used for M2 and M3, and could include identification of other methods that could have been used.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 2: Investigating Business Resources*

- *Unit 3: Introduction to Marketing.*

This unit also links with the following specialist units:

- *Unit 13: Investigating Recruitment and Selection*

- *Unit 15: Career Development Planning in Business*

- *Unit 16: Human Resource Management in Business*

- *Unit 17: Improving Performance in the Workplace*

- *Unit 18: Managing a Business Event*

- *Unit 19: Exploring Team Development*

- *Unit 20: Managing Physical Resources*

- *Unit 25: Working in Administration*

- *Unit 26: Managing Business Information*

- *Unit 28: Supporting Projects*

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 38: Understanding Business Ethics.*

This unit also links with the following units of the Level 3 National Occupational Standards for Business and Administration:

- Unit 301: Carry out your responsibilities at work

- Unit 310: Research, analyse and report information

- Unit 318: Design and produce documents

- Unit 320: Develop productive working relationships with colleagues and stakeholders.

Indicative reading for learners

Textbooks

Davies C — *Finding and Knowing: psychology, information and computers* (Routledge, 2004) ISBN 0851424546

Lowe M — *Business Information at Work* (Europa Publications, 1999) ISBN 0851424031

Niederst J — *Web Design in a Nutshell: A Desktop Quick Reference* (O'Reilly, 2001) ISBN 0596001967

Townsend J — *The Business Presenter's Pocketbook* (Management Pocketbooks, 1997) ISBN 1870471482

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating numerical information	N3.1 Plan an activity and get relevant information from relevant sources.
• manipulating numerical information	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• presenting numerical information.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing employability skills for a special job role	C3.1a Take part in a group discussion.
• making a presentation about employability skills	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating the factors that underpin employability skills	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• producing reports about employability skills.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating issues about numerical business information • producing reports, spreadsheets or presentations about numerical business information • producing reports, presentations or spreadsheets using spreadsheet or presentation output.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information. ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment evidence.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 5:   Introduction to Accounting

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

Understanding how a business operates and what makes it successful requires knowledge of the accounting process. This unit introduces learners to the purpose of accounting and its role in the management of a business organisation.

Accounting involves the recording of business transactions, and this in turn, leads to the generation of financial information, which can be used as the basis of good financial control and planning. Inadequate record-keeping and a lack of effective planning ultimately lead to poor financial results. It is vital that owners and managers of businesses are able to recognise the indications of potential difficulties. Remedial action can then be taken. This unit should give learners the skills and knowledge needed to understand and manage finances.

The unit is divided into two distinct parts. The first is an understanding of the accounting processes necessary to provide accurate and relevant financial information. The second part is the practical aspect of carrying out those accounting activities.

Learners will be introduced to accounting terminology as they study the purpose and function of accounting and consider the various categories of business income and expenditure. It is important to know the sources of an organisation's income and the nature of its expenditure as this clarifies the basis of its profitability and enables more effective control of the business. This control begins with the planning process and learners will study the use of a cash flow forecast which requires managers to set cash flow targets that can be monitored and adjusted on a regular basis. Learners will consider the effective management of cash flow and the implications of cash flow problems. The link between business failures and cash flow problems will be highlighted.

The measurement of an organisation's financial performance and position requires an understanding of a basic profit and loss account and balance sheet. This understanding permits the analysis of profitability, liquidity and efficiency of the organisation through the application of ratio analysis. Analysis will always require comparison of current figures with those from a previous accounting period or those of a similar business organisation. Learners will discover the method of carrying out ratio analysis as well as the meaning and implication of the figures.

Learning outcomes

On completion of this unit a learner should:

1 Understand the purpose of accounting and the categorisation of business income and expenditure

2 Be able to prepare a cash flow forecast

3 Understand profit and loss accounts and balance sheets

4 Be able to review business performance using simple ratio analysis.

Unit content

1 **Understand the purpose of accounting and the categorisation of business income and expenditure**

Purpose: record transactions; monitor activity; control; management of the business (planning, monitoring, controlling); measurement of financial performance (gross profit, net profit, value owed to and by the business)

Capital income: sole traders; partners; shares; loans; mortgages

Revenue income: sales (cash and credit transactions); rent received; commission received

Capital expenditure: fixed assets (land and buildings; office equipment; machinery; furniture and fittings; motor vehicles); intangibles, eg goodwill, patents, trademarks

Revenue expenditure: premises costs, eg rent, rates, heating and lighting, insurance; administrative costs, eg telephone charges, postage, printing, stationery; staff costs, eg salaries, wages, training, insurance, pensions; selling and distribution costs, eg sales staff salaries, carriage on sales, marketing; finance costs, eg bank charges, loan and mortgage interest; purchase of stock (cash and credit transactions)

2 **Be able to prepare a cash flow forecast**

Cash flow forecast: structure; timescale; credit periods; receipts (cash sales, debtors, capital, loans, other income); payments (cash purchases, trade creditors, revenue expenditure, capital expenditure, Value Added Tax (VAT)); opening and closing cash/bank balances

Cash flow management: problems within the cash flow forecast, eg insufficient cash to meet payments due; solutions, eg overdraft arrangements, negotiating terms with creditors, reviewing and rescheduling capital expenditure

3 **Understand profit and loss accounts and balance sheets**

Profit and loss account: purpose and use; trading account and calculation of gross profit (sales, purchases, opening and closing stocks); calculation of net profit (overheads, other revenue income, eg discounts received); commission received; transfer of net profit to balance sheet

Balance sheet: purpose and use; vertical presentation; order of permanence; fixed assets; current assets; intangible assets; long-term liabilities; current liabilities; working capital; net assets; transfer of net profit from profit and loss account; capital employed

4   **Be able to review business performance using simple ratio analysis**

Profitability: gross profit percentage of sales; net profit percentage of sales; return on capital employed (ROCE)

Liquidity: current ratio; acid test ratio/liquidity ratio

Efficiency: debtors' payment period; creditors' payment period; rate of stock turnover

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the purpose of accounting	M1 analyse the cash flow problems a business might experience	D1 recommend and justify actions a business might take when experiencing cash flow problems
P2 explain the difference between capital and revenue items of expenditure and income	M2 analyse the performance of a business using suitable ratios.	D2 evaluate the financial performance and position of a business using ratio analysis.
P3 prepare a twelve-month cash flow forecast to enable an organisation to manage its cash		
P4 explain the component parts of a profit and loss account and balance sheet in a given organisation		
P5 perform ratio analysis to measure the profitability, liquidity and efficiency of a given organisation.		

Essential guidance for tutors

Delivery

Delivery of this unit should include a variety of methods that use a range of sources and resources to enable learners to gain a wider knowledge and appreciation of the accounting function. Accounting is a vital part of any organisation that deals with money or monetary worth. Learners should be encouraged to appreciate that the knowledge and skills gained here are equally useful in approaching personal finance.

Simulation is an excellent means of delivery, providing learners with a good understanding of the principles and developing their accounting skills. Simulations include simple business and accounting games and the practical preparation of accounting documents such as cash flow forecasts. The use of computerised spreadsheets, particularly in preparing cash flow forecasts, removes the calculation element of the task, allowing learners to concentrate more closely on the results.

Case studies allow learners to develop their analytical and evaluative skills particularly where group work and discussions are used. Visiting speakers from different types of business organisation will give learners a different perspective on accounting issues that may be faced in practice. Group tasks involving research, including use of the internet, should enthuse the learners, and group presentation of accounting information using multimedia will encourage learners to share and discuss their learning.

For learning outcome 1, learners should be introduced to the unit by considering, in groups, potential sources of income and the nature of likely expenditure. Case studies or simulations based on business start-up can be discussed and used to consider the requirement for profit and how it can be generated. Scenarios could also be used to illustrate particular aspects of business such as the differences between trading and service organisations' or the effect of delays in customers' bill settlement. Guest speakers may be used to explain the importance of the various aspects of income and revenue, their impact on the business and how problems might be dealt with.

The initial concepts of cash flow in learning outcome 2 could be introduced by considering personal finance. Learners might be encouraged to produce a personal cash flow forecast in which they consider how they might deal with having insufficient funds to meet expenditure. The concepts of business cash flow must be introduced by demonstrating the format of a cash flow forecast and the way in which the figures will be added. Banks and business advisory organisations, such as Business Link produce preset formats for business start-ups that can be used to assist in delivery. The management of cash flow can be taught through case studies, group work and business games. Learners will use computerised spreadsheets to prepare cash flow forecasts, and suitable templates may be available online. Spreadsheets will be adjusted to illustrate the effects of various events, such as reduced sales revenue, debtors taking longer to pay, or a delay in major expenditure.

Learning outcome 3 can be delivered with a combination of simulation, learner research, discussion and practical exercises. Learners must discuss what is meant by the term 'profit' and how it is calculated. They will investigate real profit and loss

accounts and balance sheets to ascertain their format, content and the rationale behind them. These might be obtained using the internet or intranet. Published accounts may be too technical and complex for learners to understand fully and tutors may want to adjust their content or produce accounts for a fictitious business. Through discussion, group tasks and individual practical exercises, learners must be encouraged to use their understanding of the nature of income and expenditure to appreciate the accounting treatment of each of the components. Tutors must be able to direct learners' investigations in order to highlight different styles of balance sheet presentation, such as that of a bank and that of an engineering company, to enable comparisons to be made.

Simple calculations and exercises, using appropriate performance ratios and based on simulations, must be used to help build up the learners' analytical skills. They will use profitability ratios to analyse the profit and loss account, and liquidity and efficiency ratios to analyse the balance sheet. The subsequent review of business performance will be based on case studies of real businesses, although simulation could be used where this is not possible. Analysis and evaluation of the results must be done through group work, which will be used to produce a multimedia presentation.

Assessment

To achieve P1, learners will describe clearly the main purpose of accounting for an organisation. The description may be brief but it should be accurate and should incorporate the recording of historical data to be able to check on financial performance and position, as well as the planning aspect of management accounting.

For P2, learners will be expected to identify the different categories of capital income, capital expenditure, revenue income and revenue expenditure as listed in the unit content. This may be achieved in a number of ways. For example, learners could examine a specific type of organisation, identifying the likely income and revenue and indicating in each case whether it is of a capital or revenue nature. They should also describe clearly what is meant by each category. At this stage, learners are not expected to calculate profit or to know the impact of the income and expenditure items on profit.

For P3, learners should construct a twelve-month cash flow forecast from the information given in a scenario, accurately calculating each month's receipts, payments, opening and closing balances. For M1, learners should comment on the cash flow, highlighting any problems that are evident, such as a shortage of cash as a result of costly capital expenditure in one month. For D1, learners will make appropriate recommendations to solve the cash flow problems, such as retiming large payments or arranging an overdraft. Learners should show awareness of the dangers and costs of poor financial planning.

For P4, learners will describe the purpose and use of the trading, profit and loss account and balance sheet. They will also explain how gross profit and net profit are calculated by indicating the kinds of income and expenditure that are included. Learners will be presented with a trading and profit and loss account and a balance sheet for a business organisation, which should be set out using the vertical style. Learners will label the 'cost of goods sold' section and the 'overheads' section of the profit and loss account.

For P5, learners will outline clearly what is meant by the terms profitability, liquidity and efficiency. That description will include the meaning and relevance of each ratio. For M2, learners will identify the accounting ratios they will use to measure profitability, liquidity and efficiency and will calculate these accurately, based on the trading and profit and loss account and the balance sheet. The relevant accounting ratios from the previous year, or from another similar type of business organisation, will be given to the learners. For D2, learners will demonstrate a good understanding of the meaning of the accounting ratios used by comparing the figures calculated with those given. Learners will work in groups to evaluate the performance and position of the business organisation, based on the ratio analysis, giving appropriate evidence for any conclusion made. Learners could present their evidence and findings as part of a group using a PowerPoint presentation or OHTs.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 2: Investigating Business Resources.*

This unit also links with the following specialist units:

- *Unit 6: Understanding Financial Accounting*

- *Unit 7: Introducing Management Accounting*

- *Unit 8: Investigating Accounting Systems*

- *Unit 42: Exploring Computer Applications for Financial Management.*

This unit should be delivered before any other specialist finance units.

This unit also links with the following units of the Level 3 National Occupational Standards for Accounting:

- Unit 5.1: Maintaining records relating to capital acquisition and disposal.

Essential resources

Access to computers for research and preparing cash flows (using a spreadsheet package) will enhance the delivery of this unit. Learners will also need access to relevant paper-based research material including published financial reports and books.

Indicative reading for learners

Textbooks

Brammer J, Cox D, Fardon M and Penning A — *Active Accounting* (Osborne Books, 2002) ISBN 1872962378

Cox D — *Business Accounts* (Osborne Books 1999) ISBN 1872962580

Dyson JR — *Accounting for Non-Accounting Students* (FT Prentice Hall, 2003) ISBN 0273683853

Fardon M — *Finance* (Osborne Books, 1992) ISBN 1872962351

Journals

Accounting Technician (Centurion Publishing Group)

PQ Magazine (PQ Publishing)

Websites

www.accountingtechnician.co.uk	Association of Accounting Technicians Online
www.accountingweb.co.uk	Accounting Web — for news and analysis
www.bized.ac.uk/learn/accounting/index.htm	Business education website including learning materials and quizzes
www.tutor2u.net/business/accounts	Support for teachers and learners

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**

• preparing a twelve-month cash flow forecast to enable an organisation to manage its cash
 	
 • performing ratio analysis to measure the profitability, liquidity and efficiency of a given organisation.
	N3.1 Plan an activity and get relevant information from relevant sources.
	
	 N3.2 Use your information to carry out multi-stage calculations to do with:
	
	     a amounts or sizes
	
	     b scales or proportion
	
	     c handling statistics
	
	     d using formulae.
	
	 N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the purpose of accounting	C3.1a Take part in a group discussion.
• explaining the difference between capital and revenue items of expenditure and income	
• explaining the component parts of a profit and loss account and balance sheet	
• explaining the component parts of a profit and loss account and balance sheet	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating the difference between capital and revenue items of expenditure and income	C3.2 Read and synthesise information from at least **two** documents about the same subject.
	Each document must be a minimum of 1000 words long.
• producing reports about the difference between capital and revenue items of expenditure and income, and about the component parts of a profit and loss account and balance sheet.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects.
	One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing a twelve-month cash flow forecast to enable an organisation to manage its cash	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• performing ratio analysis to measure the profitability, liquidity and efficiency of a given organisation.	ICT3.2 Enter and develop the information and derive new information.
	ICT3.3 Present combined information such as text with image, text with number, image with number.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment evidence.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 6: Understanding Financial Accounting

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

The role of financial accounting is to record the financial transactions of an organisation with accuracy and to prepare appropriate financial statements from the records. Net profit or loss is calculated and the financial position of the organisation is established. If the financial statements are going to provide accurate and meaningful comparison with previous accounting periods then the same rules and conventions must be followed year by year. It is not always appropriate for very different organisations to be treated in the same way so there is some flexibility in the system to accommodate this.

Results shown in financial statements are subject to tax and inconsistent accounting in the financial statements can have huge tax implications. Accountants are required to uphold the law and apply accounting regulations. A framework of accounting concepts, conventions and standards has been developed and fine-tuned and the process is continuing with international accounting standards. Legislation is another part of the accounting regulatory framework and accountants in the UK need to understand the implications of the Partnership Act and the Companies Acts.

This unit aims to give learners a sound understanding of why financial statements are prepared as they are. It covers the final accounts of sole traders, partnerships, clubs, charities and limited companies both public and private. Learners will also gain a greater appreciation of cash flow statements, which enable the users of financial statements to understand why a large profit does not necessarily result in an abundance of cash. Whatever the role of an employee, an understanding of the financial statements of a business organisation gives great insight into its strength and worth.

Learning outcomes

On completion of this unit a learner should:

1   Understand the impact of accounting legislation and concepts on organisations' accounting policies and procedures

2   Understand the impact of the regulatory framework on a limited company's accounting policies and procedures

3   Be able to make appropriate adjustments to accounting information

4   Understand a cash flow statement for a limited company.

Unit content

1 **Understand the impact of accounting legislation and concepts on organisations' accounting policies and procedures**

Legislation: Companies Acts (1985, 1989), Partnership Act (1890); division of profits and losses

Accounting concepts: business entity; materiality; going concern; accruals (matching); prudence; consistency; money measurement; historical cost; duality (double-entry); principles of relevance, reliability, comparability and understandability; Framework for the Preparation and Presentation of Financial Statements

Accounting policies and procedures: principles; conventions; rules and practices applied to financial statements (valuation of assets, matching of income and expenditure); depreciation; bad debts; provision for doubtful debts; accruals; prepayments; stock valuation

Organisations: sole traders; partnerships; limited companies (private, public); clubs; charities

2 **Understand the impact of the regulatory framework on a limited company's accounting policies and procedures**

Regulatory framework: Statements of Standard Accounting Practice (SSAPs); Financial Reporting Standards (FRS); International Accounting Standards (IAS); International Financial Reporting Standards (IFRS)

Financial statements: profit and loss account (income statement); balance sheet; cash flow statement

Users: shareholders; employees; potential investors; directors; managers; suppliers; customers; lenders; government

3 **Be able to make appropriate adjustments to accounting information**

Adjustments: valuation of stock; depreciation on fixed assets (non-current); bad debts; provision for doubtful debts; accruals and prepayments

Accounting information: assets; liabilities; income and expenditure; balances in the trial balance

4 **Understand a cash flow statement for a limited company**

Purpose: financial position; liquidity; use of funds; relationship between profit and cash; sources of finance; costs of finance; analysis of working capital; comparison with previous periods

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe how legislation and accounting concepts affect an organisation's accounting policies	M1 compare the final accounts of two organisations explaining the similarities and differences	D1 justify the application of accounting conventions and regulations to ensure that the financial statements meet their users' needs
P2 explain how a limited company's financial statements are influenced by the legal and regulatory framework to meet the needs of users	M2 assess the impact of adjustments to profit and loss account and balance sheet items for a limited company	D2 evaluate the changes in the financial position of a limited company using a cash flow statement.
P3 make adjustments to a limited company's financial statements	M3 assess the importance of the different elements of a cash flow statement.	
P4 explain the purpose of a limited company's cash flow statement.		

Essential guidance for tutors

Delivery

When accountants prepare the financial statements (final accounts) for an organisation, the financial performance and position of the organisation can be clearly seen and interpreted. The users of those financial statements will compare them with the information from previous accounting periods. Such comparisons are only valid where accountants consistently follow the same accounting rules, principles and policies.

Accounting concepts have been developed and applied over a number of years, and the Framework for the Preparation and Presentation of Financial Statements was developed in 1989 to present the principles that should be followed when presenting financial statements. Learners will discuss adjustments that should reasonably be applied at the end of the accounting period, so that the final accounts present a 'true and fair view' of the organisation's financial performance, financial position and changes in financial position. Those adjustments will be related to actual accounting concepts and the framework.

Learners will use case studies and apply the concepts to the accounting information. They will consider the impact on assets, liabilities and profit. The final accounts of sole traders, partnerships, clubs and charities will be studied and compared, and the provisions of the Partnership Act will be discussed in relation to profit-sharing, especially where there is no partnership agreement. Close study of actual final accounts of clubs or charities provides an interesting contrast and learners will be able to download these from the internet. Learners will understand that an organisation's accounting policies will be based on the concepts and framework but some variation will be found between different organisations in areas such as depreciation methods and rates.

The financial statements of limited companies are governed by the Companies Act 1985 as amended by the Companies Act 1989. Learners will study the background and structure of limited companies and the accounting implications of the Acts. Accounting standards have been developed since the 1970s, in the form of Statements of Standard Accounting Practice (SSAP) and then Financial Reporting Standards (FRS). These accounting standards have completed the regulatory framework that companies are obliged to follow when preparing financial statements. More recently, International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS) have been developed by the International Accounting Standards Board in an attempt to harmonise international financial reporting. Only EU-listed companies are required to follow these standards from January 2005 but they will probably be adopted by all UK companies so they cannot be ignored by organisations.

Learners will research accounting standards in small groups, making use of the internet and other resources to discover the impact that standards have on the accounting policies and procedures adopted by limited companies. Published reports will be examined to view companies' accounting policies. Learners will use case studies to identify and carry out the required adjustments to organisations' financial statements, based on the Companies Acts, the concepts, the framework and current

standards. Adjustments carried out must be justified with reference to the appropriate regulations, and learners will consider the effects of each adjustment on profit and the organisation's assets. As international standards are adopted in the UK, the Companies Acts will be updated, and learners will research developments in this area. The regulatory framework is designed to help meet the needs of users of financial statements so that they can understand and interpret them. Learners will discuss how the application of the accounting conventions and regulations to the financial statements will meet those needs.

The profit and loss account (or income statement) of an organisation shows the performance and profitability over the period covered. The balance sheet of an organisation shows the financial position at one point in time: the date of that balance sheet. Managers are sometimes confused by a shortage of cash when the organisation has made a good profit. It is more valuable to know the changes in financial position over the trading period caused by cash flows into and out of the organisation, so that movements of cash over the trading period can be clearly seen. The main purpose of the cash flow statement is to show an analysis of cash movements, dividing cash flows into different categories.

Learners will discuss the issue of cash flow and will use case studies to consider the effects of transactions on profit and cash. They will use such tasks to develop an understanding of different elements of cash flow: operating activities, investing activities and financing activities. In addition to case studies, actual cash flow statements will be obtained, discussed and analysed. A cash flow statement should be compared with the supporting income statement and balance sheet to build up a 'picture' of an organisation's financial performance and financial position. Learners will be encouraged to evaluate organisations' performance and cash flows giving an explanation for profitability, liquidity and the impact of changes to working capital. Comparison will be made with previous periods' cash flows to identify whether improvements are made over time.

Assessment

The unit may be divided into three areas for assessment and three different assignments may be used. The first area is about sole traders, partnerships, clubs and charities and it is recommended that this area is assessed separately, covering P1 and M1. The second and third areas relate to limited companies, and it would be possible to produce one assignment to cover P2, P3, P4, M2, M3 and D2, though it might be easier to give two separate assignments.

Learners must meet all the pass criteria to pass the unit. For P1, learners will be given case studies. They will describe the effects on the organisations' accounting policies of legislation (the Partnership Act) and accounting conventions (concepts and principles). The case studies will include a partnership and a sole trader or a club/charity. The same case studies can be used for M1. (P1 and M1 are linked.)

For P2, learners will carry out some research, in small groups, on a specific case study relating to a limited company. They will produce a report to show the required content of the company's policies, based on the Companies Acts and the relevant standards applied in the UK. Current UK standards that should be addressed are SSAP 5, SSAP 9, SSAP 13, FRS 1, FRS 15, and FRS 18. Once UK standards have been

replaced by international accounting standards, the following should be covered: IAS 1, IAS 2, IAS 7, IAS 16, IAS 18 and IAS 38. (P2, P3, M2 and D1 are linked.)

For P3, learners could work on a case study which includes provisional (pre year-end adjustments) financial statements already stored on a spreadsheet. The spreadsheet and case study may be stored on a learner intranet or a virtual learning environment. Learners will discuss the required changes and their implications, in small groups, and will individually make the adjustments on the spreadsheet itself, saving and printing the amended financial statements. The impact of these adjustments will be considered for M2. (P3 and M2 are linked. They may also be linked with P2 and D1.)

For P4, learners may prepare a written explanation of the role of the cash flow statement in linking profit made with the changes in assets and liabilities. They could show a summary of the cash flows into and out of an organisation, during the accounting period. The relationship between profit and cash should be clearly defined. (P4, M3 and D2 are linked.)

For M1, learners could be presented with case studies of two separate organisations. One may be a small club or charity, where the accounting concepts have been overlooked by an inexperienced treasurer. The other may be a sole trader or a partnership. Learners will be able to identify the similarities and differences and explain them accurately, based on relevant legislation (Partnership Act) and the accounting concepts.

For M2, learners will be working on the same case study as for P3, having already made amendments to a computerised spreadsheet. Learners will then write a brief report assessing the impact of each amendment on profit or loss, assets and liabilities.

For M3, learners will consider the importance and contents of operating cash flows, investing cash flows and financial cash flows. Learners will also emphasise the cash flow statement's role in concentrating on an organisation's liquidity, given the link between liquidity and survival.

For D1, learners will describe the main users of accounting, their interests and requirements. Learners will consider how each of the accounting concepts and regulations impacts on the financial statements and, therefore, on the needs of the different users of the financial statements.

For D2, learners will draft a report to review the financial performance and position of the organisation in the case study used for P4, M3 and D2. Learners will also give a talk or presentation, as part of a small group, to explain their evaluation of the changes. They will highlight negative cash flows for any element, comment on the appropriate use of cash funds and say whether an organisation is generating sufficient reserves of cash to allow for future spending or expansion. The quality of the observations at this level will reflect good interpretive skills and a true understanding of what a cash flow statement shows the accountant.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 5: Introduction to Accounting*

- *Unit 7: Introducing Management Accounting*

- *Unit 8: Investigating Accounting Systems*

- *Unit 42: Exploring Computer Applications for Financial Management*.

This unit should only be delivered after *Unit 5: Introduction to Accounting*.

This unit also links with the following units of the Level 3 National Occupational Standards for Accounting:

- Unit 6.1: Record and analyse information relating to direct costs and revenues

- Unit 6.2: Record and analyse information relating to the allocation, apportionment and absorption of overhead costs.

Essential resources

Access to computers for internet research will enhance the delivery of this unit. Learners will also need current published financial reports and access to relevant accounting journals.

Indicative reading for learners

Textbooks

Brammer J, Cox D, Fardon M and Penning A — *Active Accounting* (Osborne Books, 2002) ISBN 1872962378

Cox D and Street D — *Limited Company Accounts (IAS)* (Osborne Books, 2005) ISBN 1872962939

Dyson J R — *Accounting for non-Accounting Students* (Prentice Hall, 2000) ISBN 027362575

Journals

Accountancy (CCH)

Accountancy Age (VNU Business Publications)

Websites

www.aat.org.uk	The Association of Accounting Technicians
www.accountingtechnician.co.uk	Association of Accounting Technicians Online
www.bized.ac.uk	Business education website including learning materials and quizzes
www.frc.org.uk/asb	The Accounting Standards Board, part of the Financial Reporting Council, with information about accounting standards
www.iasb.org	The International Accounting Standards Board, with information about the new international accounting standards

www.icaew.co.uk/library/index.cfm	The Institute of Chartered Accountants in England and Wales, including a library and information service
www.tutor2u.net	An educational website with support for teachers and learners

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the appropriate adjustments to a company's financial statements	N3.1 Plan an activity and get relevant information from relevant sources.
• making adjustments to a company's financial statements	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• assessing the impact of adjustments to profit and loss account and balance sheet items.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying the choice of adjustments to a company's financial statements	C3.1a Take part in a group discussion.
• evaluating the changes in financial position of a limited company, using a cash flow statement	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• describing how relevant legislation and accounting concepts affect an organisation's accounting policies.	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• searching for information on accounting standards and the requirements of the Companies Acts to assess their influence on a company's accounting policies and procedures	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• making appropriate adjustments to a profit and loss account and balance sheet, using a computerised spreadsheet	ICT3.2 Enter and develop the information and derive new information.
• presenting adjusted financial statements using a computerised spreadsheet.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing to work on assignments and planning targets • working on assignments and relating activity to a preset plan • reviewing assignment progress with unit tutor or colleague.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• deciding on the adjustments to be made to a company's financial statements • carrying out adjustments to financial statements • checking solution with unit tutor and reviewing learning.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning assignment work in a small group • working on a small group assignment • discussing progress during small group assignment.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 7: Introducing Management Accounting

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

Whether an organisation is successful and long-established or a business start-up, one of the most important aspects of its management is effective financial planning and control. This is known as management accounting and it builds on the historical accounting information provided by financial accounts. A sound understanding of costs and cost accounting is an essential part of managing finances.

It is vital to understand the nature of costs and the impact on those costs of expanding the organisation or increasing business activity. Appropriate pricing of the organisation's products or services will play a large part in its future profitability. This unit aims to help learners to understand how management accounting begins with planning the activity levels and establishing the costs, incomes and profits for future periods. Break-even analysis allows managers to assess optimum activity levels. Whilst historical data can be used to look for trends that can more accurately forecast the figures that are used in the budgets.

Simply preparing financial forecasts is not sufficient to keep control of a business; organisations will then want to compare actual activity levels, costs and incomes with those that were planned. The management accountant will calculate and consider the differences between budgeted and actual figures. This study will form the basis of management decisions which are used to steer the business back towards its planned targets.

On completion of this unit, learners will have a good appreciation of the skills and understanding necessary to manage the finances of an organisation. They will be able to assess the problems highlighted by variance analysis and make realistic decisions on the likely courses of action.

Learning outcomes

On completion of this unit a learner should:

1   Understand how production costs are determined and used to calculate prices

2   Be able to use break-even analysis

3   Know how to use appropriate statistical information to review and predict business performance

4   Be able to use budgetary techniques.

Unit content

1 **Understand how production costs are determined and used to calculate prices**

Costs: direct/variable costs (raw materials, unfinished goods, direct labour costs, direct expenses, depreciation); semi-variable costs; stepped costs; indirect costs; fixed costs; cost centres; profit centres; non-production (service) department overheads; overheads allocation; apportionment; overhead absorption rate; absorption costing; activity-based costing; marginal costing; standard costing

Prices: cost plus; discounting; impact of pricing policies on production and costs; income

2 **Be able to use break-even analysis**

Break-even analysis: contribution; break-even formula; break-even graph; break-even point; area of profit; area of loss; margin of safety; budgeted activity and sales levels; numerical calculation; changing overheads; direct costs; selling prices and budgeted activity levels; target profit levels of activity; use of computerised spreadsheet (tabulation, charts, goal-seeking); limitations and assumptions (sales levels being identical to production levels, consistency of selling price, contribution and overheads behaviour); external factors (inflation, interest rates)

3 **Know how to use appropriate statistical information to review and predict business performance**

Accounting data: previous period (sales, production costs, profits); information from published financial reports

Statistical information: changes over time; moving averages; seasonal variations; price indices, eg Retail Price Index (RPI); trends to assess and predict business performance

Performance: ratio analysis; liquidity ratios (current ratio, liquid capital ratio); profitability ratios (gross profit mark-up, gross profit margin, net profit margin, overheads to sales margin, return on capital employed); efficiency (stock turnover days, debtors' collection days, creditors' payment days, fixed assets turnover ratio, net current asset turnover ratio); capital gearing; previous periods

4 **Be able to use budgetary techniques**

Budgets: master; sales; production; purchases; debtors; creditors; cash; departmental (consolidation); standard costing; analysis of variances, eg change of activity levels, costs and prices; use of accounting and statistical information

Budgetary techniques: preparing and revising budgets (changes to costs and selling prices); use of budgets for short-term target setting; monitoring (comparison of standard or budgeted costs with actual costs, calculation and explanation of variances); control measures (decision making, taking action); reliability (importance of accuracy, results of error, inaccurate assumptions); relationship between costs and incomes at different activity levels; strengths and weaknesses of budgetary techniques

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe how an organisation can cost a product and determine its price at any activity level	M1 suggest activity levels using the results of break-even analysis for a selected organisation	D1 evaluate the reliability of break-even analysis in estimating budgeted activity levels for a selected organisation
P2 carry out break-even analysis for a selected organisation	M2 analyse the importance of accounting data and statistical information to assess and predict business performance	D2 evaluate the implications of budget variances for a selected organisation.
P3 describe how to use accounting data and statistical information to measure business performance	M3 analyse the impact on a budget of changes in costs and selling prices for a selected organisation.	
P4 use budgetary techniques to prepare budgets for a selected organisation		
P5 describe how budgets can be used to set targets, monitor and control an organisation.		

Essential guidance for tutors

Delivery

Management accounting builds on the information gained from financial accounting and it encompasses the skills and techniques of costing and cost accounting. Successful organisations will build on the performance of previous years by setting realistic and achievable targets for the following year. For new businesses without historical data, the task is much more difficult. However, the same objectives and principles will be applied to put together the budgets that will be used to guide the owners as they make both short-term and long-term decisions. This unit is about short-term planning or target setting.

The unit is designed to include many practical tasks involving the calculation of costs, prices, income, profits and variances. Learners will be able to draw on their own knowledge of products and services they have bought and many will have experience of employment and rates of pay. All learners will have experience of handling money and many will have budgeted their own funds, either formally or informally.

Learning outcome 1 is about production costs and these include fixed and variable costs. Initially, learners will learn how to recognise common costs and their nature. In costing a product, indirect costs of non-production cost centres must be included and learners will learn how such overheads might be absorbed into the unit costs using traditional and modern absorption costing techniques. Absorption costing techniques will be compared with marginal costing. Standard costs are an important feature of budgeting and learners will work in groups and carry out the necessary research to calculate the actual costs of materials for a product of their own choice. This research will include the use of the internet. Learners will also work in groups to establish a reasonable price for the product based on direct costs, estimated overheads and current market prices.

Learners will need to understand how break-even analysis is used to find the activity level at which all overhead costs are covered. Organisations will consider the margin of safety at budgeted activity levels as well as calculating the activity level that will result in a given profit. These techniques are an essential part of the budgeting process and they allow organisations to predict activity levels that are achievable and sufficiently profitable.

For learning outcome 2, learners will carry out practical calculations based on case studies and simulations and will produce break-even charts. Learners will use computerised spreadsheets to tabulate the data and produce break-even charts. Simple goal-seeking functions will enable learners to observe the changes in a variety of scenarios such as an increase in overheads, direct costs, selling prices, budgeted activity and sales levels. Break-even analysis does have its limitations and assumes that all output is sold, selling prices remain constant, overheads do not vary at any point and contribution per unit is the same for all units of output. These factors will limit the value of these techniques and learners will need to discuss the limitations and appreciate the dangers of taking an over-simplistic view.

Forecasting sales and costs with accuracy can be remarkably difficult in practice, even with several years' historical data as a guide. Sales volume can be influenced by many factors, including price, quality, market forces and interest rates. Since budgeted activity levels should be based on forecast sales, learners should appreciate the importance of the accuracy of those forecasts. Overestimated sales may result in high levels of unsold stock. Underestimated sales may result in the loss of customers. Organisations can turn to a range of statistical information and historical accounting data that should enable forecasts that reflect more closely the historical patterns and trends.

More importantly, current business performance can be analysed and better understood by considering historical accounting data and statistical data. Comparative results are always more meaningful, and this is where ratio analysis assumes such importance. Interpretation of the final accounts of previous years enables an organisation to calculate liquidity, profitability, efficiency and gearing ratios. Compared over time, these ratios give an accurate picture of past performance which can be compared with current performance. Eventually they will provide an accurate basis for future performance.

For learning outcome 3, learners will be presented with statistical information that allows them to calculate relative changes over time. They will be able to observe trends and seasonal variations through the calculation of moving averages. Price indices will be used to remove the effects of inflation from previous periods' data, giving a more accurate picture of actual current performance. Learners will learn how to calculate moving averages and use past and current trends to predict future trends. Their impact on future sales and costs will be calculated to provide informed forecasts. Learners will work on case studies in small groups, and will use the internet to check on current relevant indices, while making budget adjustments. Case studies from websites such as Bized will give learners more relevant accounting information about companies. Learners will read and combine information about a company from two different sources, including the internet and published financial reports. They will produce a report of the key accounting information.

Learning outcome 4 covers the initial preparation of budgets and their subsequent comparison with actual figures. Organisations will begin with a sales budget and all the other budgets will follow from this, including budgets for production, purchases, debtors, creditors and cash. Departmental budgets may be consolidated to produce one company budget. Ultimately, these budgets give the information needed for the master budget and it is vital that learners understand how they are so closely linked. The preparation of these budgets will be demonstrated and learners will then continue the calculations using case studies and simulations. The use of computerised spreadsheets will allow learners to link the budgets directly and then to observe the effects on the budgets of changes to sales volume, prices or costs. Learners will discuss, in small groups, any assumptions made for each budget and consider any strengths and weaknesses. Learners will also calculate and comment on variances between budgeted and actual figures. Group discussion will enable learners to consider the implications of adverse and favourable variances before suggesting decisions that might be made to address the differences. For an organisation, budgetary control is a key factor in many financial decisions. Learners must be encouraged to examine budgets and variances critically.

Assessment

The practical activities of the learning programme should generate assessment evidence. Carefully-planned assignments will include a number of calculations and some analytical or evaluative comments. Assessment of the learning outcomes might involve three or four assignments, but they could be combined into just two assignments.

For P1, learners must describe clearly the main costs elements and the nature of those costs including variable, fixed and semi-fixed (semi-variable). They should give examples of costs relevant to the product in question. They should mention the absorption of overheads, as well as marginal costs, although distinction between traditional and modern absorption costing methods (ABC) is not required. They should describe at least two methods of setting the price, including cost.

For P2, learners should be given the relevant information in a case study and they will explain what is meant by break-even analysis. They will carry out break-even analysis, calculating the break-even point accurately from the information on direct costs, selling price and overheads, using the correct formula. They will also calculate margin of safety and target profit levels of activity. They will prepare a break-even chart to show the same results in diagrammatic form, labelling break-even point, budgeted activity level, margin of safety, area of profit and area of loss. P2, M1 and D1 are linked. It would also be possible to link P1 with P2, M1 and D1 using a larger assignment.

For P3, learners will need to describe how an organisation's previous years' data on sales income and costs can be used initially to monitor current business performance and assess its relative success based on current data. They will also need to explain how historical data can be used to detect trends, through the use of moving averages and appropriate indices. They should add some explanation of the use of this statistical information in forecasting future trends and business performance. P3 links with P4 and M2.

For P4, learners will be given a case study with some historical accounting information as well as an appropriate price index. Learners will calculate any relevant trend and then apply that trend when calculating the budgeted figures for a future accounting period. The budget might be for sales, production or cash. The learner should prepare a budget in an appropriate tabular format and should show evidence of having accurately calculated the moving average and applied a trend to the forecast figures. P4 links with criteria P3 and M2.

For P5, learners will explain clearly the target-setting nature of preparing budgets and the subsequent monitoring process involving comparing budgeted figures with actual figures. Learners will emphasise the importance of calculating and analysing the variances, by trying to understand their likely causes, and they will need to explain how management action or decision-making will follow in order to complete the control. P5 links with D2.

For M1, learners will work with the break-even figures calculated in the case study for P2 and will decide on an appropriate selling price for a product and an activity (production) level. Learners will make their decisions on the basis of appropriate mark-up on cost, current market prices, break-even point and the required margin of safety. Other factors might be included in the information, but learners are expected to identify the most important ones in making their decisions.

For M2, learners will identify the different factors that can influence the figures used in a budget including the production, sales, costs and profits in previous accounting periods, changes over time, moving averages, seasonal variations, price indices and performance and trends detected in previous accounting periods.

For M3, learners will identify the likely effects of changes that would occur in a budget if costs and selling price increased or decreased. Learners would base this on a budget prepared for P4 and they would be expected to identify cost increases causing increases in overall costs and reductions in profits. They would also be expected to identify that an increase in costs might require a change in selling price, where that price is based on cost plus. Learners might add that changes in costs would impact on the break-even point, necessitating an increase in budgeted activity levels to maintain profits.

For D1, learners will review the information used in carrying out break-even analysis and they will explain the limitations of such techniques. They should draw out any inaccurate assumptions that the relationship between costs and income remains the same at all levels of activity. They should also identify other limitations, such as assumptions that all units produced will be sold, that there is only one product and that all products make the same contribution. External factors such as the effects of inflation and interest rates might also be pertinent.

For D2, learners are expected to suggest possible variances, such as an increase in direct materials costs, and to consider likely causes such as the purchase of faulty materials causing wastage. Learners should then go on to suggest, for each possible variance, suitable management decisions or actions such as changing the supplier or buying better-quality materials. This criterion could be gained through a case study where budgeted and actual figures are already given so that the learner has to calculate variances and make appropriate observations. Learners will be asked to work in a group and make a presentation. Learners must demonstrate a good understanding of the issues and the fact that this is probably the most important aspect of budgeting and budgetary control.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 2: Investigating Business Resources*.

This unit also links with the following specialist units:

- *Unit 5: Introduction to Accounting*

- *Unit 6: Understanding Financial Accounting*

- *Unit 8: Investigating Accounting Systems*

- *Unit 42: Exploring Computer Applications for Financial Management*.

This unit should only be delivered after *Unit 5: Introduction to Accounting*.

This unit also links with the following units of the Level 3 National Occupational Standards for Accounting:

- Unit 6.2: Record and analyse information relating to the allocation, apportionment and absorption of overhead costs

- Unit 6.3: Prepare and evaluate estimates of costs and revenues

- Unit 7.1: Prepare and present periodic performance reports.

Indicative reading for learners

Textbooks

Brammer J, Cox D and Fardon M and Penning A — *Active Accounting* (Osborne Books, 2002) ISBN 1872962378

Dyson J R — *Accounting for Non-Accounting Students, 6th Edition* (Prentice Hall, 2003) ISBN 0273683853

Fardon M and Cox D — *Accounting* (Osborne Books, 1998) ISBN 1872962289

Websites

www.accountancyage.com	Accountancy news and information
www.accountingtechnician.co.uk	Association of Accounting Technicians Online
www.accountingweb.co.uk	Accounting news, information and case studies
www.bized.ac.uk/reference/index.htm	Business education website including learning materials and quizzes
www.businesslink.gov.uk	Business guidance for businesses, including accounting
www.bizhelp24.com/index.php	Help and support for businesses
www.statistics.gov.uk	UK Government statistics, including Retail Prices Index
www.tutor2u.net	Educational website for business and economics

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**

• finding information for product costing and pricing
 	
• preparing calculations of costs and prices
 	
• calculating break-even point
 	
• using a spreadsheet to calculate break-even point
 	
• preparing a budget
 	
• considering the results of break-even calculations, budgets and variance calculations.
	N3.1 Plan an activity and get relevant information from relevant sources.
	
	N3.2 Use your information to carry out multi-stage calculations to do with:
	
	   a amounts or sizes
	
	   b scales or proportion
	
	   c handling statistics
	
	   d using formulae.
	
	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing, in small groups, assumptions made when preparing budgets and the implications of variances • making a presentation on the implications of budget variances for a selected business • combining company information from the internet and a published financial report.	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least eight minutes using an image or other support material. C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• finding Retail Prices Index and company information on the internet	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• preparing a computerised spreadsheet for break-even analysis and for preparing a budget	ICT3.2 Enter and develop the information and derive new information.
• presenting the break-even calculations with break-even chart.	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• before working on the first and second assignment	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• following targets set when working on the first and second assignments	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• reviewing progress with unit tutor on the first two assignments.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the preparation of a budget using accounting and statistical information	PS3.1 Explore a problem and identify different ways of tackling it.
• preparing a budget using accounting and statistical information	PS3.2 Plan and implement at least one way of solving the problem.
• reviewing the prepared budget with the unit tutor.	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the group work on discussing assumptions made when preparing budgets and agreeing objectives	WO3.1 Plan work with others.
• discussing and providing feedback on progress and effectiveness of group work activity	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing group work completion of assignment preparing a budget, with tutor.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 8: Investigating Accounting Systems

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

One essential requirement in the running and management of an organisation is the need for clear, relevant and accurate information. In particular, an organisation needs accounting information that gives a complete picture of all financial transactions that have taken place and the current financial position of the organisation. Accounting information is vital to the owners and managers of business organisations and there are often other stakeholders with an interest in the financial performance and position of the business.

At an organisation's financial year-end, the accountant will prepare the financial statements including a trading and profit and loss account and a balance sheet. The system that gives all the information for these final accounts is known as the accounting system.

The quality and accuracy of the information presented in the final accounts depends entirely on the correct use of an effective accounting system. Beginning with the source documents that show financial transactions, accounting staff will need to classify and encode the information before inputting the details into the system. Manual accounting procedures, using double-entry book-keeping, have been in operation for over 500 years. The system is still effective in providing managers with analysis of income, profits, expenses, losses, assets and liabilities. However, organisations need information quickly and manual systems can be slow in producing information. Computerised accounting packages are based on double-entry principles and will give informative reports in a matter of seconds.

Organisations will want to adopt the most suitable accounting system for their resources and needs. The system users will need training and, if the computerised option is chosen, hardware and software become an essential requirement.

Whichever system is chosen, the year-end task of preparing the final accounts remains the same. Organisations rely on effective control of resources including cash. Most organisations depend on making a profit. The accounting system is an integral part of managing money so the survival of an organisation depends on that system.

Learning outcomes

On completion of this unit a learner should:

1 Understand the use of financial documents in recording business transactions

2 Know how to record and monitor financial information in the accounting systems

3 Understand the purpose of extracting a trial balance from the accounting records

4 Be able to prepare a trading and profit and loss account and balance sheet.

Unit content

1 **Understand the use of financial documents in recording business transactions**

Documents: cash receipts; cheques; debit and credit cards; purchase orders; delivery notes; goods received notes; sales and purchase invoices (trade discount, cash discount and value added tax); credit notes; statements of account; remittance advice

Transactions: cash; bank; credit

2 **Know how to record and monitor financial information in the accounting systems**

Manual accounting systems: day books; cash book; petty cash book; general ledger (sales, purchases, returns in, returns out accounts); sales ledger; purchase ledger; double entry book-keeping; balancing ledger accounts

Computerised accounting systems: specialist accounting packages; spreadsheets; software features; benefits (cost, speed, ease of use, appropriateness)

3 **Understand the purpose of extracting a trial balance from the accounting records**

Trial balance: definition; application (accuracy of double entry book-keeping, detecting book-keeping errors, preparation for trading and profit and loss account and balance sheet); errors causing imbalance; format; total debit balances equal total credit balances; period end; year end; extended trial balance (preparation, additional columns, adjustments, calculation of net profit or loss, effects of adjustments on profit or loss, assets and liabilities)

Accounting records: general ledger accounts; cash and bank accounts

4 **Be able to prepare a trading and profit and loss account and balance sheet**

Sources: trial balance; list of ledger balances

Trading and profit and loss account: sales; cost of goods sold; gross profit; other income and profits; overheads; net profit

Balance sheet: fixed assets; current assets (stock, debtors, bank, cash); long-term liabilities; current liabilities (trade creditors, bank overdraft, other creditors, debts to be paid within one year); working capital; net assets; capital; profit; drawings

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 identify the documents used to record business transactions	M1 compare the benefits of using manual and computerised accounting systems to record business transactions	D1 analyse the circumstances under which a business would adopt a computerised accounting system instead of a manual one
P2 describe the manual accounting procedures used to record business transactions		
P3 explain the benefits of using a computerised accounting system	M2 explain the purpose of a trial balance	D2 evaluate the value of a set of final accounts to a business.
P4 describe how a trial balance is extracted from a set of accounting records	M3 explain why the extended trial balance is used to make adjustments to accounts.	
P5 prepare a trading and profit and loss account and a balance sheet from a trial balance or list of ledger balances.		

Essential guidance for tutors

Delivery

Every financial transaction can be evidenced through a business document of some kind. A credit sale, for example, is recorded on a sales invoice issued by the seller to the buyer. Cash sales are recorded on a receipt or till roll. When expenses are paid the evidence is usually found on an invoice or a receipt. For all organisations, financial documents provide evidence of transactions and information about them. The financial value of each transaction can be recorded in the accounting system. The documents detail both the nature and total value of transactions.

For learning outcome 1, learners will examine a range of financial documents, discussing their use, their effectiveness and the calculations performed on them. Learners will use samples of real documentation and will be able to find good examples on the internet. Greater familiarisation will be achieved if learners are able to recognise and select the appropriate documents for any given transaction. Learners should gain experience in preparing and checking the accuracy of business documents. Learners should appreciate the reasons for giving discounts and will be able to verify the accuracy of discount and value added tax calculations.

For an organisation, accounting is about the system that gives quantitative information about financial transactions. It is not just a case of keeping a record. The system should allow for the presentation of financial information to the organisation's stakeholders. Learners will consider the information that might be required and will examine the manual and computerised systems that can be used. Familiarisation with the function and use of manually-produced ledgers and books of original entry is an essential prerequisite before computerised systems are discussed and tried. Double-entry book-keeping underpins computerised accounting systems and has been an established method of manual accounting for over 500 years. Learners will need to have a good understanding of how the principles of double-entry are applied to financial transactions.

Learners will undertake some double-entry book-keeping to record transactions before calculating the balances of the accounts. They will not be expected to be able to carry out full double-entry for assessment purposes. Learners will be given the opportunity to observe and use computerised accounting packages such as Sage Line 50. They will be given experience of the entry of cash, bank and credit transactions, including the use of the sales ledger and purchase ledger. They will produce reports such as invoices, statements of account, aged debtors list, trial balance, profit and loss account and balance sheet. It is recommended that learners are supplied with data files containing a number of transactions that have been previously entered.

Learners will also gain experience in using computerised spreadsheets to record transactions. The preparation of day books or an analytical cash book will provide a good understanding of the ease of recording data digitally. Computerised accounting is not necessary or even suitable for all organisations. Learners will discuss the factors involved in selecting the most appropriate accounting system for an organisation, considering the volume of transactions, the nature and size of the organisation, the staffing, and the availability of computer equipment. Learners will also consider the relative merits and drawbacks of manual and computerised systems.

A visiting speaker, who might be a member of staff from the accounts department of an educational establishment, will be able to add some input to the learners' understanding.

Whenever a system of double entry book-keeping is used, a trial balance can be extracted, as required, to show the balance of all ledger accounts. One important feature of a trial balance is that the total of all the debit balances should be equal to the total of the credit balances. It provides some evidence of accuracy in the double-entry and so organisations can use the trial balance to detect errors in the double-entry. More importantly for the accountant, the trial balance provides all the figures necessary to prepare the final accounts at the financial year end. In practice, not all organisations use double-entry book-keeping and learners will need to appreciate that the preparation of final accounts is more difficult where a full double-entry system has not been followed.

Learners will be able to extract ledger balances, placing them on the correct side of a trial balance. Cash and bank balances may be located in a cash book rather than the general ledger. Personal accounts in the sales and purchase ledgers may have balances that are required in the trial balance. Learners must be aware that they need to look beyond the main ledger for the balances and understand how to extract a trial balance from ledgers and cash books having planned the process. They will also be aware that a difference in the trial balance is an indication of book-keeping errors and they will recognise different kinds of errors that affect the trial balance. Learners will know how to prepare an extended trial balance and then calculate the net profit or loss. They will also discuss and practise the detection and correction of errors using the extended trial balance.

One of the chief accounting functions of an organisation is to present the results of financial transactions in a meaningful way, allowing the user to measure the success of the business. This is known as financial accounting, and the results are presented in a trading and profit and loss account and a balance sheet. The trading account shows the organisation's gross profit, and the profit and loss account shows the organisation's net profit or net loss for the trading period. The balance sheet lists the organisation's assets and liabilities in an appropriate sequence so that the financial position can be seen by the stakeholders. This unit requires learners to be able to prepare final accounts from a trial balance or a list of ledger balances. However, year-end adjustments such as depreciation, bad debts, accruals and prepayments are not covered in this unit as they are covered in *Unit 6: Financial Accounting*. Learners will construct final accounts manually and using a computerised spreadsheet. Where a spreadsheet is used, learners may have the ledger balances already listed on a spreadsheet and they will use formulas to calculate totals and subtotals.

Assessment

Evidence for assessment may be generated directly from the teaching programme. Two or three assignments may be used to cover the grading criteria and a mix of practical tasks, discussion and group talks or presentations will make the assessment more interesting.

For P1, learners will be given a series of transactions and will name the most appropriate document(s) that an organisation would use in each case. The assessment may take the form of written answers, or computerised assessment may be used in the form of a quiz or multi-choice answers. This might be stored on and accessed through a learning platform (virtual learning environment). There may be more than

one document for some transactions, such as a cheque, a statement and a remittance advice as evidence of a customer's settlement. (P1 and P2 can be linked.)

P2 will be assessed by presenting the learner with a series of financial transactions, and possibly the related documents. Learners will describe the book of prime entry and the ledger accounts to be used to record each transaction. The transactions may be the same as those given to cover P1 if the same assignment is used. The evidence might be handwritten or keyed into any computerised assessment, or verbal questioning may be used. (P1 and P2 can be linked.)

For P3, learners will carry out some research into computerised accounting, using the internet and any other relevant sources. Adding this to experience of using or observing computerised accounting software, they will produce a report on how a computerised accounting system is used to record financial transactions. This will then be extended to achieve M1 by asking learners to compare manual and computerised accounting systems. Alternatively, this criterion could be linked with M1 and D1 and the assessment evidence gained through a group talk or presentation. (P3, M1 and D1 can be linked.)

For P4, learners will be given a case study that includes some general ledger, sales ledger and purchase ledger accounts and a cash book. They will first prepare a plan showing from where they will obtain the information and they will describe how account balances will be calculated and displayed in the accounts before they are extracted into a trial balance. Having a separate cash book ensures that learners show awareness of the requirement to obtain information from more than one source. Learners will clarify the importance of placing balances on the correct side of a trial balance. The task may be further extended by linking it with P5 and asking learners to prepare final accounts from a trial balance. (P4, P5, M2 and D2 can be linked.)

For P5, learners should be given a case study including a trial balance or a list of ledger balances. From this information they will prepare a trading and profit and loss account and a balance sheet using the correct format. Learners will be expected to include revenue income and revenue expenditure in the trading and profit and loss account, and the balance sheet should be presented in a logical sequence, usually in order of permanence. P5 may be linked with P4 and the same case study used; this will allow learners to prepare the final accounts from the trial balance they prepared from ledger balances.

M1 should be undertaken as a small group task using a case study. Groups will be presented with a case study, which they will before preparing and presenting a talk, using appropriate images or support materials. In this talk, learners will relate the points to the organisation in their case study.

M2 is an extension of the task of describing how a trial balance is extracted. One of the main purposes of preparing the trial balance is to detect errors in the book-keeping. In practice, organisations will locate and correct errors before final accounts are prepared. Learners will explain clearly the importance of this aspect of accounting, considering different kinds of error that might have caused an imbalance. The need for accurate accounting information must be emphasised; inaccuracy can have serious implications for the accountant.

M3 allows learners to develop explanations on preparing the trial balance to locate and detect errors, by considering how the extended trial balance can be used to show the original account balances and subsequent adjustments. The adjustment columns are used to show those adjustments before the figures are extended into the profit and loss columns or the balance sheet columns. By checking the arithmetical accuracy before preparing the final accounts, the balancing of the actual balance sheet is ensured. Learners will give further evidence of their understanding by giving examples of errors that affect the trial balance and showing how they would be solved. Corrections will be reviewed with the tutor.

D1 may be assessed through a group talk or presentation by linking it with M1. This would involve the group of learners extending their talk to include the circumstances under which the organisation in their case study would adopt a computerised accounting system. Such factors will include the size of the business, the complexity, volume and value of its transactions, the staff available to carry out the accounting and the availability of appropriate computer equipment. Key points of this analysis will also be presented in written form, such as a report.

For D2, learners must judge the value of the information provided by the final accounts to the owner(s) and other interested parties. There is no need to calculate performance indicators and ratios but learners should be able to identify the benefits of obtaining some of the key figures that result from the preparation of the final accounts.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 2: Investigating Business Resources*.

This unit also links with the following specialist units:

- *Unit 5: Introduction to Accounting*

- *Unit 6: Understanding Financial Accounting*

- *Unit 7: Introducing Management Accounting*

- *Unit 42: Exploring Computer Applications for Financial Management*.

This unit should only be delivered after *Unit 5: Introduction to Accounting*.

This unit could be delivered at the same time as *Unit 42: Exploring Computer Applications for Financial Management*, as that includes the use of a computerised accounting package and a computerised spreadsheet to produce and analyse accounting information.

This unit also links with the following units of the Level 3 National Occupational Standards for Accounting:

- Unit 6.3: Prepare and evaluate estimates of costs and revenues.

Essential resources

Access to computers for research and for preparing trial balances, profit and loss accounts and balance sheets will be necessary for the delivery of this unit. The availability of a computerised accounts package, such as Sage Line 50 is also desirable. Learners will also need access to a range of accounting books and relevant business documents, such as invoices.

Indicative reading for learners

Textbooks

Brammer J, Cox D, Fardon M and Penning A — *Active Accounting* (Osborne Books, 2002) ISBN 1872962378

Cox D and Fardon M — *Accounting* (Osborne Books, 1998) ISBN 1872962289

Cox D and Fardon M — *Foundation Accounting Tutorial* (Osborne Books, 2003) ISBN 1872962815

Fardon M — *Computer Accounting* (Osborne Books, 2002) ISBN 1872962270

Websites

www.accountingtechnician.co.uk	AAT's student support website has a 'Learning Zone' with useful articles
www.bized.ac.uk	Business education website including learning materials and quizzes
www.businesslink.gov.uk	Website offering practical advice to businesses
www.wikipedia.org	Community editable encyclopaedia

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**

• planning the extraction of a trial balance from the accounting records
 	
 • extracting a trial balance from accounting records
 	
 • preparing a profit and loss account and a balance sheet.
	N3.1 Plan an activity and get relevant information from relevant sources.
	
	 N3.2 Use your information to carry out multi-stage calculations to do with:
	
	    a amounts or sizes
	
	    d using formulae.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working in groups on a case study, deciding on the most appropriate accounting system • giving a group presentation on the relative merits of computerised and manual accounting systems.	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least eight minutes using an image or other support material.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• using the internet to find information about computerising the accounts • preparing a profit and loss account on a computerised spreadsheet • preparing a balance sheet on a computerised spreadsheet.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information. ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• meeting with unit tutor to discuss the first or second assignment • working on the first and second assignments.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• justifying the use of an extended trial balance and considering possible book-keeping errors and how they could be handled • dealing with the correction of book-keeping errors, using extended trial balance • reviewing the correction of errors on the extended trial balance with a tutor.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working in groups on a case study, deciding on the most appropriate accounting system	WO3.1 Plan work with others.
	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing the work undertaken in groups on a case study.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 9: Exploring Creative Product Promotion

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

The promotional side of marketing is probably the one which is most familiar to most people. We are exposed to marketing communications many times every day and they have become part of our environment. Within the marketing mix the promotional aspects are concerned with this communication between the customer and the producer. This unit introduces learners to the basic concepts applied in the promotions industry.

Effective marketing communications and promotions depend on understanding customer behaviour as well as being able to design promotional campaigns to achieve certain business objectives, which may be long and/or short term ones.

Modern information and communications technologies have had, and continue to have, a huge impact on this aspect of marketing and the learner will be invited to explore some current promotional campaigns, using some of the concepts included in this unit.

The learner will have the opportunity to consider different ways of promoting products, introducing the promotional mix at a simple level.

The role of advertising agencies and the media is also explored, along with the role of the internet. The choice of media, message and methods in relation to objectives and constraints is examined.

In order to apply the theory, learners will design a promotional campaign for a selected product to meet the needs of a given campaign or creative brief. This unit gives learners the opportunity to view familiar images and experiences through informed and analytical eyes.

Learning outcomes

On completion of this unit a learner should:

1 Know the constituents of the promotional mix

2 Understand the role of promotion within the marketing mix

3 Understand the role of advertising agencies and the media

4 Be able to create a simple promotional campaign.

Unit content

1 **Know the constituents of the promotional mix**

Promotional mix: products and/or services; advertising; publicity; public relations; sponsorships; sales promotions; personal selling; purpose and objectives; exhibitions; direct marketing; corporate image

Decisions about appropriate mix: cost versus benefits — short-term and long-term; target market and exposure to media; type of market, eg business to business or business to consumer; rapidly changing or relatively stable; budget requirements; timing requirements

Communications model: sender/receiver; encoding/decoding; noise; feedback; message; media choice

Consumer response hierarchy: AIDA (attention, interest, desire, action); how different promotional methods work at different stages

2 **Understand the role of promotion within the marketing mix**

Products and services: product range; new product development; product and market trials; quality; quantity; timing; product features and variations (unique selling points); associated services and benefits; style

Price: importance; factors affecting price; pricing strategies

Place: retail; wholesale; direct selling; role of intermediaries (push and pull)

Packaging: eg appearance, message, distinctiveness, appropriateness, functionality, integration in mix

People: importance particularly in services; training and development; consistency of image

Processes: importance in creating/maintaining positive image

Physical evidence: eg colour, sound, tone of voice, language, image, light

Promotional objectives: how business aims and objectives translate into marketing and promotional objectives, eg raising awareness of product/service, creating distinctive market presence, increasing market share; targeting relevant audience; attitudes, interests, opinions, aspirations, demographics, eg age, gender; business to business (b2b); business to consumer (b2c); promotions; segmentation, eg first-time buyers, branding and loyalty

3 **Understand the role of advertising agencies and the media**

Roles of advertising agencies: services offered such as media planning, eg advertisement design, copywriting, graphic design, typography, production; cost options, eg in-house versus outsourcing

Types of media: local; regional; national; international; terrestrial; satellite; digital; internet; specialist media, eg trade magazines

Criteria for media selection: cost versus coverage; promotional objectives; target audience; focus of appeal, eg emotional, empathetic, intellectual; timing; circulation; readership

Role of the internet: disintermediation; direct marketing; one-to-one communications, eg mobile phones

4 **Be able to create a simple promotional campaign**

Campaign brief: objectives, eg target audience, budget

Creative brief: objectives, eg to reach a given audience

Selection of content: communication of promotional message, eg features, performance, benefits, quality, reliability

Campaign tactics: reach given target group; selection of appropriate media; selection or design of suitable promotional materials/images; text and script according to media type; target audience; objectives; budget; selection of images, eg colour, impact, visibility, style, pace; other sensory dimensions; presentation; focus groups; stages — use of storyboards, eg mock-up, final proof, review, planning of next stage

Developing a promotion plan: choosing promotion mix; timing; frequency; cost; using promotion plan; media mix; use of internet

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the promotional mix used by two selected organisations for a selected product/service	M1 explain how the promotional aspect is integrated and used with the whole marketing mix of a selected organisation to achieve its business aims and objectives	D1 evaluate and justify the use of an appropriate promotional mix with respect to business and marketing objectives for the selected organisation.
P2 describe the role of promotion within the marketing mix for a selected product/service	M2 explain the relative merits of using professional agencies in ensuring promotional success	
P3 describe the role of advertising agencies and the media in the development of a successful promotional campaign	M3 provide a rationale for a promotional campaign and make recommendations for improvement.	
P4 design a promotional campaign for a given product/service to meet the needs of a given campaign/creative brief.		

Essential guidance for tutors

Delivery

This unit offers learners the opportunity to put together their own product promotion, which allows them to tap into their creativity and provides a wide variety of learning experiences. It also offers tutors the opportunity to involve colleagues who are delivering courses in drama, art and design and media, who can contribute ideas, show how goals can be met or illustrate new promotional techniques, eg website design.

Learners could be introduced to a range of promotional activities via campaigns for products with which they will be familiar. The widest possible range of media stimuli should be used, eg case studies such as Benetton's photographic shock tactics. These campaigns could be used to show how promotional objectives can be achieved, rooting creative activity in business concepts such as targets for increasing market share. Different types of promotional activity may then be considered, eg sponsorship, direct marketing, corporate image enhancement. Promotional activity can then lead to a consideration of the marketing mix as learners become aware of other key factors such as target markets and price points. This provides a foundation for subsequent work on marketing.

It is important that learners understand the basic communications model and how this is used to design promotional campaigns. The use of the AIDA model will also help them understand the relevance of the promotional mix.

Learners can consider these aspects of promotion alongside their own promotional creations in order to offer a variety of learning experiences. Planning the creation of promotional material may depend on the availability of resources such as art studios, recording studios and drama facilities. Budget will be a key consideration. The precise nature of promotional activity will also be dependent on the range of skills and abilities shared by learners in a given class. Learners will benefit from working in groups but must have individual work targets in order to prevent 'free-riding' whereby group effort largely reflects the performance of key individuals. Tutors will also need to consider how the group is made up. Following presentation of promotional campaigns, learners may consider the role of advertising agencies and the media in shaping and communicating campaigns. Learners do not need direct access to agencies but should be sufficiently aware of their activities to see the impact on promotional success.

Assessment

In order to pass the unit, learners must meet all the requirements of the pass grade criteria. At its simplest, for P1, this may relate to raising sales or establishing a local profile. For P2 the activity may be connected to the promotion of a selected product as part of the application of the marketing mix as firms select price points, highlight product quality or secure appropriate placement. In this way, learners can see promotional activity in a broader marketing context. This may be taken further to achieve merit grade work (M1) where the learner explains the connection between

promotional activity and the achievement of aims and objectives. This contribution may be particularly apparent where a previously successful business experiences declining sales and therefore revives its promotional dimension.

For P3, learners should clearly describe the contribution of advertising agencies and the media towards the promotional success of a selected product. This may be seen in the use of distinctive promotional techniques such as animatronics allied with the selected use of particular media. For example the creation and televised use of promotional characters such as the yellow Labrador puppy in the case of Andrex toilet tissue or animated cows used in Anchor butter advertisements. The benefits of using professional advertising agencies can then be explored at merit level, against the cost of employing them. Learners do not need to know the extra costs of using professional agencies but should be aware of the importance of budgeting.

For P4, the promotional campaign designed by learners should follow from its associated campaign creative brief. Learners may produce this in the light of their selected campaign but should ensure this crucial detail is not overlooked. For M3, learners should provide a rationale for their promotional campaign, explaining why it is expected to achieve its goals and making recommendations for ways in which it might be improved, eg via extension strategies.

For D1, learners may develop all these ideas to distinction grade by seeking to evaluate the effectiveness of their selected promotional campaign in achieving business aims and objectives. Learners should have some idea of expected gains in product sales or service uptake resulting from their campaign. They should balance this against approximate costs so that the project may be evaluated as a success or failure.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 3: Introduction to Marketing*.

This unit also links with the following specialist units:

- *Unit 10: An Introduction to Marketing Research*

- *Unit 11: Understanding Relationship Marketing*

- *Unit 12: Investigating Internet Marketing*.

This unit also links with the following units of the Level 3 National Occupational Standards in Marketing:

- Unit 2: Provide strategic marketing direction for the organisation

- Unit 4: Manage and provide marketing communications

- Unit 5: Use and develop marketing and customer information.

This unit also links with the following unit of the Level 3 NVQ in Customer Service unit:

- Unit 19: Organise the promotion of services or products to customers.

Indicative reading for learners

Textbooks

Dibb S, Simkin L, Pride W M and Farrell O C — *Marketing Concepts and Strategies* (Houghton Mifflin (Academic), 2005) ISBN 061853203X

Fill C — *Marketing Communications: engagement, strategies and practice* (FT Prentice Hall, 2005) ISBN 0273687727

Wright R — *Advertising* (FT Prentice Hall, 1999) ISBN 0273632892

Websites

www.asa.org.uk	The Advertising Standards Authority
www.cim.co.uk	The Chartered Institute of Marketing
www.marketingteacher.co.uk	Free marketing resources for learners, teachers and professionals

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• putting together a plan for their own product promotion	N3.1 Plan an activity and get relevant information from relevant sources.
• investigating the budget and scheduling of the product promotion	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• making recommendations on the best way to implement the promotional campaign based on the above investigations.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the promotional campaign with members of the group	C3.1a Take part in a group discussion.
• presenting a simulated pitch for the promotional campaign.	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating the relative costs of particular promotional activities.	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the promotional campaign	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• carrying out investigations and recording learning outcomes as part of the planning process	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• reviewing progress with group members and tutors.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• evaluating the different methods and media choices for a promotional campaign.	PS3.1 Explore a problem and identify different ways of tackling it.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and designing promotional campaign with others	WO3.1 Plan work with others.
• managing the investigation and co-operating in deciding on the best choice of media, methods and message	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing the process of undertaking the above with others in the group and with tutors.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 10: An Introduction to Marketing Research

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

It is generally accepted that information is the foundation of all good business decisions, and marketing information is therefore the basis of good marketing decisions. The ability to collect information and data about the business environment, markets and customers has been transformed by technological advances. The main research challenge these days is to find the best information for the job amongst a large amount of data rather than finding scarce data, as was the case in the past.

Marketing research is carried out into all areas of marketing activity and the information gathered concerns customers, markets, responses to existing and planned marketing campaigns and the general business environment. This means that the process needs to be continuous so that trends, opportunities and threats are identified.

In this unit the learners' knowledge of the main types and sources of marketing research will be developed from coverage of this topic in the core unit. They will learn about the main methods used to collect data and how to decide on the most appropriate method of research for a given situation. This will take into account the organisational objectives and the constraints that businesses work with. Learners will also learn how data is analysed, interpreted and presented so that the research objectives are met.

Then learners will have the opportunity to plan and carry out some simple marketing research activities, and to interpret their findings.

Learning outcomes

On completion of this unit a learner should:

1 Understand the main types of marketing research and how it is used to make marketing decisions

2 Be able to plan simple research

3 Be able to carry out simple research

4 Be able to interpret research findings.

Unit content

1 **Understand the main types of marketing research and how it is used to make marketing decisions**

Primary research: observation; experimentation; surveys — face-to-face, postal, email, telephone; e-marketing research; focus groups; panels; field trials; piloting; appropriateness of each method, eg fitness for purpose, cost, accuracy, time, validity, response rate

Secondary research: internal sources, eg data records, loyalty schemes, EPOS (electronic point of sale), website monitoring, e-transactions, accounting records, production information, sales figures, sales personnel, Delphi technique; external sources, eg internet, Government statistics, libraries, universities, company reports, specialist agencies, eg Mintel, Datastream, Dun & Bradstreet; trade journals; criteria for selection, eg checking of validity; use of ICT applications, eg storing, organising, retrieving and reporting data

Qualitative and quantitative research: importance and use of each; triangulation

Marketing strategies and activities: eg strategic, technical, data bank, continuous, ad hoc research

Purpose of research objectives: understand customer behaviour, buying patterns, preferences, satisfaction, sales trends; brand awareness; advertising awareness; product development success; new product opportunities; changes in the market; emergence of new markets; PESTLE (political, economic, social, technological, legal, environmental); competitor activities

2 **Be able to plan simple research**

Stages: brief; defining the issue; setting objectives; planning data to be collected — methods of collection, who is to collect it, timings involved; types of data — internal, external, secondary, primary; target population

Research stages: proposal/brief; defining objectives; planning; forecasting; collection of data; analysis and evaluation of data; presentation of findings; making recommendations; re-evaluation of marketing activities

3 **Be able to carry out simple research**

Census versus sample: sample size — choosing the sample; probability sampling — random, systematic random, stratified random, multi-stage, cluster; non-probability — quota, convenience, judgement; implications of different samples; cost and accuracy of information

Questionnaire: design — questions to be asked; types of questions — sequencing, dichotomous, multiple-choice, scaled, open-ended; length of questionnaire; bias; relevance; response; pilot stage

4 **Be able to interpret research findings**

Statistical procedures: arithmetic mean; median; mode; range; inter-quartile range; scatter diagrams; times series; trends; use of spreadsheets for analysis

Presentation of findings: oral reports; written reports, eg formal, informal; visual aids, eg computer graphics, graphs, charts; presentation of conclusions and recommendations; audience; effectiveness; quality of information; facilities

Diagrammatic analysis and presentation: pictograms; pie charts; bar charts; frequency curves; histograms; line graphs; scattergrams; appropriate use of techniques; interpretation of results

Limitations of research: excess of information through customer databases; problems of e-business feedback overload; reliability of sample; accuracy, bias; subjectivity

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the main types of marketing research and how they have been used to make a marketing decision in a given situation	M1 explain the context in which different marketing research methods are appropriate	D1 evaluate the application of a selected research method and plan, make and justify recommendations for improvement
P2 select an appropriate method of data collection and plan research for a selected product/service	M2 explain the reasons for selecting the particular method of data collection for a selected product/service	D2 evaluate the findings from the research undertaken.
P3 conduct primary and secondary research, making use of an identifiable sampling method	M3 analyse own research and findings and make recommendations on how marketing strategies could be adapted.	
P4 interpret findings from the research and present them clearly in an appropriate format.		

Essential guidance for tutors

Delivery

This unit builds on *Unit 3: Introduction to Marketing* and extends learners' knowledge and understanding of the marketing research process from original brief to presentation of findings. The first learning outcome allows learners to get a firm grasp of what market research is about, how to categorise research data and activities (primary/secondary, quantitative/qualitative) and ways of gathering data.

Learning outcome 1 then links to the content of *Unit 1: Exploring Business Activity* on the aims and objectives within a selected organisation. It is vital from the outset that learners are able to differentiate between bona fide market research, and salespeople who purport to be researching the market in order to sell their product. This unit involves a certain amount of tutor-led delivery, leading to more learner-centred activities. Learners will need to understand concepts such as:

- strategic research: knowledge needed to guide decisions which are likely to have long-term implications

- tactical research: eg specific actions of competitors or adjustments in prices

- databank research: incorporating and updating all relevant market information.

Learning outcome 2 develops the first learning outcome with the planning of the research. An exercise could look at the differences between primary and secondary research, the main methods, the advantages and disadvantages, how appropriate they are, and whether they produce mainly quantitative or qualitative data. It is important that learners have access to both paper-based and internet-based sources of secondary information such as company reports, economic trends, consumer trends, and census data. The Bized and Office for National Statistics websites are very useful here.

The importance of information and communication technology for collecting and analysing information should be emphasised. A mind-mapping exercise relating to marketing research objectives would encourage learner interaction, particularly with regard to local, national or global companies and products well known to the learners.

Learners' personal experiences of using the internet can demonstrate how important the data is that can obtained from competitors' websites (for example, their products or promotions), from their own customers' buying patterns, and customer comments on products (for example, www.thetrainline.com, www.tesco.com, www.goski.com). It is also important to recognise the danger of drowning in the data.

Questionnaire design, learning outcome 3 could offer opportunities for active learning such as using a brief to find out the lifestyle of a particular market group. By designing questionnaires in pairs and then using the 'snowball method', learners can gain constructive criticism from their peers and come up with a group questionnaire to pilot. This can then be used for learning outcome 4.

Learners may need support on the statistical procedures required in learning outcome 4. The positive side is that the learning outcome links well with key skill requirements, and learners should be encouraged to use statistical techniques in the context of market research so that they do not perceive it merely as 'number-crunching'. Learners should have an understanding of manual collation, and the use of spreadsheets by using software such as Microsoft Excel. The analysis of the questionnaire from learning outcome 3 will personalise the exercise.

The analysis of learners' own questionnaires may be useful as the limitations and pitfalls of learners' own research can be used in discussion to identify an organisation's possible pitfalls. Producing individual reports can allow learners to benefit from constructive criticism from their peers and see scope for possible improvement in their assessed assignment.

Assessment

Learners need to meet all the pass grade criteria to pass this unit. For P1, learners should describe the main types of marketing research and how it has been used to make a marketing decision in a given situation, eg as applied to the market development of a selected product or service. For P2 learners need to choose an appropriate method of data collection and plan research for a selected product or service. P3 requires learners to conduct both primary and secondary research, making use of an identifiable sampling method. For M1 and M2, the skills demonstrated in P1, P2 and P3 may be merged as learners analyse the effectiveness of the research, including appropriate data collection and sampling methods.

P4 requires learners to interpret findings from their own research and to present them verbally, diagrammatically or in writing. Diagrams could be those of established models such as the Boston or Ansoff matrix. For M3, learners should analyse their own research findings, drawing conclusions and making recommendations for ways in which marketing strategies should be adapted to accommodate research findings. Work for D1 and D2 should draw together work from M1, M2 and M3 as learners evaluate the application of selected research methods and make recommendations for improvements in research methodology based on their findings. In this respect learners are refining their strategies for market research as well as the marketing strategies themselves.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 3: Introduction to Marketing.*

This unit also links with the following specialist units:

- *Unit 9: Exploring Creative Product Promotion*

- *Unit 11: Understanding Relationship Marketing*

- *Unit 12: Investigating Internet Marketing.*

This unit also links with the following units of the Level 3 National Occupational Standards for Marketing:

- Unit 1: Provide marketing intelligence and customer insight
- Unit 2: Provide strategic marketing direction for the organisation
- Unit 3: Develop the customer proposition.

Indicative reading for learners

Textbooks

Dibb S, Simkin L, Pride W M and Farrell O C — *Marketing Concepts and Strategies* (Houghton Mifflin (Academic), 2005) ISBN 061853203X

Hall D, Jones R and Raffo C — *Business Studies, 3rd Edition* (Causeway Press Ltd, 2004) ISBN 1902796837

Hill E — *Foundations in Marketing* (CIM Publishing, 2001) ISBN 0902130994

Proctor T — *Essentials of Marketing Research* (FT Prentice Hall, 2005) ISBN 0273694944

Websites

www.bized.ac.uk	Provides interactive and online models and simulations for teachers and learners, and provides a valuable direct access to company reports in the UK and around the world
www.cim.co.uk	The Chartered Institute of Marketing
www.mintel.com	Mintel is a global supplier of consumer, media and market research
www.marketingonline.co.uk	MarketingOnlineLive.com
www.marketingteacher.com	Free marketing resources for learners, teachers and professionals

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the marketing research activity	N3.1 Plan an activity and get relevant information from relevant sources.
• analysing the findings of marketing research activity	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• interpreting findings of marketing research and assessing its effectiveness.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the marketing research with group members	C3.1a Take part in a group discussion.
• presenting the findings of the research activity.	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• presenting research findings using appropriate ICT tools.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning group work and assigning tasks for designing and implementing marketing research activity	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• managing themselves within the group to ensure successful achievement of marketing research outcomes	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• reviewing progress within the marketing research campaign.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing the marketing research project — techniques to be used and approach and methods	PS3.1 Explore a problem and identify different ways of tackling it.
• planning and implementing research	PS3.2 Plan and implement at least one way of solving the problem.
• reviewing outcomes against objectives.	PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the research project	WO3.1 Plan work with others.
• ensuring progress is as planned and implementing any changes needed	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing progress and final outcomes with members of the group and tutors.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 11: Understanding Relationship Marketing

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

The relationship marketing concept grew from a customer service ethos which has proved successful for those organisations with reputations for delivering good service.

As the services sector grows and organisations realise that what customers value is not always just lower prices but also aspects such as delivery, image and brand associations, the link with customers becomes increasingly important. The use of information gathered through communications with customers can enable organisations to develop a marketing mix that is more likely to create customer satisfaction. The ultimate aim of a relationship marketing approach is for the customer to become a 'partner' of the organisation, by participating in marketing decisions through a one-to-one relationship.

The unit aims to develop learners' appreciation of customer relationship management, not simply as a 'front-of-house' presence, but as an integral part of the quality system within an organisation, through relationship marketing. The unit includes direct marketing and e-business, where there is no face-to-face interaction, and incorporates the public, private and voluntary or not-for-profit sectors.

Relationship marketing has existed for some time in business-to-business (B2B) marketing but technological developments have meant that companies can now build closer relationships more easily and cost-effectively with individual consumers. The unit reflects the increasing awareness of factors which generate brand and producer loyalty among consumers and customers. It also examines ways marketers can maximise value for and from their customers.

Learning outcomes

On completion of this unit a learner should:

1   Know what relationship marketing means

2   Understand the development and application of the concept of relationship marketing

3   Understand the role of customer relationship management (CRM) systems

4   Be able to investigate different methods of attracting and keeping customers.

Unit content

1 **Know what relationship marketing means**

Relationship marketing: an extension of customer service; a continuous process; an integrated process; total relationship marketing concept; brand loyalty; long-term commitment; part of extended mix: people, processes, physical evidence

2 **Understand the development and application of the concept of relationship marketing**

Relationship marketing concepts: development; link with the organisational mission and objectives; difference between transactional marketing and relationship marketing; connection with strategic aims and objectives; stakeholders' needs and expectations; customer lifetime value; the decision-making unit (DMU); expanding the marketing mix to the 7 Ps; growth of services sector; the augmented product and total product concept; growing sophistication of direct marketing and e-business in business-to-business (b2b) and business-to-consumer (b2c) markets; role of information and communications technologies

Customer service: growing importance; keeping existing customers versus gaining new ones; consequences of poor customer service; using customer service to augment products; customer service as part of extended marketing mix

3 **Understand the role of customer relationship management (CRM) systems**

Tracking and evaluating customer satisfaction: customer retention management through database marketing in conventional retailing; direct marketing and e-business; lost-customer analysis; the importance of a transparent complaints-handling system and related opportunities; suggestion schemes, user panels, field visits, mystery shoppers, customer marketing; outsourcing to CRM specialists; managing customer expectations

Quality systems: perceived quality and gap analysis; quality circles; benchmarking; value delivery systems, service delivery systems, eg using fishbone (Ishikawa) analysis

4 **Be able to investigate different methods of attracting and keeping customers**

Customer service functions: customer service mission linking with organisation mission; setting standards for service policies and communicating them, eg customer charters; the components of customer service, eg pre-transactional, transactional and post-transactional elements; implications for training, eg customer service skills

Attracting and keeping customers: customer relationship features — difficulty of attracting new customers; cost of lost customers; customer profitability ranking (lifetime value); different levels of relationship; value-building approaches; loyalty schemes, eg financial, social, structural, as tools to use in b2b and b2c markets; the ladder of customer loyalty: prospect, customer, client, supporter, advocate; database marketing and the 3 Rs, ie response, relationship, revolution; customer segmentation: building a customer base with reference to retail, direct mail and e-business

Methods: loyalty schemes; 'club' membership; discounts; promotional offers; past sale links with associated products; 'valued customer' bookings; advantageous trade-in arrangements; promotion of unique selling points in relation to competition; competitions, free gifts and offers; use of the internet in relationship management

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the meaning of relationship marketing	M1 analyse the ways in which relationship marketing activities can be used to support the achievement of strategic aims and objectives of a given organisation	D1 evaluate the contribution of relationship marketing activities to the effectiveness of the marketing function in a selected business and its retention of customers.
P2 describe the development of relationship marketing and how it can be applied to a selected business		
P3 describe the different methods used to track and evaluate customer satisfaction and quality systems for a selected service/product	M2 analyse the effectiveness of methods used to attract and retain customers, and track and evaluate customer satisfaction for a selected organisation.	
P4 describe, with reference to different customer service functions, the different methods used to attract and retain customers for a selected service/product.		

Essential guidance for tutors

Delivery

Learning outcome 1 extends the awareness of marketing gained in the specialist units. Examples of ways in which relationships are built with consumers may be considered and discussed. The idea of 'customer lifetime value' supports the value of creating lasting relationships. Learner involvement in looking at decision-making units can then evolve into the various Ps' of marketing, with customer care as the central link in relationship marketing. The growing importance of direct marketing, specifically via e-business, can be emphasised here, along with ways of attracting repeat business as practised by companies such as Amazon.

The unit offers opportunities to look at the costs involved in attracting new customers against keeping existing customers. It reinforces the idea of the profitability of customers. Companies such as Saga have developed products to satisfy their loyal customers in a niche market, ie customers who are over the age of fifty.

The growing use of relationship marketing enabled by technological advances can be explored by examining, for example, the use of familiar tools such as loyalty cards. Tesco is just one good example of the mix of traditional and new methods — it was the first of the major supermarket chains to make full use of the information gathered through their Clubcard.

It is important to stress that these are marketing tools and do not equate to relationship marketing. So the concept of relationship marketing as an integrated process within a long-term strategy should be emphasised.

An additional question is, 'Who do these schemes benefit the most: the customer or seller?' The importance of database marketing needs to be stressed and can be equated to all types of distribution, whether it is b2b or b2c marketing. Learners could collect examples of direct mail and emails from companies and compare the approaches taken. Customer segmentation follows the idea of building one customer at a time as different market segments require a different marketing language and approach. Attempts to build relationships may include the 'mass customisation' of e-business alongside the more traditional 'open all hours' shop. Attempts to build a mail order relationship can include customers' postcodes being collected at points of sale.

The unit also considers the importance of processes and systems to provide consistent quality. For example, the 'value delivery system' is highly relevant in e-businesses where the ease of ordering may be offset by the difficulty of obtaining the goods. Relationship marketing therefore considers all aspects of the organisation's relationship with the customer rather than simply focusing on transactions.

The tracking and evaluation of customer satisfaction in all areas is investigated, along with the appropriateness of the different monitoring methods used. Learners can also be invited to consider how businesses deal with 'lost' customers, as a complaining customer treated well could turn into an advocate. Public sector services could also be investigated, eg via customer satisfaction surveys of hospital catering. There is a multitude of customer charters, along with 'best practice' benchmarking between local authorities.

Learning outcome 4 could be approached through role plays and case studies. Centres may be used as examples of internal and external customers. A comparison of customer service mission statements is useful, along with personal knowledge of the service. The components of customer service can be discussed and live examples explored through visits and speakers.

Assessment

Learners need to meet all the pass grade requirements to pass this unit. For P1 and P2, learners should describe the meaning of relationship marketing, its development and how it can be applied to a selected business. This should identify and describe the customer service function within a selected organisation and explain how it is intended to strengthen customer relations. For M1, P1 and P2 merge so that learners analyse ways in which relationship marketing activities conform to the strategic aims and objectives of a selected organisation.

P3 and P4 require learners to identify and describe the different methods used to attract and retain customers for a selected service or product. Learners should describe the systems used to maintain relationships with customers in a selected organisation and explain how customer satisfaction may be tracked and evaluated. For M2, P3 and P4 merge as learners analyse the effectiveness of the different methods used to attract and retain customers and to track and evaluate customer satisfaction in the case of their selected organisation.

P1, P2, P3, P4, M1 and M2 merge to achieve D1 as learners evaluate the contribution of relationship marketing activities in a selected business to the effectiveness of the marketing function. Whereas the marketing function is well established, the notion that providers have potentially enduring relationships with their clientele which require constant nurturing is yet to be integrated fully into marketing department priorities, hence the scope for evaluation. D1 requires learners to draw together the threads of this unit into a single discussion with the benefits set against the actual or potential costs in terms of staffing, processing and the dilution, as some would see it, of traditional perspectives on marketing.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 3: Introduction to Marketing.*

This unit also links with the following specialist units:

- *Unit 9: Exploring Creative Product Promotion*

- *Unit 10: An Introduction to Marketing Research*

- *Unit 12: Investigating Internet Marketing.*

This unit also links with the following units of the Level 3 National Occupational Standards in Marketing:

- Unit 3: Develop the customer proposition
- Unit 5: Use and develop marketing and customer information.
- This unit also links with the following units of the Level 3 NVQ in Customer Service:
- Unit 7: Understand customer service to improve service delivery
- Unit 18: Use customer service as a competitive tool
- Unit 26: Improve the customer relationship
- Unit 43: Gather, analyse and interpret customer feedback.

Indicative reading for learners

Textbooks

Cave S — *Consumer Behaviour in a Week* (Hodder Arnold, 2002) ISBN 0340849711

Dibb S, Simkin L, Pride W M and Ferrell O C — *Marketing: Concepts and Strategies* (Houghton Mifflin, 2005) ISBN 061853203X

Gummerson E — *Total Relationship Marketing: Rethinking Marketing Management, 2nd Edition* (Butterworth-Heinemann Ltd, 2002) ISBN 0750654074

Martin C, Payne A and Ballantyne D — *Relationship Marketing: Creating Stakeholder Value* (Butterworth-Heinemann Ltd, 2001) ISBN 0750648392

Needham D and Dransfield R — *Marketing: Everybody's Business — Covering European and International Marketing* (Heinemann, 1994) ISBN 0435450255

Websites

www.amazon.com	Amazon — online shopping
www.bized.ac.uk	Business education website including learning materials and quizzes
www.cim.co.uk	The Chartered Institute of Marketing
www.easyjet.com	Easyjet main website
www.marketingteacher.com	Free marketing resources for learners, teachers and professionals
www.saga.co.uk	The Saga Group
www.statistics.gov.uk	Official UK statistics
www.swatch.com	Swatch main website
www.tesco.com	Tesco
www.the-dma.org	The Direct Marketing Association
www.thetimes100.co.uk/home.asp	Free materials and case studies
www.ukonline.gov.uk	Website of the UK Government

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating and discussing customer service in a chosen organisation.	C3.1a Take part in a group discussion.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and carrying out an investigation into a chosen organisation's approach to building customer relationships	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• evaluating the outcomes of a customer satisfaction survey	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• checking that the objectives of the investigation are being met.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing a customer satisfaction survey	PS3.1 Explore a problem and identify different ways of tackling it.
• planning and implementing the survey	PS3.2 Plan and implement at least one way of solving the problem.
• reviewing the survey to see that the problem (a customer satisfaction concern) has been solved.	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning customer survey with a group	WO3.1 Plan work with others.
• allocating and liaising during the course of the project	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing outcomes with the group and tutors.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 12: Investigating Internet Marketing

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Internet marketing is sometimes treated as a separate type of marketing but in this unit learners will find that the underpinning marketing principles remain and are enhanced and supported by new technologies. The nature of technological development is such that information and communication technology (ICT) can seem to move faster than the market itself, so products and technologies become out of date almost as soon as they reach the mainstream customer.

In this unit learners will be introduced to the main areas of marketing (and the marketing mix) which have been affected by the internet. They will look at how the promotional aspects have been transformed, how product development has been speeded up and even how new products have resulted from the existence of the internet itself. They will also learn how information can be used to enable a better match between the customer and the product.

Internet marketing therefore, is about the use of the internet in achieving marketing success rather than being about the technology itself. As customers demand more from digital technologies, the technologists themselves are integrating functions and making it easier for more customers to take part. This is a trend that marketers can use to their advantage.

There are challenges associated with this increased access to information, not only for the business but also for customers and competitors, and these are also examined. Learners will have the opportunity to investigate the role of ICT in the marketing activities of a selected organisation.

Learning outcomes

On completion of this unit a learner should:

1   Know what role internet marketing has within a modern marketing context

2   Understand the benefits of internet marketing to customers

3   Understand the opportunities offered to businesses by internet marketing

4   Be able to investigate the challenges faced by businesses using internet marketing.

Unit content

1 **Know what role internet marketing has within a modern marketing context**

Modern marketing: increased integration of marketing mix (4 Ps) and extended mix (7 Ps); relationship marketing; importance of identification of new product development and market development opportunities; modern information and communications technologies (ICTs) strategies to achieve business objectives; technology-enabled targeting and segmentation, eg demographical, psychographic, economic, usage-based; business-to-business (b2b), business-to-consumer (b2c) and consumer-to-consumer (c2c) such as eBay; 'disintermediation' and direct market communication by producers

Internet marketing: greater individualisation of market attention, eg one-to-one relationships, mass customisation, increased information and cost effective information gathering methods; reaching wider and more distant markets; product impact — enhancing traditional products and services, online games and music, mix between on and off line activities; opportunities enhancing marketing effectiveness, eg through 'one-to-one' communications; understand customers and target more effectively

2 **Understand the benefits of internet marketing to customers**

Benefits to customers: opportunities to compare and select providers; increased bargaining power; availability of more comprehensive and up-to-date product information; opportunities for lower costs via 'dynamic pricing', eg internet auctions; greater supply convenience through availability of responsive transaction facilities, eg airline ticketing; immediate online sales and customer service without travel or unsatisfying sales experiences — availability of digital complaints services; opportunities to pool customer experiences collectively via chat rooms, ie consumer to consumer (c2c)

3 **Understand the opportunities offered to businesses by internet marketing**

Communications: more frequent individualised communications to build relationships; use of communications to promote, eg special offers, product launches; new services; use of purchase history to tailor offers to individuals

Product development: increased range of customised buyer menus resulting in more accurate responses to customer needs and wants; use of internet information to identify product development opportunities; opportunities for immediate sales of products, eg banking, insurance policies; possibilities of substitute online forms of products, eg music, films, radio and TV programmes; podcasts; market development — ability to expand markets more cost-effectively; lower entry costs for small businesses; opportunities to offer services 'virtually', eg virtual tours by estate agents; operating 24/7, eg internet banking; ability to link traditional methods with online marketing ('bricks and clicks'); market diversification opportunities, eg tesco.com

Business efficiency: use of internet to manage supply chain; use of electronic communications to reduce staff costs; opportunities for increased sales from existing customers; opportunities to monitor competitor activity; internet business opportunities, eg use of paid-for promotion on websites, through search engines, portals and links

4 **Be able to investigate the challenges faced by businesses using internet marketing**

Competition through global website visibility: problems of channel conflict and 'disintermediation'; low customer confidence in payment security; challenge of delivering to the higher reliability expectations raised; problems of managing overload of market feedback — volume of individual/group customer profiles; challenge of more complex analysis; keeping pace with market and technological change; challenge of revising marketing goals commensurate with the organisation's capacity to process feedback; problems of ensuring maximum access via ISPs and search engines; security of site information and payment systems; challenge of linguistic/cultural sensitivity, eg Kelloggs' European promotions and in publishing, eg EuroDisney versus US Disney; challenge of additional legal complexity

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the role internet marketing has in a modern marketing context using selected organisations as examples	M1 analyse the benefits of internet marketing to customers	D1 evaluate the effectiveness of internet marketing in meeting customer needs for a selected business.
P2 describe the principal benefits to customers of using internet marketing	M2 analyse the marketing opportunities and challenges faced by a selected business when using internet marketing within the marketing mix of a selected business.	
P3 describe the benefits and opportunities to the business of using internet marketing within the marketing mix of a selected business		
P4 describe the challenges facing a selected business when using the internet as a marketing tool.		

Essential guidance for tutors

Delivery

Learners need to understand the basics of online business and the marketing process before they can be expected to grasp the distinctive features of internet marketing. Learners should be aware of the role that marketing plays in major organisations, including key elements such as segmentation, research/analysis and mass/niche marketing from *Unit 3: Introduction to Marketing*. This unit considers the ways in which internet operation develops that process. It is therefore about how the internet and related digital technologies are used to improve marketing performance.

Learners should be able to provide cases in which consumer power has been significantly strengthened as a direct result of internet access. Examples include chat rooms that enable comment upon quality of product service and which challenges market power, eg Chase Manhattan Bank. Learners should be able to make appropriate judgements supported by the evidence they have produced.

Participation in appropriate user chat rooms may also illustrate the potential for consumer power but this clearly raises questions of internet-use supervision, especially in large learner groups. The selection of industries featuring firms which have a significant internet presence, compared to those which do not, offers opportunities to contrast the relative degrees of flexibility available to suppliers and consumers alike. Learners can contrast the web presence of different businesses and reach judgements concerning which business is most responsive to shifting consumer preferences.

Learners should be aware of the range of new types of business that consumers can participate in. The growth of businesses such as eBay, Amazon and Google are examples that exist because of the internet. But attention should also be drawn to the increased use, in recent years, by traditional businesses — a good example of this is Tesco.

Learners should be able to evaluate the circumstances under which internet marketing may prove worthwhile. Examples include those businesses for whom mass customisation may prove more realistic, eg low-volume individualised products or individualised service industries, eg directline.com. Learners should be able to consider the value of these strategies in conventional business (cost-benefit or investment-return) terms.

Case studies of problems experienced in the field of internet marketing will allow learners to evaluate this business innovation, presenting both strengths and weaknesses of the new technology available. Examples such as the low-cost airlines show that online facilities mean costs can be pared down to the minimum. Learners might be invited to assess the impact of this on the mainstream carriers to illustrate how businesses respond to these changes. The exposure to keener competition and problems of channel conflict, alongside questions of low consumer confidence, will all threaten the success of a venture.

Assessment

Learners need to meet all the pass grade criteria to pass this unit. For P1, they should describe how the marketing activities of different businesses have incorporated internet marketing. For example, the ways in which the internet provides opportunities for producer-customer dialogue and hence research and relationship building. For P2, learners should describe the principal benefits of internet marketing to customers, eg using contrasting businesses. These two strands come together for M1 where learners are asked to discuss ways in which the internet marketing activities build upon conventional offline marketing principles and offer customers greater freedom of choice. This will involve a greater depth of understanding of internet marketing as offline activities form the basis for greater individualisation of market attention and offer opportunities for elements of the marketing mix to be exploited differently, as with dynamic pricing.

P3 and P4 asks learners to describe key benefits and drawbacks presented by internet marketing activity to selected businesses and again the unit content offers suggested lines of enquiry. These two themes are brought together for M2 as learners are asked to analyse ways in which internet marketing has created new business opportunities and presented new challenges for contrasting businesses.

Finally, learners may progress to D1 as all these themes are integrated. Learners are asked to evaluate how the performance of selected businesses may be enhanced through integration of internet marketing into overall marketing strategies, despite the challenges encountered. This evaluation will explore the principles, benefits, opportunities and challenges of internet marketing as learners apply some relative weight to opposing sets of considerations before reaching a final supported viewpoint.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 3: Introduction to Marketing.*

This unit also links with the following specialist units:

- *Unit 9: Exploring Creative Product Promotion*

- *Unit 10: An Introduction to Marketing Research*

- *Unit 11: Understanding Relationship Marketing*

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 30: Website Design Strategies.*

This unit also links with the following units of the Level 3 National Occupational Standards for Marketing:

- Unit 1: Provide marketing intelligence and customer insight

- Unit 2: Provide strategic marketing direction for the organisation

- Unit 3: Develop the customer proposition

- Unit 4: Manage and provide marketing communications

- Unit 5: Use and develop marketing and customer information

- Unit 6: Lead marketing operations and programmes

- Unit 7: Work with other business functions and third parties.

Indicative reading for learners

Textbooks

Cave S — *Consumer Behaviour in a Week* (Hodder Arnold, 2002) ISBN 0340849711

Chaffey D — *E-Business and E-Commerce Management* (FT Prentice Hall, 2003) ISBN 0273683780

Chaffey D, Mayer R, Johnston K and Ellis-Chadwick F — *Internet Marketing: Strategy, Implementation and Practice* (Prentice Hall, 2002) ISBN 0273658832

Dibb S, Simkin L, Pride W M and Ferrell O C — *Marketing: Concepts and Strategies* (Houghton Mifflin, 2005) ISBN 061853203X

Needham D and Dransfield R — *Marketing: Everybody's Business — Covering European and International Marketing* (Heinemann, 1994) ISBN 0435450255

Websites

www.amazon.com	Amazon — online shopping
www.bbc.co.uk	The British Broadcasting Corporation
www.bized.ac.uk	Business education website including learning materials and quizzes
www.cim.com	The Chartered Institute of Marketing
www.e-bay.com	eBay — online auctions
www.easyjet.com	Easyjet main website
www.marketingteacher.com	Free marketing resources for learners, teachers and professionals
www.tesco.com	Tesco
www.the-dma.org	The Direct Marketing Association

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• searching the internet for examples of internet marketing practices.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the investigation of various case studies	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• carrying out the investigation of internet marketing in practice	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• reviewing progress with tutors.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying the best way to compare and analyse different internet marketing practices.	PS3.1 Explore a problem and identify different ways of tackling it.

Unit 13: Investigating Recruitment and Selection

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Recruiting the right people is key to the success of any business. Successful organisations recognise the importance of the recruitment and selection process in ensuring that they attract and appoint high calibre employees. These organisations ensure that the processes and procedures involved in recruitment and selection meet their needs.

Potential applicants may make decisions to apply for a post on the quality of information that they receive. Details of the post will usually be the first communication they will have with the organisation. They should receive clear information on the nature of the post and the type of person that the organisation is endeavouring to recruit. It is important that the organisation makes a good first impression on potential applicants. This will do much to ensure that the organisation attracts sufficient applicants of the right calibre.

It is important that the process of selecting candidates is well organised. A structured and planned selection procedure appropriate to the advertised post is crucial to the success of the selection process. In most cases the interview will be the first face-to-face contact that the applicants will have with the organisation. The impression they form may determine their decision to accept an offer of appointment. Staff conducting the interview will also be forming their impressions of the candidate during the interview period. This may be aided by selection criteria or complementary tests.

It is important that the interviewers are well organised and prepared. They will need to be familiar with the details supplied by the short-listed applicants, and use effective communications and listening skills during the interview.

Organisations with effective recruitment and selection processes and practices in place are more likely to be making successful staffing appointments. In competitive labour markets this is a crucial advantage that well organised businesses will have over their competitors.

Learning outcomes

On completion of this unit a learner should:

1 Understand the processes involved in recruitment planning

2 Know the documentation involved in the recruitment process

3 Be able to participate in a selection interview

4 Understand the implications of the regulatory framework on the process of recruitment and selection.

Unit content

1 **Understand the processes involved in recruitment planning**

Recruitment planning: reason for vacancy, eg employee leaving, increased volume of business, different work, maternity cover, sickness; decision to recruit; internal recruitment; external sources of recruitment (use of job centres, consultants, recruitment agencies); cost and time considerations of external sourcing

Recruitment advertising: internal advertising; external advertising (choice of media, use of external agencies, format and type of advertisement, cost implications, legal considerations of recruitment advertising); methods of application, eg letter, online, telephone

2 **Know the documentation involved in the recruitment process**

Job description: purpose and standard formats; title of job; department and location of post; broad terms of job; responsible to whom; responsibilities; scope of post; education and qualifications; name of compiler and approver; date of issue

Person specification: purpose and standard formats, eg job title and reference number; location in management line; essential and desirable attributes; physical characteristics required; attainments and qualifications; previous experience; general intelligence; special aptitudes; temperament and personality; hobbies and interests; personal circumstances

Application documentation: letter; application form; curriculum vitae

3 **Be able to participate in a selection interview**

Pre-interview: selection criteria for short-listing; application packs and information for candidates; references; types of interviews (group, individual, team, panel, telephone, multi-stage); tasks and tests used to complement the interview process, eg occupational preference tests, attainment tests, aptitude tests, psychometric tests; use of specialists in the interview; interview questions; procedure for informing candidates on interview decisions

Interview: interview protocol; confidentiality; fairness; interview environment; agreed questions; checking of personal information; interview checklist; control of interview; decision criteria and documentation; communicating the decision to candidates; communication and listening skills; body language; questioning techniques; barriers to communication; analysing and summarising

Post interview: informing candidates; making a job offer; verbal/non-verbal offers; contents of job offer, eg start date, wage or salary rate, hours of work, holiday entitlements; other conditions, eg references, medical test, passing specific qualifications; expenses claims; candidate's feedback; taking up and checking references; police and/or medical checks; rejection of unsuccessful candidates

4 Understand the implications of the regulatory framework on the process of recruitment and selection

Current UK and EU legislation: Sex Discrimination Act 1995/97; Race Relations Act 1992; Equal Pay Act 1970; Disability Discrimination Acts 1995 and 2005; European Working Time Directive; Employment Act 2002; national minimum wage; Data Protection Act 1998 (together with any future amendments)

Ethical issues: asking candidates the same questions; interviewers not related to candidates; gender and ethnic balance on panels

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify how two organisations plan recruitment using internal and external sources	M1 compare the purposes of the different documents used in the selection process of a given organisation	D1 evaluate the usefulness of the documents in the interview pack of a given organisation in facilitating the interview process
P2 prepare the advertising, job description and person specification required to recruit an employee for a specific role in a selected organisation	M2 analyse your contribution to the selection process in a given situation.	D2 evaluate your experience of planning and participating in the recruitment and selection process.
P3 apply for a job by completing the application documentation		
P4 participate in a selection interview		
P5 design a concise briefing sheet for a selection panel to guide them on the regulatory requirements of recruitment and selection practice.		

Essential guidance for tutors

Delivery

This unit is designed to be delivered and assessed using a practical programme in which learners are required to set up interviews from the job analysis stage right through to selecting a suitable candidate. This will involve learners in preparing documents to be used at interviews which will give them the opportunity to practise appraising CVs, personal statements and letters of application and completing application forms.

In this unit there is an emphasis on the importance of all types of communication including non-written communication, body language, appearance, verbal communication, both face-to-face communication and electronic communication, which the teacher will need to spend time discussing in order to develop good practice.

The importance of equal opportunities to an organisation, allowing it to select recruits from the broadest possible range of potential talent, cannot be overstated. The implications for individuals and society in confronting prejudice, lessening social exclusion, widening participation and recognising ability and potential will be key and sensitive subjects for many learners. Providing information on and allowing discussion about legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, may occur will help learners to develop awareness and sensitivity to employee and employer standpoints.

It is necessary that learners have a broad understanding of the regulatory framework involved in recruitment and selection. However, it is not expected that learners will require detailed knowledge of the legislation as this is covered in other units. They should be aware of the key implications of relevant legislation and the ethical issues involved in recruiting and selecting staff.

The learners' own experiences should be called upon, although many younger people may be working in situations with informal employment practices. Their learning should take account of their experiences while indicating professionally appropriate practice. Textbook case studies will be of use but there will be current cases in the media revolving around employment issues and legislation, which should provide practical application of the theory covered. The websites of large employers such as Asda, Boots, Sainsbury's and Tesco are a rich source of sample material and provide examples of current practice where comparative practices are relatively simple to access.

Assessment

For P1, learners need to understand that there are a number of reasons why vacancies occur and that the decision to recruit will be the result of an analysis by the organisation of its requirements. The vacancy may be filled internally or externally. External sources may be used but they may have time and cost implications. The vacancy may be advertised internally and externally. If advertised externally, the choice of media will be important in order to reach the targeted market. External advertising is more costly and there are legal considerations to be aware of on all recruitment advertising. The evidence is likely to be in the form of an introductory planning sheet linked to P2.

For P2, learners will prepare the documentation for an identified vacancy. This will encompass a job advert, job description and person specification. The completion of these three documents to an appropriate standard will provide the evidence for this criterion.

For P3, learners should complete the process as if they were applying for the post. They should complete the application form and include any other documentation requested, which should include their curriculum vitae and a covering letter. The completion of the required documentation to an appropriate standard will provide the evidence for this criterion.

For P4, learners should adopt the role of either an interviewee or an interviewer in a mock selection interview. Learners should demonstrate through role play that they have prepared for the interview. They should have the necessary documentation available and be able to conduct the proceedings. Roles can then be reversed to give all learners the opportunity to see the recruitment process from the perspectives of both the applicant and the interviewer. Evidence is likely to come from a copy of the documentation used by each participant and a witness statement from the assessor.

Learners can link P5 to P4. This requires an overview of the key legal and ethical requirements of selection interviews. It should be a concise guide that interviewers can easily understand.

For M1, learners must be able to identify the documents used in the three stages of the selection process. They should know the purpose of the key documents. They should be able to explain the purpose of the information that the completed documents will provide for the interviewers. They should be able to draw comparisons between the purposes of appropriate documents.

For M2, learners must show that they can prepare for and perform in a role-play situation. Learners should ensure that an application pack is prepared and that all the necessary documentation is provided for the interviewee and the interviewers. The interview should be organised and conducted in a professional manner. Observers will be looking for evidence that the participants have prepared for the interview. This can be judged by observing how the learners organise and manage the sequence of the interview, the ability of the participants to ask appropriate questions, the quality of their participation and whether they have used communications and listening skills to good effect. Evidence will come from supporting documentation such as interview questions that interviewers and interviewees have prepared. The evidence will be supported by a witness statement on the role play of each participant.

For D1, learners must make judgements on the usefulness of documents that they have collated in the interview pack. This will be informed by a mix of theory and practice. They must be able to demonstrate that they are able to assess the usefulness of documents that belong to a real organisation or that they have used in the role play exercise. In what ways did the documentation contribute to the organisation, management and conduct of the interview and the process of making a selection decision?

For D2, learners must be able to demonstrate that they can critically reflect on their experience and draw lessons from it. Evidence will require a evaluation of the role play and this should be linked to the feedback on the witness statement. Learners must also be able to critically evaluate their experiences of the planning stages of the interview.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 14: Understanding Aspects of Employment Law*
- *Unit 15: Career Development Planning in Business*
- *Unit 16: Human Resource Management in Business.*

This unit also links with the following unit of the Level 3 National Occupational Standards in Management and Leadership:

- Unit D03: Recruit, select and keep colleagues.

This unit also links with the following units of the Level 3 National Occupational Standards in Personnel:

- Unit P31: Operate recruitment procedures
- Unit P32: Operate selection procedures.

Indicative reading for learners

Textbooks

Bartol K M and Martin D C — *Management* (Irwin, 2001) ISBN 0072515015

Edenborough R — *Effective Interviewing: A Handbook of Skills and Techniques* (Kogan Page, 2002) ISBN 0749437553

Fowler A — *Writing Job Descriptions (Management Shapers)* (CIPD, 2000)
ISBN 0852928661

Gillespie A — *Business in Action* (Hodder Arnold, 2002) ISBN 0340848200

Grout J and Perrin S — *Recruiting Excellence: An Insider's Guide to Sourcing Top Talent* (McGraw Hill, 2002) ISBN 0077099680

Hackett P — *The Selection Interview (Management Shapers)* (CIPD, 1998)
ISBN 0852927568

Hogg C — *Creating a Staff Handbook (Good Practice)* (CIPD, 1999) ISBN 085292822X

Kay F, Guinness H and Stevens N — *Making Management Simple* (How to Books, 2003)
ISBN 1857038118

Ridderstrale J and Nordstrom K — *Funky Business* (FT Prentice Hall, 2001)
ISBN 0273659073

Journals

Personnel Today (Reed Business Information) is a useful journal which often has up-to-date and relevant articles on selection and recruitment practice.

Websites

www.bbc.co.uk/learning/subjects/ business_studies.shtml	A changing bank of learning resources and up to date case studies. This site also has links to other useful sites
www.bized.ac.uk	Includes a number of pertinent case studies including McDonalds and Cummins
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.thetimes100.co.uk	Includes a number of pertinent case studies including McDonalds and Cummins

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• identifying how organisations plan recruitment from internal and external sources	C3.1a	Take part in a group discussion.
• preparing the advertising, job description and person specification required to recruit an employee	C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.
• applying for a job by completing the application documentation	C3.2	Read and synthesise information from at least **two** documents about the same subject.
		Each document must be a minimum of 1000 words long.
• participating in a selection interview	C3.3	Write **two** different types of documents, each one giving different information about complex subjects.
• designing a concise briefing sheet for a selection panel to guide them on the regulatory requirements of recruitment and selection practice.		One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing the advertising, job description and person specification required to recruit an employee	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• applying for a job by completing the application documentation	ICT3.2 Enter and develop the information and derive new information.
• designing a concise briefing sheet for a selection panel to guide them on the regulatory requirements of recruitment and selection practice.	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing the advertising, job description and person specification required to recruit an employee	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• applying for a job by completing the application documentation	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• participating in a selection interview.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• participating in a selection interview.	PS3.1 Explore a problem and identify different ways of tackling it.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying how organisations plan recruitment from internal and external sources	WO3.1 Plan work with others.
• preparing the advertising, job description and person specification required to recruit an employee	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• applying for a job by completing the application documentation.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 14: Understanding Aspects of Employment Law

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

Employment law is constantly changing. The relationship between employers and employees is controlled largely by legislation and is continuously being revised and updated. Good employee/employer relations will contribute to the effectiveness of a business. Co-operation between employers and employees leads to the development of good working relations.

It is important that organisations are aware of change and keep up to date with developments in employment law. In this unit, learners will be introduced to the different methods of employing staff and the different types of contract. Contracts of employment are governed by legislation and regulations that give rise to rights and responsibilities. Learners will explore the different types of contract and the impact of employment legislation on the rights and responsibilities of employers and employees.

The success of a business is often reliant upon relationships with employees. Learners will investigate and explore the various perspectives in employee relations and the methods of establishing good employee relations and promoting the welfare of staff.

It is important that organisations have procedures in place for terminating contracts of employment. These procedures should be properly managed and implemented if disputes are to be avoided. Learners will therefore also investigate the various methods of terminating contracts of employment.

Centres should ensure that the most up to date employment laws are studied.

Learning outcomes

On completion of this unit a learner should:

1. Understand the different types of employment contract and the impact of employment legislation

2. Be able to explain the rights and responsibilities of employees and employers

3. Understand the various perspectives in employee relations

4. Know how contracts of employment may be terminated.

Unit content

1 **Understand the different types of employment contract and the impact of employment legislation**

Types of employment contract: permanent; part time; fixed term; temporary; home or teleworking; agency; job share; flexible working; impact of relevant legislation/regulations

Contracts of employment and contracts for services: differences between employees and independent contracts; status; employment protection; terms and conditions of services; relevant legislation/regulations

2 **Be able to explain the rights and responsibilities of employees and employers**

Employer rights and employee obligations: employees to work to contract; support the aims of the employer; support health and safety in the workplace; use of resources (internet, email, employer property)

Employer responsibilities: observance of employment legislation (Employment Act 2002, Equal Pay Act 1970, Sex Discrimination Act 1975, Health and Safety at Work Act 1974, Race Relations Act 1976, Disability Discrimination Act 1995 and recent amendments); age discrimination; remuneration; minimum wage; public liability insurance

Rights of employees: terms and conditions of service; maternity; paternity; sickness and pay; time off for public duties; trade union representation; discrimination; working time rights; holidays and pay; Sunday working; flexible working; unfair dismissal

3 **Understand the various perspectives in employee relations**

Establishing employee relations: types of contracts joint decision making; joint problem solving; appraisals; performance management; social responsibility and employee welfare; dispute resolution (trade unions, employment tribunals, ACAS, staff associations)

Employee welfare: Working Time Regulations; medical schemes; health and safety; occupational health screening; redundancy counselling; retirement preparation; pensions, loans; benevolent funds; assistance with housing costs; travel; personal problems; crèches and nursery schemes; job share; flexible working

Remuneration: salary and wages; time rate systems; payment-by-results systems; incentive schemes; skills-based payment systems; high day-rate systems and measured day work; salary and wages structure; reward systems; additions to basic pay, eg overtime, bonuses, special allowances; income tax; NI contribution; other stoppages; major influences on pay, eg bargaining strengths of trade unions, inflation, productivity, EU legislation, customs and practices, competition, labour market conditions, government policies, organisation and technological changes

Policies for wages and pay: purpose of policies, eg to attract, retain and reward employees, recognition of value, employee shares in prosperity of the organisation, balance of costs throughout the organisation, legal obligations, motivation

4   **Know how contracts of employment may be terminated**

Dismissal procedures: disciplinary procedures; grievance procedures; unfair dismissal; grounds for dismissal; appeals; employment tribunals

Redundancy: basic provisions; legislation; procedures; policies and provision; calculation of payments

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the different types of employment contract, how they are formed and the impact of relevant legislation/regulations on any two of them	M1 analyse the effects of legislation relating to the rights and responsibilities of employees and employers in a selected business organisation	D1 evaluate the extent to which a selected business organisation may have adapted working arrangements in order to accommodate legislation relating to rights and responsibilities of employees and employers
P2 outline the differences between contracts of employment and contracts for services	M2 analyse the root cause of disagreement over employee relations.	D2 evaluate the main arguments by each side in a selected industrial relations dispute.
P3 identify the rights and responsibilities of the employer and employees in a selected business organisation		
P4 describe the key features of employer and employee relations and welfare		
P5 describe the different methods of remuneration and the policies adopted in a selected business organisation		
P6 outline the procedures that an organisation should follow when dismissing an employee, and the provisions for redundancy.		

Essential guidance for tutors

Delivery

This unit offers many opportunities for the use of active learning strategies, coupled with an awareness of real life employment situations informed by current affairs. The internet has a wealth of information on employee relations and their ever-changing nature; the Department of Trade and Industry's (DTI) website in particular is very useful. Delivery strategies may therefore include active research, role play and discussion of contemporary news material.

Rights and responsibilities cannot be researched without looking at employment law. More recently the introduction of the Social Charter, the continuing directives from the EU and the Employment Act 2002 have increased the responsibilities of employers. Employers also have rights and learners should be encouraged to look at the legislation and directives from the point of view of employers and employees.

To provide a safe and healthy working environment is a major responsibility of the employer and learners should understand the importance of this in the workplace today. Learners should also know about the laws intended to protect actual and potential employees from discrimination. Employees should have a contract of employment that sets out the terms and conditions of their employment. Learners should be made aware of the statutory requirements for the content of a contract of employment.

Learners should understand that, while protecting and providing for the employee, the minimum wage, paid holidays, maximum working week directives and improved parental rights might have an impact on an organisation's efficiency.

The personal use of internet and email facilities within organisations can cause conflict between employer and employees. Learners should be made aware of the rights of both the individual and the organisation in these circumstances.

The increased use of information and communication technology and greater flexibility in the workplace mean that working practices have changed. Learners should be able to identify the range of working practices used in organisations today, the effects of employment legislation brought in to facilitate flexible working and the prevention of less favourable treatment of those with part-time and fixed-term contracts.

In an effort to improve employee relations, employers and employees are required to follow disputes procedures. Learners should have knowledge of these kinds of procedures, which should be set out in contracts of employment under disciplinary and grievance procedures. Learners should be aware of the consequences of these not being followed.

Trade unions represent a large percentage of the UK workforce and have a major part to play in the negotiation of terms and conditions of employment. Learners should have knowledge of the role of trade unions in organisations today, together with other means of employee/employer negotiation, from the individual to works

councils (EU directive). Learners should also be aware that there are bodies in place to resolve disputes, disagreements and claims such as the, Advisory, Conciliation and Arbitration Service (ACAS) and industrial tribunals.

The welfare of the employee, and the provisions organisations make to establish good employee relations, play a major role in a successful organisation. This differs from organisation to organisation but learners should be aware of the benefits. Health and safety at work and working hours are now embedded in employment legislation and should be recognised as an essential requirement of to employee welfare. Other benefits to employees include counselling, medical schemes, pensions, financial assistance, legal advice, nursery facilities, job share and flexible working arrangements.

Learners should be able to identify recent and relevant laws and directives and explain the implications to employee relations. Directives from the EU are ongoing and should be fully researched by learners.

Assessment

To achieve P1 learners will be required to describe the different types of employment contracts and how they are formed. This could relate to activities connected with learners' part-time employment or research into how a particular organisation employs its staff. Learners then need to describe the impact of current legislation and regulations on two of them, eg minimum wage, flexible working provisions and disability provisions.

This could lead on to P2 where learners will explain the difference between contracts of employment and contracts for services. Learners could be given examples of actual contracts in order to draw comparisons and explain the differences and consequences.

To achieve P3 learners should identify the rights and responsibilities of employees and employers in a selected business organisation. This will involve the learners in researching the organisation's policies and terms and conditions of contracts. Learners will also apply current legislation and regulations to an organisation — in particular implied terms in contracts of employment.

To achieve P4 learners will be required to explain the key features of employer and employee relations and welfare, highlighted in a selected industrial relations dispute. This could draw on case study materials sourced from the media, chambers of commerce and trade unions. Learners will be expected to relate the issues outlined in the contents section to a real dispute.

To achieve P5 learners will be required to investigate an organisation's policies on remuneration and to describe those policies and methods of remuneration. It would be advisable to use the same organisation throughout.

To achieve P6 learners will be required to explain the procedure that an organisation should follow when dismissing an employee. This could be linked to P3 and P4 in that learners may choose to look at a particular organisation or relate to a particular trade dispute. Learners will be expected to explain the provisions and rules relating to redundancy.

To achieve M1, learners should analyse the effects of legislation relating to the rights and responsibilities of employees and employers in a selected business organisation.

Learners' analysis will reflect an understanding of the impact of legislation as applied to both parties in a business.

To achieve M2, learners should analyse the root cause of disagreement over employee relations in a selected industrial relations dispute. This analysis could put the dispute into context by reflecting on historical perspectives, taking account of past commitments reneged upon, or conduct in comparable industries or other European states.

To achieve D1, learners are required to evaluate the extent to which a selected business organisation may have adapted working arrangements in order to accommodate legislation relating to the rights and responsibilities of employees and employers. This will show not just a description or analysis of the legislation but an awareness of the response prompted from employers. Case studies may be obtained from the local chamber of commerce, or trade union branches, or they may be featured in local or national news sources.

To achieve D2, learners are required to evaluate the main arguments presented by each side in a selected industrial relations dispute. Through this evaluation, the degree of employment co-operation can be assessed and weighed, drawing together many of the aforementioned topics. Learners should evaluate the main arguments supporting each side's case before reaching a final judgement. The long running firefighters' dispute of 2002-3 provides an ideal case study, backed as it is by a considerable amount of investigative journalism.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 13: Investigating Recruitment and Selection*
- *Unit 15: Career Development Planning in Business*
- *Unit 16: Human Resource Management in Business*
- *Unit 21: Aspects of Contract and Business Law*
- *Unit 22: Aspects of Civil Liability for Business*
- *Unit 23: Understanding Aspects of the Legal System and Law-making Process*
- *Unit 24: Aspects of Criminal Law Relating to Business*.

This unit also links with the following Level 3 National Occupational Standards.

Legal Advice:

- Unit LA18: Obtain and provide legal information materials
- Unit LA22: Liaise with other services
- Unit LA32: First line disability legal advice
- Unit LA34: First line discrimination legal advice
- Unit LA45: First line employment legal advice
- Unit LA46: Employment legal advice and casework.

Management and Leadership:

- Unit B08: Ensure compliance with legal, regulatory, ethical and social requirements.

Personnel Support:

- Unit P33: Operate redundancy procedures

- Unit P34: Operate retirement and voluntary exit procedures.

Indicative reading for learners

Textbooks

Armstrong M — *A Handbook of Human Resource Management Practice* (Kogan Page, 2006) ISBN 0749446315

Bartol K M and Martin D C — *Management* (Irwin, 2001) ISBN 0072515015

Gennard J and Judge G — *Employee Relations* (Chartered Institute of Personnel and Development, 2005) ISBN 1843980630

Graham H T and Bennett R — *Human Resources Management* (FT Prentice Hall, 1993) ISBN 0712108610

Grant B — *Employment Law: A Guide for Human Resource Management* (Thomson Learning, 2001) ISBN 186152756X

Hollinshead G, Nicholls P and Tailby S — *Employee Relations: A Contemporary Perspective* (FT Prentice Hall, 1999) ISBN 027362525X

Rose E — *Employment Relations* (FT Prentice Hall, 2004) ISBN 0273682598

Salamon M — *Industrial Relations: Theory and Practice* (FT Prentice Hall, 2001) ISBN 027364646X

Sargeant M and Lewis D — *Essentials of Employment Law (People & Organisations)* (Chartered Institute of Personnel and Development, 2002) ISBN 0852929854

Journal

The Legal Practitioner (LawinaBOX)

Websites

The internet is an invaluable source of information on employment law and employee relations. Examples of useful websites are listed below.

www.acas.org.uk	The Advisory, Conciliation and Arbitration Service
www.agepositive.gov.uk	The Age Positive campaign promotes the benefits of employing a mixed-age workforce that includes older and younger people
www.bized.ac.uk	Business education website including learning materials and quizzes
www.dti.gov.uk	Department of Trade and Industry
www.europa.eu.int	Portal site of the European Union
www.familyfriendly.ie	Irish Work Life Balance

www.hmso.gov.uk Office of Public Sector Information

www.hrmguide.co.uk UK Human Resource Articles

www.hse.gov.uk Health and Safety Executive

www.iosh.co.uk Institution of Occupational Safety and Health

www.statistics.gov.uk Official UK Statistics

www.tssa.org.uk Transport Salaried Staffs' Association

www.tuc.org.uk Trades Union Congress

www.ukonline.gov.uk Website of the UK government

www.uksafety.net UK Safety Network

www.workingbalance.co.uk Working Balance

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing new employment legislation and regulations	C3.1a Take part in a group discussion.
• giving a presentation on employee rights	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• researching employment law	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• writing the final assessment report.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• researching employment law and case studies	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• developing the results of research	ICT3.2 Enter and develop the information and derive new information.
• presenting information in a final report for assessment.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• explaining the key features of employment relations highlighted in a selected industrial dispute.	PS3.1 Explore a problem and identify different ways of tackling it.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working in groups to plan research on different aspects of employment law	WO3.1 Plan work with others.
• working in groups to carry out research on different aspects of employment law	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• working in groups to carry out research on different aspects of employment law.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 15: Career Development Planning in Business

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

More people now go on to further and higher education than ever before. As a result, the supply of people leaving education with Level 3 or above qualifications has increased. This means that the labour market is highly competitive. Today, business organisations operate in a rapidly-changing global environment. Their labour requirements are constantly changing. They want a flexible and adaptable workforce. In a modern labour market people can expect to change career several times during their working life. Business leaders highlight the need for job applicants to have transferable skills as well as qualifications.

People who seek to fulfil their potential both in work and through outside interests often create opportunities for themselves to develop a wider range of marketable skills and experience. Employers place importance on the outside interests of applicants and the contributions that they may make in their local communities. The skills that they develop in following outside interests are often the skills that employers are looking for in applicants such as organisational and leadership skills.

The curriculum vitae will provide employers with initial background information. At an interview, applicants may also be required to participate in group exercises or to complete practical or written tests. The purpose of these approaches is to observe and evaluate the candidate's abilities on any one or a number of transferable skills. Observation of communication and team working skills in a group exercise is a good example of this approach.

It is not unreasonable for organisations to expect applicants to have some background knowledge of the company when they come for interview. Candidates should expect questions such as, 'What attracts you to the company?'. They can also reasonably expect to be asked questions on their aspirations and ambitions. 'Where do you want to be in five years time?' is a question that can reveal the extent to which they have thought seriously about their career development. Candidates will usually have the opportunity to demonstrate their research skills by asking questions about the company.

What is clear is that effective preparation is essential in a competitive labour market. This starts with a realistic self-assessment of where you are and where you want to get to. Planning your career and being well-informed about your chosen vocation will impress a potential employer. Developing and demonstrating your abilities in a range of transferable skills may be the key to opening up job opportunities.

Learning outcomes

On completion of this unit a learner should:

1 Be able to complete a personal career development plan

2 Know how to access career related information

3 Be able to develop a range of transferable business skills at the appropriate level

4 Understand methods of professional development and training.

Unit content

1 **Be able to complete a personal career development plan**

Personal career objectives: short term (two years); medium term (five years)

Personal development needs: skills audit; skills gap; personal SWOT (strengths, weaknesses, opportunities and threats) analysis; qualifications map; qualifications gap; time scales; training requirements

Target setting: personal development plan (set up, maintain, review, update); curriculum vitae; SMART (specific, measurable, achievable, realistic, time constrained) targets; mapping progress against targets; recording achievement; evaluating progress; adjusting targets; re-assessing objectives; responding to feedback; life-long learning

2 **Know how to access career related information**

Sources of information: Connexions; Learning and Skills Councils; job centres; careers service (university, college, school); interviews; career fairs; recruitment fairs; websites; human resources departments; visiting speakers; work experience; newspapers; trade and specialist journals

Types of information: career advice; computer accessed information, eg CASCAiD's Kudos software, websites; published information, eg newspaper articles, job advertisements, journal articles, company career packs, university and college prospectuses; qualifications information, eg HNDs, degrees, foundation degrees, National Vocational Qualifications (NVQ); Vocationally-related Qualifications (VRQ); methods of learning; on-the-job training; off-the-job training

3 **Be able to develop a range of transferable business skills at the appropriate level**

Transferable skills: *s*kills for life (communication skills, ICT skills, numeracy skills); wider transferable skills (working with people, problem solving, improving own learning and performance); vocational skills; technical skills; work-related skills, research; time management skills

Level: levels of the National Qualifications Framework (NQF)

4 **Understand methods of professional development and training**

Methods: induction training; performance appraisal; on-the-job training; off-the-job training; graduate training programmes; management education; management training; coaching; projects; secondments; mentoring; shadowing; e-learning; vocational and professional courses; job rotation; retraining; continuing professional development; lifelong learning

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 create a career plan identifying targets and development needs	M1 demonstrate how to manage the SMART targets set in the career plan	D1 evaluate the importance for an individual of developing a career plan
P2 describe the sources and types of career-related information needed to plan a career	M2 compare the usefulness of the sources of information researched to help inform career decisions	D2 assess the progress made in achieving the planned objectives of the career plan.
P3 conduct a skills audit identifying the level and types of skill needed to build into the career plan	M3 assess the value of a skills audit in career planning.	
P4 outline methods of continuing professional development and training relevant to the career plan.		

Essential guidance for tutors

Delivery

In a modern economy employers want a flexible and adaptable labour force. People are likely to have longer working lives as the age of retirement lengthens and the pensions crisis deepens. Therefore, it is more important today that young people approach their working life with a clear sense of purpose and direction. In short, they need to have a game plan.

A useful starting point is to ask learners to carry out a self assessment (SWOT) of themselves. This could include knowledge, interests, leisure activities, qualifications, skills and competences. This would generate an initial development/action plan linked to personal and career objectives. Self and personal development might embrace the maintenance of a learning diary/log, progress review documentation and records of meetings with others such as careers officers, employers, tutors or voluntary organisations personnel. Initial career choices may change as information is gathered or personal circumstances change. Work experience can often be an influential factor in determining career path decisions.

This unit focuses on the processes and practices involved in developing a personal career development plan. It is a practical unit where learners will require guidance and support in framing their career aspirations. Career objectives are limited to the short and medium term — two and five years respectively. For learners just starting to think about their career paths, longer-term goals may not yet be entirely appropriate and may be difficult to predict in a rapidly-changing global economic environment. Learners will need to identify and establish performance objectives and use SMART techniques. Forward planning is essential and contingency plans should be considered.

Research skills will be important and learners will need to gather information from a variety of sources. Visits to organisations or visiting speakers can often be a source of inspiration for learners investigating potential career routes. Learners should be encouraged to attend careers fairs and talk with representatives from organisations about job opportunities. Company websites are a rich source of information. Most large organisations will have a recruitment section and these are often a good starting point for gathering information and ideas on career opportunities.

It is important that learners maintain an up-to-date CV which is produced to professional standards. The CV can be used as evidence in *Unit 13: Recruitment and Selection*. Many young people develop valuable skills and experience through their outside interests or part-time jobs but they may not always recognise their value or record them on their CVs. Team working skills, customer service skills and technical skills are examples which are often omitted from CVs. Learners at this level are likely to be taking Skills for Life as part of their learning programme. They will often be taking Communications, Numeracy and Information and Communication Technology at the appropriate level. Employers constantly say that they are looking for applicants who have good communication and numeracy skills and are good team players.

Most learners at Level 3 are like likely to be young people about to embark on their working life. Making career decisions as a teenager is a difficult process in itself. Looking beyond the short or medium term can be difficult and it is not expected that career plans will include long-term projections. However, we live in an age of lifelong learning and people can now expect to change careers several times during their working lifetime. It is expected that learners will be familiar with the concept and implications of lifelong learning. In a similar and related vein, learners should be able to understand the concept of continuous professional development. It is expected that in making career choices they will research beyond the recruitment stage and investigate the opportunities offered by their potential employer for continuous professional development. This will link closely to research into promotion prospects within the organisation.

Effective career planning is rewarding but can be demanding. It requires good research skills in gathering sufficient information from a variety of possible sources. It also requires sifting skills in order to extract the relevant information that will inform career choices. Competition for some jobs will be intense and good written and communication skills will be important at the application stage.

Assessment

Evidence for assessment will be generated from the learning programme. Much of the evidence will require the learner to research information and make decisions based on it. The career plan, skills audit and appropriate continuous professional development material will develop from the choices arising from the research.

For P1, learners will need to create an initial career plan which will be a working document, and may be subject to change as research into original choices is conducted. It is important that learners understand that the short term is two years and the medium term is five years. Career plans should be realistic and be supported by SMART targets. Progress towards targets should be recorded and a folder should contain all the appropriate research documentation, a CV and any other appropriate information or documentation.

For P2, learners will need to demonstrate that they have accessed a sufficient range of information to allow them to make an informed decision on their career choices. There is likely to be range of sources from which learners will gather information. These could include websites, journals, career packs, newspapers or company packs. The information provided by learners should be sufficiently detailed and should be more than just a list.

For P3, learners will need to examine their current skills profile. This will involve looking at a wide range of skills that they may have developed from a range of sources. This will include their current level of Skills for Life which are likely to be built into their learning programme. It will also require learners to look at other sources and a wider range of relevant vocational and employment related skills. These may be practical, interpersonal or technical skills developed in part-time employment or through voluntary activities. They may be skills that they are demonstrating as learners, such as research skills or time management skills. Learners need to be able to demonstrate that they have achieved or are working towards skills at the appropriate level.

For P4, learners should demonstrate that they have a basic understanding of the concept of continuous professional development. They should understand that, in all occupations, professional updating and training are the norm and promotional prospects can be closely linked to training and development records. This should be linked to the information that they have researched and selected to support their career plan. It will highlight the professional development and training that they will need to undertake if they are to reach their short and medium-term career goals.

For M1, learners will need to be aware of the importance of setting realistic SMART targets. They will need to demonstrate that they are effectively managing progress towards meeting their targets. This will involve time management skills. Targets may be self-generated or set in conjunction with a tutor or supervisor. Learners should maintain an ongoing record which accurately reflects their progress. This may be in the form of a diary or a log and should record any adjustments made to the targets.

For M2, learners will have had the opportunity to gather information from a variety of sources in order to make an informed decision. It is unlikely that one single document or website will have provided sufficient information. Learners may have accessed the websites of several companies while investigating career opportunities in marketing or human resources. They may have accessed a number of sources on a single organisation. Learners should be able to compare the information provided in the different documents to determine how useful all or parts of that information were in informing or confirming the career choice.

For M3, learners will be expected to have an understanding of the nature and purpose of skills audits and continuing professional development. They need to reflect on their own skills audit and the research they have conducted into the continuing professional development they are likely to undertake in the early years of their career. Learners should be able to compare how useful a skills audit is in informing their career planning decisions.

For D1, learners should be able to distinguish between the purpose and process of developing a career plan. They should be able to assess the importance of developing a plan that will inform and guide their career choices. They should be able to assess their experiences and the processes they will have been involved with in developing their plan. For example, setting and meeting targets, making adjustments, conducting research, compiling and sifting information in order to inform their career choices. They should be able to assess the link between short-term and medium-term career planning, highlighting any issues that may impact on these two stages of their plan.

For D2, learners should be able to reflect on their research and the progress that they have made with their career plan. They should be able to identify any changes in the plan, any progress they have made in achieving their targets and any difficulties that they have encountered and how these have been overcome. Learners should evaluate the impact that these developments are having on their plans in the short term and should identify any impact on the medium term targets.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 2: Investigating Business Resources*

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist unit:

- *Unit 13: Investigating Recruitment and Selection*

- *Unit 14: Understanding Aspects of Employment Law*

- *Unit 16: Human Resource Management in Business*

- *Unit 21: Aspects of Contract and Business Law*

- *Unit 22: Aspects of Civil Liability for Business*

- *Unit 24: Aspects of Criminal Law Relating to Business.*

The unit also links to the following unit of the BTEC Higher National Diploma in Business (Management):

- Unit 13: Managing Professional Development.

This unit also links with the following Level 3 National Occupational Standards.

Business and Administration:

- Unit 301: Carry out your responsibilities at work.

Management and Leadership:

- Unit A01: Manage your own resources

- Unit A02: Manage your own resources and professional development.

Indicative reading for learners

Textbooks

This unit is practical and personal. Learners will be engaged in research but this will be related to their particular career choices. They will access information from a variety of sources such as Connexions, careers officers in schools and colleges, trade and career fairs, websites and human resource departments. There are very few books that will cover the content of the unit. One useful reference on continuous professional development is given below.

Anderson A, Barker D and Critten P — *Effective Self Development: A Skills and Activity Based Approach* (Blackwell, 1996) ISBN 0631200150

Journal

Personnel Today (Reed Business Information) is a useful journal which often has up-to-date and relevant articles on selection and recruitment practice.

Websites

www.acca.co.uk	Association of Chartered Certified Accountants
www.cascaid.co.uk	CASCAiD's Kudos software and advice on careers guidance software
www.cim.co.uk	The Chartered Institute of Marketing
www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.cmi.co.uk	Cambridge Market Intelligence Ltd
www.connexions.gov.uk	The Connexions gateway
www.connexionsteesvalley.co.uk	Local Connexions will have a useful website with career planning links
www.lawsociety.org.uk	The Law Society of England and Wales

There are a number of industry specific sites that have useful information on continuous professional development as it relates to that particular industry. For example:

www.blackburnschoolworkforce.org/cpd.htm	School Workforce Development website — supporting schools to address significant change management in line with the Government's change agenda
www.citb-constructionskills.co.uk	Careers in construction
www.ipr.org.uk	Careers in public relations
www.nottslawsoc.org/home.htm	Careers in law
www.teachernet.gov.uk/professional development	Careers in teaching

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• creating a career plan identifying targets and development needs	C3.1a Take part in a group discussion.
• identifying the sources and types of career-related information needed to plan a career	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• outlining methods of continuing professional development and training relevant to your career plan.	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• creating a career plan identifying targets and development needs • identifying the sources and types of career-related information needed to plan a career.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• creating a career plan identifying targets and development needs • identifying the sources and types of career-related information needed to plan a career • conducting a skills audit identifying the level and types of skill you need to build into your career plan • outlining methods of continuing professional development and training relevant to your career plan.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• creating a career plan identifying targets and development needs • identifying the sources and types of career-related information needed to plan a career • conducting a skills audit identifying the level and types of skill you need to build in to your career plan • outlining methods of continuing professional development and training relevant to your career plan.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• creating a career plan identifying targets and development needs	WO3.1 Plan work with others.
• conducting a skills audit identifying the level and types of skill you need to build in to your career plan	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• identifying the sources and types of career-related information needed to plan a career.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 16: Human Resource Management in Business

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Organisations need their employees to contribute effectively to the achievement of organisational purposes. Many organisations say that their employees are their most valuable resource because of the skills, knowledge and attitudes they have. As labour is both an expensive and valuable resource, it is important to ensure its use is planned and that the best value is obtained from employees' contributions. Organisations have to compete in the market for labour and must take account of labour market conditions. The skills demanded by employers change as markets, technology, the legal framework and working practices change. At the same time employees have expectations that need to be met by employers.

It is important to ensure that once staff have been recruited, their contributions to the organisation are maximised. Even if staff have been selected carefully in the first instance, they will need to be properly managed throughout their time on the payroll. The study of human resource management will help learners understand an organisation, its structure, the way it works and its culture. Managers have to understand how to motivate employees and win their commitment to the organisation. Organisations will want to develop their employees as change occurs both internally and externally. People will be expected to work in ever-changing groups and will need to be flexible and adaptable as they mesh their abilities with those of others as organisations try to achieve their purposes.

However well-motivated employees are, their performance will need to be managed to ensure good work is sustained, that standards of performance are met and that the employee continues to contribute to organisational purposes. Employees will want to enhance their skills, improve their career and employment prospects and enjoy greater rewards as they seek a fulfilling and motivating working environment and career.

Learning outcomes

On completion of this unit a learner should:

1   Know the factors that are involved in human resource planning in organisations

2   Know how organisations motivate employees

3   Understand how to gain committed employee co-operation

4   Understand the importance of managing employee performance at work.

Unit content

1 **Know the factors that are involved in human resource planning in organisations**

Internal planning factors: organisational needs, eg demand for products and services, new products and services, new markets, technological change, location of production; skills requirements; workforce profiles (age, gender, ethnicity, ability)

External planning factors: supply of labour (international, national, regional, local, long-term trends, short-term trends); labour costs; workforce skills; government policy; labour market competition; changing nature of work; employee expectations, eg full time, part time, permanent, temporary, casual work; impact of automation; demand for products and services

Employee skills: people as organisational resources; skill sets, eg job specific, generic; skill acquisition; skills audit, skill transferability; impact of technology

2 **Know how organisations motivate employees**

Motivation theory: theories of motivation, eg Taylor, Mayo, Maslow, Herzberg, McGregor, McClelland, Vroom

Reward systems: pay; performance-related pay; pension schemes; profit sharing; employee share options; mortgage subsidies; re-location fees; bonuses; company vehicles; loans/advances; child care; school fees; corporate clothes; staff discounts; flexible working; leave; health care; extended parental leave, career breaks; cafeteria incentive schemes; salary sacrifice schemes

3 **Understand how to gain committed employee co-operation**

Contracts of employment: contractual entitlements (pay, hours of work, leave, notice period, pension benefits); employee and employer rights; types of employment contract (full-time, fractional, part-time, temporary, casual); disciplinary procedures; grievance procedures; union membership; codes of behaviour

Employee involvement techniques: membership of work groups, eg board, works councils, quality circles, intra-organisational groups (transnational, national, site specific); suggestions schemes; devolved authority and responsibility; open communications (formal, informal, top-down, bottom-up, lateral); types of communication (newsletters, company bulletins); organisational culture (ethos, values, mission); national accreditation (Investors in People (IIP), Charter Mark, International Standards Organisation (ISO))

4   **Understand the importance of managing employee performance at work**

Measuring performance: performance indicators (achievement against targets); goal theory; SMART (specific, measurable, achievable, realistic, time-constrained) targets, eg sales targets, growth targets, financial targets, waiting times, pass rates, punctuality, attendance; benchmarking

Managing performance: probation; appraisal; supporting employees, eg mentoring, monitoring, buddying; occupational health; managing workloads; delegating authority; responsibility; capacity; competence; autonomy; linking rewards to performance; discipline; employee development (training, learning, job rotation, accelerated promotion, personal, professional)

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the internal and external factors to be considered when planning the human resources requirements of an organisation	M1 explain why human resources planning is important to an organisation	D1 suggest, with justifications, ways of improving motivation in an organisational setting
P2 describe how the employee skills required to do the jobs in an organisation are identified	M2 compare the use of motivation theories in an organisation	D2 assess the importance of measuring and managing employee performance at work.
P3 outline how an organisation's motivational practices and reward systems are informed by theories of motivation	M3 explain how the results from measuring and managing performance inform employee development.	
P4 describe how organisations obtain the co-operation of employees through the contract of employment and employee involvement techniques		
P5 describe how employee performance is measured and managed.		

Essential guidance for tutors

Delivery

Human resource management is a dynamic activity in any organisation as it takes place against a changing economic, technical, legal and social background. Effective human resource management means getting the best out of the people who work for an organisation in order to ensure the organisation meets its purposes, whether it is a bank making a £5 billion profit, a football club winning the Premiership, the Civil Service implementing the Gershon Review or a hospital increasing the success rates for medical operations.

In an increasingly competitive world, organisations need to adapt to new circumstances and manage their workforce accordingly. Retailers, for instance, must take account of the opportunities offered by e-commerce, internet selling and the regulatory framework. However, working for an organisation is something which itself is changing rapidly. No longer can a workforce be recruited with a specific set of skills, knowledge and abilities and expect to remain in the same job for an entire working life. People have to have a range of skills and be willing to learn new ones and become multi-skilled in order to remain employable.

This unit is designed to be taught using practical examples that may draw on some of the learners' own experiences of employment. Learners do not have to have been employed, nor do they have to be employed. It can be assumed that learners will at some point be part of a workforce in which they are managed or in which they may be part of a human resource management function.

Human resource planning is about the acquisition, utilisation, improvement and retention of an organisation's human resources. Initially learners will learn how organisations see labour as a resource that is used to help ensure the achievement of organisational purposes. Checkout operators in a supermarket record sales and collect revenue, and it is the income which helps determine the profit. Supermarket managers ensure that the logistical systems work properly so that the right goods are always available for sale on the shelves. Both types of employee have particular skills sets but these cannot be static. Key-operated tills have been replaced by point of sale scanners and stock ordering is automated so both types of employee have skills that have developed accordingly.

Learners will need to identify that human resource planning is a function of how an organisation sees itself developing. For example, if a bus company wants to take over a rail franchise it will need to employ, redeploy and train staff who can run a railway service. Some rail staff now operate security scanners to screen baggage, a skill not previously required but one that may now be needed as a result of taking on a rail franchise. There are also external considerations in the labour market that shape human resource plans. Particular skills may be in short supply but it might take some time to develop the necessary skills in the workforce.

Free movement of labour within the European Union has offered a solution to some — bus drivers are recruited from Poland and nurses come from Spain to work in the UK. Technology changes job requirements. Robots have replaced car assembly workers for many tasks but the remaining car plant workers need to be able to operate more complex equipment than previously used to be the case. Changes in the law, social

change and competition from Asia provide extra external pressure on organisations. Organisations often lower labour costs to maintain competitiveness so there has been a casualisation of the work force in businesses such as retailing. Profiling the work force helps to ensure that the right blend of employee attributes is present for both current and future organisational requirements.

Learners will need to understand how organisations motivate their employees and gain their co-operation to ensure that organisational purposes are supported. Learners should consider different theories of motivation and how useful the ideas are in allowing organisations to develop and implement practices that result in employee commitment to organisations. The ideas of key theorists need to be considered. Organisations rarely subscribe to a single set of ideas. It is useful to consider how the particular reward systems used in organisations are based on these ideas. He also gave away large amounts to a charitable foundation. Was he not motivated by the money? She, by contrast, was sufficiently motivated by the material benefits money could bring (villas, cars, jewellery and boats) to steal it. Her motivation was clear but what was the banker's motivation?

People have varying degrees of loyalty to their employer. Learners will identify that once in employment the employer has obligations to employees and vice versa. Employees will receive a contract of employment and learners will identify the main features of this. Organisations want their employees to be involved and co-operative. A sense of belonging can be created in various ways. Ideas for improvement are sought and rewarded, and staff are kept informed about what is happening in an open way on a regular basis. Discussing the organisational culture will help learners understand that different organisations have different expectations of their employees. An organisation with a status culture will have a different emphasis and different methods of motivation when compared to an organisation with a task-based culture. An annual list of the best companies to work for is published by the *Sunday Times* and inclusion in the list is due in some measure to the positive cultures that exist in these organisations. It helps explain why people seek out these organisations in order to work for them. Some firms such as Carphone Warehouse want to be at the cutting edge of the sector so are seen as dynamic and thrusting with plenty of opportunity for advancement.

Learners will need to know that once in employment, an employee's performance will be managed in order to get the best from the employee. Most employees have their work reviewed on a regular basis. This may involve setting targets or identifying benchmarks against which work performance can be reviewed. Performance against the criteria is monitored. Good performance is recognised through the reward system (promotion, pay) and unsatisfactory performance, which detracts from the achievement of organisational goals, needs to be eliminated initially through the training, development and support systems but disciplinary procedures may be required.

Ultimately, each individual's contribution at work should help the organisation meet its goals.

Assessment

Evidence for assessment will be generated from the learning programme. Tutors should use practical activities that require problems to be investigated and situations to be examined. The assessment might use three or four assignments and cover the clusters of criteria indicated below as being linked. A single staged assignment could equally well be used.

For P1, learners should examine how an organisation is developing and how changes which may arise from internal decisions and external events can affect the direction of the organisation. This means the human resourcing needs to be planned accordingly. There may be a gap between the demand for and supply of particular skills. The skills of existing staff can be audited and measures can be taken to bridge the perceived skills gap. As supermarkets elect to move into selling financial services or pharmaceutical dispensing, what might the need be for different employee skills? Competition might lead to leaner, fitter organisations with flatter hierarchies in which employees have more autonomy and a wider range of skills. Regulatory pressures (such as in the caring professions) mean that only employees with specific certificated skills can be employed to do certain jobs. Nurses are trained to take over more work from doctors and can write prescriptions. The consequences of slimming down the Civil Service and merging Customs and Excise and the Inland Revenue require human resource planning to look 10 years ahead as significant expertise at senior level is being lost. There will be national and local examples of organisations that are planning to use human resources in a way that takes account of the internal and external changes that impinge upon them. The evidence is likely to be in the form of a report that results from an investigation into an organisation. (P1, P2 and M1 are linked.)

For P2, learners will need to look at an organisation and consider the skill sets required of employees. Employees begin work with a set of skills that will need to be adapted and modified as the individual's skill requirements within a changing organisation develop. Technological change, for example, has required many to re-train or acquire new capabilities. Airline pilots learn to use fly-by-wire technologies and shelf stackers use hand-held data terminals to count and re-order stock — techniques not used a decade ago. The evidence is likely to be in the form of a report that results from an investigation into an organisation. (P1, P2 and M1 are linked.)

For P3, learners will show how the ideas from writers on motivation have shaped the way organisations motivate their employees. Some reward systems emphasise payments by results and are influenced more by ideas of scientific management and Taylorism. Other reward systems emphasise the personal and social nature of motivation and draw on ideas from Maslow and Herzberg. Organisations use reward systems because they believe them to work in motivating employees, so a case study is likely to illustrate why an organisation chooses a particular approach to motivation. Learners can use their employer, the centre where they study or some other suitable organisation as a case to study. (P3, M2 and D1 are linked. It would also be possible to have a larger study covering P3, P4, M2 and D1.)

For P4, learners will need to understand what contracts of employment stipulate and how adherence to a contract can be managed. Most employees commit to an organisation by meeting their contractual obligations. At times it may be necessary to enforce the contract through disciplinary measures. A wide variety of schemes

exist to tie employees into an organisation and learners should consider how employees are involved by their employer. Many people strongly identify themselves with their work and often define themselves in terms of the work they do and the company they work for. When asked 'what do you do?', most people are more likely to reply with their job title then say 'I'm a music lover'. The culture of an organisation makes its own demands on employees. Consideration should be given to how organisations create and maintain their culture. They may, for example, have strong community links (sponsoring sporting activities and clubs) or there may be an open style of management with few signs of hierarchy (personal offices, reserved parking). A case study on a specific organisation or different organisations about how employee co-operation is obtained would be acceptable. (It would be possible to have a large study covering P3, P4, M2 and D1.)

For P5, learners will need to appreciate that the maximum contribution is required from each employee at work. Jobs often have specific performance criteria associated with them so sales staff may have to generate £50,000 of sales per month. This may be because there is a business objective showing a sales target of £6 million for a sales team of 10 people. Individuals need to be monitored to ensure they are working effectively and meeting targets and standards set for them. Both above par and below par performance must be managed. A case study for a specific organisation or different organisations would be equally acceptable. (P5, M3 and D2 are linked.)

For M1, learners must explain why human resource planning is needed to ensure an organisation has employees with the necessary skills, knowledge and abilities to meet its purposes. The growth of Nissan in the UK has depended, in part, on planning to build a skilled workforce based on developing and expanding the existing engineering expertise on Wearside. There is a single union agreement – therefore there is not one skill, one job. By contrast, the failure of Golden Wonder Crisps shows how a lack of marketing skills saw the market leader first loose its pre-eminent position and then fail over a period of 20 years.

For M2, learners must show how different theories of motivation contribute to techniques for employee motivation in an organisation. The wage earned by a crew member at McDonalds is motivating in itself because it offers a reasonably well-paid hourly rate for a 16-year old. Being part of a crew recognises a person's social need to belong to a group. Managing a branch is not particularly well paid but has associated status.

For M3, learners must be able to identify suitable performance indicators to use with individual employees and show how the individual's performance can be raised through the use of performance management. Experienced teachers are not judged in the same ways as chefs so different performance indicators are used to manage them. Examination pass rates might be used for the former and passing through a pay threshold may be the reward. The latter may be judged on good reviews, gaining Michelin stars or the gross profit margin of dishes. Attending a course on portion control may be needed to remedy poor profit performance. However, they might both have their punctuality and attendance monitored as these are basic requisites for working satisfactorily in both occupations.

For D1, learners must reach justified conclusions about how an organisation might modify and develop the motivational techniques and associated reward systems it uses. Moving to a cafeteria system offering a personalised choice of reward might have a zero cost financial consequence but allow better targeted motivators to be provided.

For D2, learners must make judgements about the value of monitoring and managing employees. The benefits of performance management should be contrasted with the consequences of failing to manage performance.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 2: Investigating Business Resources*
- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 13: Investigating Recruitment and Selection*
- *Unit 14: Understanding Aspects of Employment Law*
- *Unit 15: Career Development Planning in Business*
- *Unit 17: Improving Performance in the Workplace*
- *Unit 19: Exploring Team Development.*

This unit also links with the following units of the Level 3 National Occupational Standards for Management and Leadership:

- Unit D01: Develop productive working relationships with colleagues
- Unit D02: Develop productive working relationships with colleagues and stakeholders.

Indicative reading for learners

Textbooks

There is no one title that covers all of the content. There are some widely available titles that cover some of the ground but these are targeted at Level 4.

Cole G A — *Personnel Management: Theory and Practice* (Thomson Learning, 2000) ISBN 0826453880

Graham H T and Bennett R — *Human Resources Management* (FT Prentice Hall, 1998) ISBN 0273634011

Hall L, Torrington D and Taylor S — *Human Resource Management* (FT Prentice Hall, 2004) ISBN 0273687131

Newspapers

The broadsheet newspapers have weekly sections on recruitment and personal finance. The recruitment sections often have features on human resource management. The personal finance sections explain in detail how reward systems work.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating human resource planning.	N3.1 Plan an activity and get relevant information from relevant sources.
	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the factors that affect human resource planning, motivation, employee co-operation or managing human performance	C3.1a Take part in a group discussion.
• making a presentation about aspect(s) of human resource management	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating the factors that underpin human resource management	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• producing reports about human resource management.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating issues in human resource management	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• producing reports in human resource management	ICT3.2 Enter and develop the information and derive new information.
• producing reports and making presentations about human resource management.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment evidence for the successful completion of the unit.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment evidence for the successful completion of the unit.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations for completion of the unit.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 17: Improving Performance in the Workplace

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Staff training and development is one of the keys to running a successful organisation. It is appropriate at all levels of the organisational structure. The type of training and development required by different personnel will vary in level and duration. It may be skills based or knowledge based. It may be designed to inform the strategic decision-making process or it may be aimed at improving the operational side of an organisation's activities.

Successful organisations recognise that their training programmes need to be planned and managed. Managers need to have well-planned training cycles in place. Training and development requirements need to be constantly updated. This is important if organisations are to compete effectively in the environment or markets in which they operate. These may be local, regional, national or global. The common denominator is that these markets are subject to change which can often be rapid.

Changes may be caused by a variety of factors, for example new technology, new legislation or increased competition. Therefore, it is important that organisations plan their training and development requirements. Managers need to know how to identify training needs across the organisation. Methods of delivering the training are varied and these will need to be appropriate to the training required.

All training has a cost to the organisation. Managers need to be able to provide training programmes within their training budgets. The outcomes of training programmes need to be evaluated. Managers will need to devise appropriate ways of assessing or measuring the impact of the training on their staff. The process of managing the training cycle is important to an organisation. If it is well managed, their staff will have the correct range of up-to-date skills and knowledge that will allow them to perform their jobs effectively.

Learning outcomes

On completion of this unit a learner should:

1   Understand the need for organisations to train their workforce

2   Know how organisations identify their training needs

3   Understand how organisations plan and deliver their training programmes

4   Understand how organisations review and evaluate their training programmes.

Unit content

1 **Understand the need for organisations to train their workforce**

Organisational level: strategic objectives, eg increase profit, increase turnover, become market leader; operational objectives (increase productivity, introduce new technology, improve health and safety, create a more flexible workforce, introduce succession training for promotion, improve job performance and motivation); satisfy UK and EU legislation; Investors in People status

Departmental level: departmental objectives (sales targets, customer service improvements); job/role changes; team changes; new equipment; new procedures; new products/services; new technology; new range of clients

Individual level: appraisal/performance review; promotion; change of job role; individual needs

2 **Know how organisations identify their training needs**

Identification of training needs: the training cycle; analysing needs (company, departmental, team, individual needs); skills audits; benchmarking; updating/retraining; continuous professional development

3 **Understand how organisations plan and deliver their training programmes**

Designing and delivering the training programme: objectives; on/off job; internal/external trainers; delivery methods (courses, mentoring, coaching, action learning, assignments, projects, seminars, e-learning, workshops, shadowing, secondments, conferences); training budget; training costs

4 **Understand how organisations review and evaluate their training programmes**

Evaluation: planning; design; delivery; implementation; content; achievement of objectives

Methods: questionnaires; observation; trainer/trainee feedback; customer comments; training audits; achievements of awards by trainees; indicators, eg labour turnover, productivity measures, quality improvements, performance indicators (sales figures, customer service feedback)

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe how the training needs of a company are linked to the levels within its organisational structure	M1 explain why the training needs differ for people at different levels within an organisation	D1 evaluate the planning, design and delivery of a training programme
P2 outline the factors that an organisation will need to consider in identifying its training needs	M2 assess the importance of identifying training needs to an organisation	D2 evaluate the effectiveness of a training programme in a selected organisation.
P3 describe the factors to be considered in the planning and design of a training programme	M3 explain the importance of the factors to be considered in the planning, design and delivery of a training programme.	
P4 outline the methods an organisation may use to review the success of a training programme.		

Essential guidance for tutors

Delivery

Staff training and development are fundamental activities in all successful organisations. They are very important in ensuring that employees make an effective contribution to the aims and objectives of the organisation. All organisations operate in a dynamic environment. This is true of all businesses irrespective of their size and sector. They all need to ensure that their staff are well trained to meet the demands of operating in a modern economy.

Training requirements will change over time for all organisations. In educational organisations, for example, all teachers and support staff now require significant training and development on the use of information learning technology in the classroom. Changing legislation requires support staff in education to be trained and aware of equal opportunities and non-discriminatory practices. Effective training and development programmes will be planned to meet the current and future needs across the organisation.

Training and development is relevant to all employees at all levels. Training programmes may have elements which are common to all employees such as training on how to use a new telephone system. There will also be specific training programmes to meet the needs and requirements of employees at different levels, in different sections or departments and in different job roles. For example, middle management training or the training of reception staff in customer service skills will be different.

This unit is designed to be taught using practical examples drawn from real organisations. Some learners may be able to draw on their own experiences in employment with practical examples of training and development opportunities. Conducting research into a real organisation will broaden the learners' understanding of the processes involved in the planning and delivery of training programmes.

It is important that learners understand why organisations need to train their workforce. Tesco, for example, acknowledges the importance that staff training has played in building their position as the leading UK supermarket chain. Learners will need to identify that training programmes are linked to organisational objectives and that successful training is a key contributory factor towards meeting those objectives. As part of the planning process the needs of the individual should be considered against the objectives of the organisation. Learners should therefore understand the processes for assessing training needs at all levels.

A proposed merger or expansion may require existing staff to develop new skills including the training of new staff. At a departmental level there may be changes in a particular job or group of employees, such as when new procedures or new products are introduced. The system should identify skills gaps or changes in job and training requirements, the staff who will be affected and the timescales involved. The training needs of individual employees should be reviewed regularly through an appraisal or similar management system.

Learners should understand that organisations have limited resources and a training schedule should be prepared in order of priority, using the most efficient training methods. Learners should have knowledge of the different types of training methods and who carries them out. On-the-job training can be carried out by observing a trained employee or instructor. Apprenticeships require a mixture of on-the-job and off-the-job training. Competence-based training is generally on-the-job where trainees are assessed by a qualified assessor in-house or from an agency. Off-the-job training can be carried out in-house or by bringing in an external trainer.

Courses run by external agencies and colleges can be used for skills or vocational and professional development. E-learning has become a popular alternative to traditional methods in meeting some areas of training needs. Learners should understand the need for training to be carried out by the most efficient means, and the people responsible for the training budget will closely monitor the type of training offered. Reviewing the success of a training programme closes the loop of one training cycle and will inform the planning stage of the following cycle.

Assessment

Evidence for assessment will be drawn from the learning programme. Examples of training and development strategies from real organisations will link theory and practice. Tutors may find that a single task-based assignment is suitable to meet the grading criteria. Alternatively, a number of smaller assignments covering clusters of grading criteria would be an appropriate approach to the assessment of this unit.

For P1, learners will need to look at the different structural levels that exist within a company. They will need to examine the types of training that may be appropriate at each level. The training objectives at different levels may be the same for all staff or they may be different and specific to the level. For example, training on new photocopying equipment may be the same across the organisation, whereas succession training for promotion may be aimed at middle management. The evidence is likely to be in the form of a report or presentation that results from an investigation into an organisation. (P1, P2, M1 and M2 are linked.)

For P2, learners should be aware of the ways in which organisations identify their training requirements. The training cycle is a fundamental principle that learners need to understand. Skills audits are a common way of identifying skills gaps and learners should be familiar with this process. Many organisations use benchmarking as a way of comparing skills levels. For example, leading retail organisations will benchmark the percentage of staff that have gained NVQs. Continuous professional development is an important factor in motivating and retaining good staff. Learners should be aware of the importance of accommodating the needs of individuals whilst meeting the needs of the organisation. (P1, P2, M1 and M2 are linked.)

For P3, learners should be aware that organisations use a variety of methods to train their staff. They should understand key concepts such as on and off-the-job training For example, construction companies may offer off-the-job training in local colleges for their apprentices, while they may also use on-the-job computer based learning packages for their middle managers. Learners will need to understand that training does not come without a cost. Training is only possible within a budget and all training has to be costed within the resources allocated. Learners can use their centre, their employer or some other suitable organisation to research methods of training. Learners need to outline the key considerations for organisations in planning

their training programmes. Learners should understand that the process of planning training programmes is crucial to their success. Planners need to have a broad view of the levels and range of qualifications and training programmes available. Good organisation and communication skills are essential as training programmes are discussed and agreed with the parties involved both internally and externally.

Learners should understand that the organisation and administration of training programmes is an involved process. Decisions on the numbers to be trained, the duration and location of the training may have to balanced against other factors such as costs and the state of the training budget. (P3, M3 and D1 are linked.)

For P4, learners will need to understand that the methods of review are varied. For example, retailers use mystery shoppers to review customer service skills. Where external trainers are used, many companies will ask their staff to compete evaluation forms on the quality of the training they have received. Which methods are used may be determined by any number of factors such as the nature of the training, time available, staffing availability and the size of the company. Learners should understand the importance of the link between training and the achievement of the organisation's objectives. (P4 and D2 are linked.)

For M1, learners must show that they have a clear understanding of the different requirements in the training needs of people depending on where in the organisation they work.

For M2, learners will need to understand that training contributes directly to the development of more effective employees by equipping them with the skills, knowledge and understanding they require in order to function effectively in their roles.

For M3, learners must be able to identify a range of training methods used in their chosen organisation. They should be able to explain why the methods are appropriate to the staff being trained. Distance learning packages may be suitable for the manager of one department but a secondment may be more appropriate for the manager of a different department in the same organisation. Learners should be aware of the factors that should be considered in making decisions concerning the appropriateness of the methods of training at different levels of the organisation.

For D1, learners will need make judgements about matching the requirements of individuals to the techniques used to deliver the training. Learners will need to understand that training cannot be planned without reference to budgets and costs. Although training budgets vary in size between organisations, even the most successful have to work within budgetary constraints. When planning training programmes, decision makers will need to have a clear view of the costs of each programme.

For D2, learners will need to provide evidence of how training has led to improvements in the way in which staff in an organisation work. Sometimes there may be a time lag involved before the success or failure of some types of training can be properly evaluated. Where training is evaluated by the use of feedback or customer comments there may be a mixed and unclear response.

Learners should evaluate specific parts of the training programme and the overall programme itself. Ultimately the judgement must be based on whether the programme is inclusive and balanced and whether it will help achieve the organisation's objectives. For example, customer service staff in Tesco are trained to honour the company's 'price promise' without arguing with the customer. This creates a positive image of a business that has a clear customer focus.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 2: Investigating Business Resources.*

This unit also links with the following specialist units:

- *Unit 16: Human Resource Management in Business*

- *Unit 19: Exploring Team Development*

- *Unit 21: Aspects of Contract and Business Law.*

This unit also links with the following units of the Level 3 National Occupational Standards for Management and Leadership:

- Unit D01: Develop productive working relationships with colleagues

- Unit D03: Recruit, select and keep colleagues.

Indicative reading for learners

Textbooks

There are relatively few resources specifically concerning training at Level 3 of the NQF. The internet has many sites related to training but these are mostly consultant companies offering specific sector training with little application to this unit. The Level 4 books listed below look at the processes and practices of training in detail. These may be beyond the requirements of this unit but they will be useful as reference points.

Applegarth M — *How to Take a Training Audit* (Kogan Page, 1991) ISBN 0749404299

Barrington H and Reid M A — *Training Interventions: Promoting Organisational Learning* (Chartered Institute of Personnel & Development, 1999) ISBN 0852928041

Boydell T and Leary M — *Identifying Training Needs* (Chartered Institute of Personnel & Development, 1996) ISBN 0852926308

Kay F, Guinness H and Stevens N — *Making Management Simple* (How to Books, 2003) ISBN 1857038118

Mayo A — *Creating a Training and Development Strategy* (Chartered Institute of Personnel & Development, 1998) ISBN 0852927320

Panel of Authors — *Training and Development* (Croner, 2001) ISBN 1855246236

Rae L — *Techniques of Training* (Gower, 1995) ISBN 0566076292

Reeves M — *Evaluation of Training* (Spiro Press, 1992) ISBN 185835093X

Thomas B — *Total Quality Training: Quality Culture and Quality Trainer* (Mcgraw Hill, 1992) ISBN 0077074726

Truelove S — *Handbook of Training and Development* (Blackwell, 1994) ISBN 063119357X

Truelove S — *Training in Practice* (Blackwell, 1997) ISBN 063120251X

Wills M — *Managing the Training Process: Putting the Basics into Practice* (McGraw-Hill, 1993) ISBN 0077078063

Journals

Training journals tend to be specific to particular industries and probably would be of little relevance unless the learner was researching an organisation in that specific sector.

Websites

www.iipuk.co.uk	Investors in People website provides case studies
www.thetimes100.co.uk	A number of case studies on training including Travis Perkins, Audi UK, The Polestar Group and Kraft Foods Ltd

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating costs of providing training.	N3.1 Plan an activity and get relevant information from relevant sources.
	N3.2 Use your information to carry out multi-stage calculations to do with:
	a amounts or sizes
	b scales or proportion
	c handling statistics
	d using formulae.
	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• making a presentation on their research into training in an organisation	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating aspects of training from different organisations	C3.2 Read and synthesise information from at least **two** documents about the same subject.
	Each document must be a minimum of 1000 words long.
• producing reports on aspects of training and development.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects.
	One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating issues in training and development	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• producing reports on training and development	ICT3.2 Enter and develop the information and derive new information.
• producing reports and making presentations on training and development.	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating issues on training and development	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• planning how information will be generated for presentations or reports	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• reviewing progress in gathering information from research on training and development.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying appropriate methods of providing training	PS3.1 Explore a problem and identify different ways of tackling it.
• suggesting the most cost effective and efficient ways of providing training	PS3.2 Plan and implement at least one way of solving the problem.
• reviewing the success of a training programme.	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning a group presentation on training	WO3.1 Plan work with others.
• co-operating with the group to develop a presentation on training	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing the outcome of the training presentation with the group.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 18:   Managing a Business Event

NQF Level 3:   BTEC National

Guided learning hours: 60

Unit abstract

Managing a business event is an activity that many working in an administration role will be involved in. It is a challenging activity which can include organising and co-ordinating resources and arrangements for a variety of events, from arranging meetings, product launches, exhibitions and promotions to organising a full-scale conference.

This practical unit focuses on large and complex business events rather than informal small ones, and will enable learners to develop knowledge and skills for managing different types of business events. The tasks of an event organiser include forward planning for organising a suitable venue, arranging attendance and accommodation for delegates, organising equipment and refreshments, producing delegate packs and papers, liaising with others, keeping records and managing a budget. Excellent communication and interpersonal skills are therefore essential to undertake the range of activities effectively and efficiently.

Managing a business event also involves agreements with suppliers of equipment and facilities. Therefore, an understanding of the law of contract and the major consumer protection laws are essential to ensure that both legal and organisational requirements are met. Health and safety issues need consideration whether the event is held on the organisation's premises or elsewhere. However well planned an event is, problems can occur and need to be resolved, such as late or non-delivery of resources, or responding to delegates' needs throughout the event. At the end of the event a debriefing session provides an opportunity to reflect on the event's success and lessons learned for improving the management of future business events.

It is expected that as this unit has a practical focus; learners will need to hold an event to enable all learning outcomes to be satisfactorily completed.

Learning outcomes

On completion of this unit a learner should:

1   Understand the role of, and skills needed, by an event organiser

2   Be able to plan an event

3   Know how to co-ordinate activities during an event

4   Know how to follow up after an event.

Unit content

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1 Understand the role of, and skills needed, by an event organiser

Role of event organiser: organising — venue, location, catering; planning and reserving facilities; setting up programme; preparing and distributing supporting documents; organisational procedures; current legal requirements; contracts, agreements, consumer protection; limits of role

Skills: communication and interpersonal skills; time management; problem solving; negotiating; planning; resource management; monitoring; evaluating

2 Be able to plan an event

Types of event: routine/non-routine, formal/informal, eg meetings, staff training sessions, exhibitions, receptions, conferences, trade fair stands

Prior arrangements: clarifying purpose; brief — type of event, size, target audience, numbers, responsibilities, procedures; budget; distribution supporting documents/files, eg agenda; relevant meeting papers; consultation and planning; clear and accurate communication, eg travel instructions, dissemination of alterations and changes in arrangements; organising appropriate venues

Venue: location, size, layout; time required for advance notice or bookings; assess facilities, eg parking, catering access; number and type of delegates, special requirements; venue checklist

Resources: room, eg size, layout (boardroom, theatre); equipment, eg overhead projector, flip chart, paper; display stand, literature for stand; refreshments; delivery of materials

Scheduling: software, eg Microsoft Outlook; liaison role, eg via updating diaries, resolving availability changes; care/experience in allocating times, eg travel, rest, preparation; organisational policies, eg booking travel; confirming plans in good time, eg travel documentation; booking flights and accommodation; checking return journeys; related problems, eg language difficulties

3 Know how to co-ordinate activities during an event

Types of activity: eg presentations, group activities or work shops, manning stands, displays, screenings, minute/note taking

Health, safety and security: venue emergency procedures; housekeeping arrangements; security of materials and equipment; confidentiality of information and communication

Event administration: eg note taking, ensuring delegates have right papers, ensuring delegates are aware of location of conference rooms and facilities, recording attendance and cancellations

Trouble-shooting: liaison with delegates; potential revision/rearrangement of event outcomes; arising issues, eg non-attendance of delegates, last-minute photocopying, inadequate room or facilities, non-delivery of resource

4   **Know how to follow up after an event**

Vacating event: leaving venue clean and tidy; returning or securing equipment

Evaluation: eg debrief, delegate questionnaire, event problems, solutions, lessons learned

Circulation of materials after event: eg meeting minutes, evaluation forms/questionnaires

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the role and skills required of an event organiser	M1 assess the importance of meeting organisational and legal requirements when planning a business event	D1 evaluate the management of a business event making justified recommendations for future improvements
P2 make arrangements and prepare a planning schedule for a business event	M2 analyse the arrangements made by an event organiser for planning a business event	D2 evaluate feedback from guests participating in the event.
P3 describe how three types of problems arising before or during a business event can be resolved	M3 analyse how evaluating a business event informs future planning.	
P4 participate in administrative support activities for a business event		
P5 outline the administrative tasks to be completed after a business event.		

Essential guidance for tutors

Delivery

This unit is intended for delivery in the workplace, or under simulated conditions. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the knowledge and understanding for this unit. If simulations are being used, care must be taken to ensure that learners appreciate the type of organisation in question. It should be noted that this unit is focused on important and complex business events, in order for learners to acquire the appropriate range of skills and knowledge.

Delivery of this unit will focus on learners acquiring the practical skills involved in the organisation and co-ordination of an event. Discussion groups can be used for learners to explore and share experiences, of the different types and purposes of events such as meetings, conferences, exhibitions, receptions and trade fair stands. Learners need to know the importance of forward planning and keeping accurate records when organising an event. The range of tasks involved in planning an event are varied (eg selecting appropriate venues, identifying resources needed to support the event, budgetary responsibilities, arranging travel and accommodation for participants, producing an agenda) and all of these require communication with relevant parties about progress, etc. Role-play scenarios and in-tray exercises would be useful to help reinforce the learning, and tutors can provide examples of checklists. The use of guest speakers such as an event organiser, and visits to different types of event (if feasible) are to be encouraged for learners to gain first-hand experience.

Knowledge and awareness of health, safety and security requirements are essential for organising events, and learners should examine requirements for events organised both on and off an organisation's premises. This must include security of material, equipment and information, as well as ensuring that participants with special requirements are catered for.

Depending on the type of event, the administration roles will vary. They can include taking notes for the minutes of a meeting, staffing a stand at an exhibition, checking arrangements, testing equipment, and ensuring any documentation is prepared. Tutors should introduce learners to the wide range of activities and administrative tasks they would undertake, highlighting the types of problems that could occur. Again, guest speakers would raise awareness of this and provide examples of dealing with problems. Likewise, attending an externally-organised event prior to the planning and staging of an event for this unit will provide a focus for discussion, analysis and evaluation.

There are specific points to observe when clearing and vacating an event, such as ensuring the venue is clean and tidy, equipment has been returned, and any relevant documentation is circulated. The success of the event must be evaluated in order that any lessons can be learned and actioned for the future. Learners can gather data from different methods such as questionnaire or phone call, collate this data, and identify any problems. They can then make recommendations for future actions.

Learners will require opportunities to develop their skills and knowledge of organising and co-ordinating an event. If it is not possible for them to do this in the workplace, then tutors should identify suitable learning opportunities. For example, they could help organise a parents' evening for prospective new students, a Board of Governors meeting, or a visit to an exhibition. It is important that they keep records of all their activities and evaluate the success of the event.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of working in administration. It may include:

- a presentation or report on the role of the event organiser

- an account of the types of problems that may occur during events and how to solve them

- records of planning and co-ordinating an event

- records and an account of evaluating the success of an event.

Learners can provide records to show how they have organised and co-ordinated events. These can be in the form of witness testimonies and observations by the tutor and supplemented by a logbook kept by the learner. This unit does provide learners with the opportunity to develop key skills evidence through learning activities. This could be through their research, formal presentations, discussions and written submissions of their findings.

For P1, learners must describe the role of an event organiser and the skills necessary for the successful planning and running of a business event. Learners must include an overview of the importance of following organisational and legal procedures for organising the event. This can be achieved using examples relating to a business event that learners have organised or attended. Evidence can be in the form of a report or a presentation.

For P2, learners must provide evidence of a planning schedule for an event which includes tasks such as booking a venue, identifying resources, arranging travel and accommodation, organising materials, health, safety and security of the venue and equipment, etc. The planning schedule should identify estimated timescales and budget allocations.

For P3, learners should illustrate their answer with examples of different problems, eg faulty equipment, non-delivery of resources, typographical mistakes on invitations, etc. Learners can identify problems they have experienced and explain how they resolved them, or they can be given examples of typical problems and explain how they would deal with them.

For P4, learners must demonstrate how they have participated in tasks such as greeting delegates, checking equipment is working, taking notes, recording attendance and cancellations, etc. Evidence can be in the form of observation records or witness testimonials, together with a written account.

For P5, learners must describe the processes to be followed when clearing and vacating the event. They must include how the event evaluation should be co-ordinated, the preparation and circulation of materials, and any budgetary reconciliation. Evidence can be in the form of a report or presentation.

For M1, learners must extend their knowledge of organisational and legal procedures for organising supplies and explain how these can affect the planning of a business event. They can draw on their evidence for P1 and select examples of supplier contracts and agreements such as booking a hotel venue or hiring equipment and explaining how consumer protection legislation covers faulty equipment etc.

For M2, learners can build on P2 and identify the event, eg an in-house training seminar or an off-site exhibition, explaining the similarities and differences of the key planning activities they will need to undertake.

For M3, learners can build on P5 and identify different methods of evaluation, eg a questionnaire for delegates or a debriefing session, explaining how they contribute to identifying problems and providing solutions for future events.

For D1, learners can develop the evidence produced for M3. They must make justified recommendations for improvements to future events.

For D2, learners need to evaluate feedback from people attending the event, perhaps gathering the information from evaluation sheets.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 19: Exploring Team Development*

- *Unit 21: Aspects of Contract and Business Law*

- *Unit 22: Aspects of Civil Liability for Business*

- *Unit 24: Aspects of Criminal Law Relating to Business*

- *Unit 25: Working in Administration*

- *Unit 28: Supporting Projects.*

It would be useful to deliver this unit in conjunction with *Unit 28: Supporting Projects* as a project management approach can be used when organising an event.

This unit also links with the following Level 3 National Occupational Standards.

Management and Leadership:

- Unit B01: Develop and implement operational plans for your area of responsibility

- Unit D01: Develop productive working relationships with colleagues

- Unit E01: Manage a budget

- Unit E02: Manage finance for your area of responsibility

- Unit F01: Manage a project.

Business and Administration:

- Unit 311: Plan, organise and support meetings

- Unit 313: Organise and coordinate events.

Indicative reading for learners

Textbooks

Carysforth C and Rawlinson M — *NVQ Level 3 and Technical Certificate Business and Administration* (Heinemann, 2006) ISBN 0435463349

Craven R and Johnson L — *Complete Idiot's Guide to Meetings and Event Planning, 2nd Edition* (Alpha Books, 2006) ISBN 1592574629

Friedmann S — *Meeting and Event Planning for Dummies* (Hungry Minds Inc, US, 2003) ISBN 0764538594

Journals

Event (Haymarket Business Publications Ltd) — exhibitions and live events information.

RSVP (Haymarket Business Publications Ltd) — magazine that provides advice, leads and tips on how to stage the perfect event.

Websites

www.bized.ac.uk	Business education website including learning materials and quizzes
www.cfa.uk.com	The Council for Administration
www.evolutionevent.com	Event management company website with case studies of events organised for major companies such as Microsoft and BT
www.thetimes100.co.uk/home.asp	Free materials and case studies

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning a business event	N3.1 Plan an activity and get relevant information from relevant sources.
	N3.2 Use your information to carry out multi-stage calculations to do with:
	a amounts or sizes
	b scales or proportion
	c handling statistics
	d using formulae.
• evaluating an event.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing different types of event	C3.1a Take part in a group discussion.
• delivering a presentation on the role of the event organiser	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• interpreting legal issues regarding health, safety and security	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• describing arrangements to be followed • evaluating the success of an event.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning a business event	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
	ICT3.2 Enter and develop the information and derive new information.
• evaluating an event.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning, co-ordinating and evaluating an event.	LP3.1 Set targets using information from appropriate people and plan how these will be met.
	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing actions to be taken to resolve problems during the event.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving the problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning, co-ordinating and evaluating an event.	WO3.1 Plan work with others.
	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 19: Exploring Team Development

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

When people work together in teams, this can greatly benefit organisations and helps them to achieve their goals. A motivated workforce is more likely to be efficient and this can contribute to the long-term profitability of the business. If a team has members who co-operate, they can inspire each other. This helps the team to solve problems and identifies the individual skills within the team. The work can be set up within the team so that the complementary skills of its members can be used to best effect.

A team is a group of people working together to achieve common objectives, willing to commit the energies necessary to ensure that the objectives of the team are achieved. Learners will explore the benefits of team development and team working. They will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams.

Learners will be able to explore their abilities to work as team members, identify their individual skills and recognise the contribution they can make to the team. Learners will also need to consider how teamwork affects organisational performance by considering target setting and monitoring performance.

Finally, learners will be able to demonstrate their own team-working abilities and identify the strengths they can bring to team activity and recognise skills that could be developed.

Learning outcomes

On completion of this unit a learner should:

1   Understand the importance of teams

2   Understand team development

3   Know how teamwork supports organisational performance

4   Be able to work as a team member.

Unit content

1 **Understand the importance of teams**

Types of team: formal; informal; size, eg small, large; temporary project/task teams; permanent groupings

Benefits of teams: contribution to departmental and organisational productivity and effectiveness; reduction of alienation; fostering innovation; sharing expertise; implementing change; identification and development of talent, eg Belbin

2 **Understand team development**

Team building: recruitment; induction; motivation; training; coaching; mentoring; team knowledge, eg awareness of team members' strengths; team roles, eg Belbin; team development, eg Tuckman; weaknesses; sensitivities; supporting all team members

Team performance: performance indicators; target setting; monitoring; review; performance against targets; support and development of team members

Team cohesion: definition of team goals; group conflict (actual, potential); group turnover, eg opportunities for career progression, recognition of contributions; team leadership (strong, weak, leadership styles)

3 **Know how teamwork supports organisational performance**

Target setting: identifying objectives; strategies for raising achievement; review and evaluation of outcomes against targets; planning; organising/structuring; prioritising; controlling; scheduling of work

Monitoring: milestones; responsibilities; accountability; renegotiation/rescheduling of objectives/targets; maintaining team focus; review and evaluation of team working; revision of individual responsibilities

4 **Be able to work as a team member**

Communication: articulation of ideas; self-presentation; building morale/confidence; questioning; defusing and resolving conflict; tact; sincerity; effective listening; concern for team members

Personal organisation: preparation for meetings (agenda, organising information, diary/calendaring events); identification of issues; scheduling activities; responsibility; accountability; responsiveness; adaptability; consideration of options; maintaining focus; openness to criticism

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the types of team and their associated benefits	M1 compare the roles of the different members of a team	D1 evaluate own performance as a team worker
P2 describe how to build cohesive teams that perform well	M2 assess the value of different methods of monitoring the performance of a team	D2 evaluate the effectiveness of interpersonal skills in a given team situation.
P3 explain how targets are set and team performance is monitored	M3 compare the contribution of different skills used in team working.	
P4 describe the communication skills and personal organisation used when working in a team.		

Essential guidance for tutors

Delivery

Teamworking may be delivered with reference to actual examples of workplace team operation. It can be introduced with team activities such as desert island survival exercises where each learner has to produce key items for their survival in a restricted time and with materials likely to be available in the classroom. There are plenty of classroom simulation exercises which lend themselves to such a task. After the dedicated time, output is totalled and survivors listed. The same exercise is then repeated but with specialisation of labour as decided by a number of competing groups. The benefits of team collaboration may then be discussed and contrasted with more individualised ways of working.

Learners may then contribute ideas on business scenarios where they have seen effective teams in operation, together with ideas on the key ingredients of an effective team and ways of building these into a group of workers who might otherwise have little in common. The use of a project or event for such purposes helps illustrate many of these ideas. Discussion will also cover the formal and informal setting up of teams and these can be linked back to different organisational requirements. Learners should also explore the characteristics of different team members and identify their own qualities and skills or traits — drive, motivation, energy, determination, reliability, integrity, dedication, pride, analytical skills, efficiency. This could be through activities such as those devised by Meredith Belbin.

Teams need to be made up of people with different skills. It does not necessarily follow that a team consisting of high performers will produce the best results: there needs to be a mix of qualities and the team cannot consist entirely of those with leadership capabilities.

Learners may then consider stages in the life of teams, recognising the processes encountered from initial recruitment and induction to a fully functioning team. They need to be aware of the pressures on teams to meet performance targets, along with strategies for support and even correction in the case of serious under-performance. Examples from industry and sport can be used to support the delivery of the coaching and mentoring elements.

Team understanding of the supervisor's accountability for performance and how performance can be monitored and reviewed against relevant measures are key issues. Occupationally-related television programmes such as *The Apprentice* and 'reality' TV programmes are useful in illustrating both effective and ineffective features of team activity and also to high-light the how poor team cohesion impacts on the results of the team. Carefully structured role play may also be used and the school or college drama department may be willing to liaise in sharing teaching ideas. Sporting analogies may be used but care should be taken to ensure that these are not gender-biased.

Teamworking can be motivational and provide the stimulus needed in organisations for increasing output and productivity. This will link with motivational theory in *Unit 16: Human Resource Management in Business*; the theories of motivation can be

examined in the light of teamworking activities. The importance of clear objectives and being able to discuss different strategies relating to the team's objectives needs to be examined. Team members should be clear about where they are going and how they are going to get there. The planning process also helps individuals to understand how their efforts contribute to the achievement of the team's goals. Once the planning stage has been completed, it is important to check progress and if necessary update targets and re-evaluate the outcomes.

The interpersonal skills in team members and supervisors/leaders, are crucial to the team's success and it is important to have a good understanding of good communication skills. These could be demonstrated through practical activity, such as role play, where the learners can also explore the reactions when asked to do things in a positive way compared to negative instruction. Again, TV programmes could be used here to demonstrate the different ways of communicating and personal organisation.

Assessment

Learners need to meet all the pass grade criteria to pass this unit. The learners could be put into teamworking situations to explore and demonstrate the skills and qualities required by different teams.

P1 asks learners to identify the types of teams and their benefits when used in different situations in the workplace. Learners can look at functions that naturally lend themselves to team activity. Learners' own teamworking skills should be explored and they should be given an appropriate scenario where they have worked together in teams and are able to identify their key strengths and how they contributed to the team's goals and activity.

Learners go on to look at key stages in the development of an effective cohesive team (P2). Simulations can be used for this as snapshots of different stages in the life of a work group. Learners could be developing an activity through a teamwork approach and this will enable them to experience and understand team development.

These ideas can be taken forward to M1 as learners compare the different roles of the team members and how they complement each other. Learners should be able to recognise how a high-achieving team contributes to the accomplishment of strategic aims and objectives. Television material may be used as a reference point if real-life business examples cannot be found but every endeavour should be made to make these ideas as close to learners' experiences as possible. The emphasis here should be on analysis, ie of the key elements of effective team operation. This could include constructive collaboration over resource creation, shared strategies for dealing with particular issues, willingness to solve problems together, sharing of expertise, recognition of distinctive talents and a measure of humour.

This leads to D1 where learners must evaluate their own performance in the team. This will require them to review the information they have gathered and draw conclusions about their own contributions, supporting their evidence.

P3 requires learners to describe the targets and methods used to monitor team performance; they will need to start this with an explanation of the team's objectives, clearly outlining the teamwork activity. This can be through their own teamworking activity or through observation of other teams at work. They will then

need to describe the different methods used to review and evaluate the performance of the team and how strategies were adopted to raise team achievement. To progress to M2, they will need to assess the ways the tasks were managed and scheduled, in order to complete the objectives and different methods used to monitor the performance of the team.

P4 relates to the key interpersonal skills needed by a team member. This could be assessed via role play in which learners play a range of roles related to a selected theme such as negotiation or conflict resolution. The learner's performance can be reflected through an observation record duly signed by both assessor and learner, detailing what has been done and how. This may be supported by suitable resources such as role cards which might adequately reflect learner performance. This can be developed at merit grade (M3) as learners clearly compare, with supporting evidence, the interpersonal skills that were demonstrated.

For D2, learners should evaluate the importance of interpersonal skills in achieving targets, recognising that although these qualities are desirable, in an ideal world performance targets are frequently reached by leaders with extremely limited skills. The learner's evaluation should therefore take account of whether the team was effectively demonstrating the use of interpersonal skills, and whether these were also effective in the team leader. The evidence here should be supported by the information that they have gained and effective conclusions should be drawn, to show a full understanding of the importance and use of interpersonal skills in their given situation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 16: Human Resource Management in Business*

- *Unit 17: Improving Performance in the Workplace*

- *Unit 18: Managing a Business Event*

- *Unit 20: Managing Physical Resources.*

This unit also links with the following Level 3 National Occupational Standards.

Management and Leadership:

- Unit B05: Provide leadership for your team

- Unit D01: Develop productive working relationships with colleagues

- Unit D02: Develop productive working relationships with colleagues and stakeholders

- Unit D05: Allocate and check work in your team.

Business and Administration:

- Unit 321: Provide leadership for your team.

Indicative reading for learners

Textbooks

Adair J — *Effective Teambuilding: How to Make a Winning Team* (Pan, 1987)
ISBN 0330298097

Belbin M — *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996) ISBN 0750626755

Journal

Business Review Magazine (Philip Allan Updates)

Websites

www.bized.ac.uk	Business education website including learning materials and quizzes
www.businessballs.com	Free materials, articles and ideas for the ethical development of people, business and organisations
www.google.com	Search for team-working sites and textbooks
www.reviewing.co.uk/toolkit/teams-and-teamwork.htm	Selected links about teams, teamwork and team-building exercises
www.teamtechnology.co.uk/tt/h-articl/tb-basic.htm	TeamTechnology — online articles and resources
www.thetimes100.co.uk/home.asp	Free materials and case studies

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing different activities for teamworking to be evidenced	C3.1a Take part in a group discussion.
• presenting the effectiveness of the interpersonal skills and the team's achievement(s) on completion of the activity	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• examining business articles, exploring different uses of teamworking that have been used to enhance business performance.	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment evidence for the successful completion of the unit.	LP3.1 Set targets using information from appropriate people and plan how these will be met.
	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• explaining the activity and the problems faced by the team, clearly showing what is hoped to be achieved	PS3.1 Explore a problem and identify different ways of tackling it.
• recording discussions/ minutes and individually contributing ideas for solving the problem	PS3.2 Plan and implement at least one way of solving the problem.
• reviewing the outcome of the activity and identifying the things that went well, suggesting ways to improve.	PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• clearly planning the activity that the team will be involved in, keeping records of your individual contribution	WO3.1 Plan work with others.
• regularly checking progress, especially when reviewing and monitoring targets. Keeping a log to show how the activity developed and their part in the team	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reflecting as a team and clearly identifying the skills demonstrated by each member, assessing areas of weakness that could be improved upon.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 20:   Managing Physical Resources

NQF Level 3:   BTEC National

Guided learning hours: 60

Unit abstract

Managing physical resources involves obtaining and using materials, equipment, supplies, premises and energy in the most efficient way to achieve the organisation's operational objectives. Organisations must ensure their physical resources provide a safe and secure working environment for employees and meet all legal requirements.

Today there is great awareness of the impact on the environment by the inefficient use of physical resources such as water, gas, oil and paper, and the high costs involved in producing energy to support an organisation's needs. This has resulted in organisations having to closely monitor usage of energy to support business operations in order to meet regulatory requirements, such emissions of toxic substances, as well as seeking to reduce physical resource costs. Organisations need to ensure that best use, efficiency, quality and waste management issues are addressed to improve performance and reduce costs.

It is essential for organisations to carry out regular audits and reviews of the efficiency and value for money of physical resources such as procurement of consumables or energy usage. The maintenance and refurbishment of facilities are activities of managing physical resources, which require careful planning, ensuring compliance with organisational procedures and staying within budget.

There are broad responsibilities and duties for managing physical resources. The resource management function involves developing excellent negotiation skills for developing partnerships with suppliers, and knowledge of the legal obligations that fall within the remit of resource management, including health, safety, security and consumer legislation. The key activities of planning, procurement and monitoring the effectiveness of resources are essential components of the operational function.

Learning outcomes

On completion of this unit a learner should:

1   Understand the key features of physical resources

2   Understand the role of the resources manager

3   Understand the legal requirements for managing physical resources

4   Know how to monitor the quality and effectiveness of physical resources.

Unit content

1 **Understand the key features of physical resources**

Physical resources: equipment including ICT; materials; buildings and facilities; plant and machinery; supplies; services; energy

Key features: suitability for purpose; efficiency; security; accessibility; ergonomics; planned maintenance and refurbishment; environmental factors, eg waste; emergency provision; insurance

2 **Understand the role of the resources manager**

Planning usage: requirements and suitability; previous trends and developments; meeting organisational objectives, policies and procedures; level of authority; contingency planning

Obtaining resources: eg cost/benefit analysis, sufficiency, amending plans, value for money, legal requirements (consumer legislation, contract management), purchasing procedures, single/multi sourcing, supplier evaluation

Ensuring availability: eg meeting standards, quality, delivery, corrective actions

Monitoring: eg impact on environment, benefits and methods of waste reduction, remedial action, accurate records, service level agreements

3 **Understand the legal requirements for managing physical resources**

Statutory regulations: employment and insurance law, building and accessibility regulations, pest control, hygiene, pollution, compliance, licences, recording documentation

Legal requirements: health and safety measures, eg risk assessment procedures, preventative measures; environmental management; regulations for storage of supplies, eg Control of Substances Hazardous to Health (COSHH); local and regulatory authorities, eg Health and Safety Executive Inspectorate, environmental health officer, fire officer; compliance, recording documentation; good housekeeping

4 **Know how to monitor the quality and effectiveness of physical resources**

Criteria: performance measures to analyse efficiency and effectiveness, qualitative, quantitative, objectives, targets

Evaluation: purpose, sources of information, eg customers, colleagues, staff, suppliers, management; methods of data collection, feedback, accuracy, relevance, reliability, validity; deviations and corrective action, stock control, value for money, improvements and recommendations

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the key features of physical resources for a selected workplace	M1 make recommendations for improvement of physical resources in a selected workplace	D1 evaluate how a selected organisation's policies and procedures contribute to effective and efficient management of physical resources and justify any proposals for change
P2 describe the role of the resources manager in a selected organisation	M2 assess how effective the management of physical resources is in complying with legal requirements in a selected organisation	D2 recommend and justify any improvements that could be made to managing physical resources to comply with legal requirements, to reduce waste and obtain better value for money in a selected organisation.
P3 outline key features of health, safety and environmental legislation and regulations that influence the management of physical resources	M3 review the effectiveness of monitoring systems for identifying deviations to planned use of resources.	
P4 conduct a risk assessment of three physical resources in a selected workplace		
P5 design an appropriate system to monitor the quality and effectiveness of physical resources.		

Essential guidance for tutors

Delivery

This unit is intended for delivery in the workplace, or under simulated conditions. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the knowledge and understanding for this unit. If simulations are being used, care must be taken to ensure that learners appreciate the type of organisation in question.

It is advisable for learners to base some learning activities on an organisation to gain an appreciation of their own possible responsibilities in managing resources. This could be the organisation they work for, one chosen with tutor guidance, or the learner's centre. Discussion groups can share ideas on the different resource management roles they can expect to carry out, and develop this further by examining how these would apply in different organisations. Visiting guest speakers could provide valuable input on the management of physical resources.

This unit takes a practical approach to managing physical resources. Discussion groups can identify the range of physical resources an organisation needs in order to support its aims and objectives. It would be helpful for learners to compare and contrast requirements for different types of organisation, such as a fast-food outlet, a car manufacturer, a local leisure centre. This will enable learners to consider the environmental impact of physical resources and security issues, and individual or group research and case studies can be used to illustrate this.

Managing physical resources involves planning usage and obtaining resources, through to monitoring their value for money. Learners need to investigate the process of ordering, storing and distributing supplies to users. The importance of keeping accurate records, complying with legal requirements and meeting organisational procedures must be addressed. Tutors can provide examples of documentation used, and learners can use in-tray exercises to procure resources, eg stationery. Tutors should also ensure that learners develop an understanding of consumer legislation and contractual issues at a depth of knowledge which is relevant for this level.

This leads onto legal requirements and health and safety issues for physical resources, and tutors should provide a broad overview of this topic. For example, the storage of supplies can be best understood through undertaking risk assessments. Health and safety is covered in many other units of the qualification and the emphasis here is on the quality of the environment for both the organisation's work premises and the wider community. There is a wealth of information and support material available from the Health and Safety Executive.

The use of physical resources needs to be evaluated and reviewed to ensure maximum efficiency particularly in relation to energy and consumables. Guidelines for reducing energy consumption and wastage are available on the internet, and learners should be encouraged to visit a range of local business premises to examine the key features of the working environment most conducive to effective performance.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of managing physical resources. Learners can provide records to show how they have evaluated and implemented improvements for office users. These can be in the form of witness testimonies, observations by the tutor, or a logbook kept by the learner.

For P1, learners must provide a clear overview of suitable workplace facilities and use examples to describe the key features. They can include drawings or photographs to support their description, such as the layout of an office environment showing its suitability for efficient organisational performance. Evidence can be in the form of a report or a presentation.

For P2, learners must provide evidence of researching the activities undertaken to secure and use physical resources effectively. Information researched and gathered from visits and/or guest speakers should be used to provide examples of corrective actions taken when planned resources are unavailable. Learners must be able to demonstrate understanding of the importance of compliance with consumer legislation. The evidence is likely to be in the form of an individual or group presentation.

For P3, learners should be able to illustrate their answer with examples of different regulations and legislation, for example those relating to the storage of hazardous items, noise, pollution, hygiene, etc.

Learners can complete P4 in conjunction with P3. The assessment must outline actions to be taken to minimise risk. Evidence can be illustrated with photographs.

For P5, learners must demonstrate how they have set up a system for monitoring usage of resources, eg stationery supplies, energy, room utilisation, telephones, cleaning, catering, etc. They must identify performance criteria for measuring the use of resources and explain the purpose of evaluation in terms of quality, efficiency and effectiveness for the organisation. In addition, learners must give examples of different sources of feedback used for evaluation purposes. Evidence can be in the form of records of systems, witness statements, observation reports, and a written account.

For M1, learners can develop their evidence from P1. They must develop realistic suggestions.

For M2, learners can build on P2 and P3 criteria. They must explain how the role of the resources manager can benefit the organisation, in terms of waste reduction, room utilisation, etc, and use examples to support this. They can also outline the consequences of ineffective management for organisational performance such as financial penalties, legal action, etc. Evidence is likely to be in the form of a written report or account.

For M3, learners should use examples to show how monitoring systems such as stock control can identify discrepancies. They can examine whether monitoring systems need improving.

For D1, learners must further extend their evidence by demonstrating their depth of knowledge and understanding. They must use justified examples to illustrate their work.

For D2, learners can develop the evidence produced for M2. They must make justified recommendations for the effectiveness of the improvement.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 2: Investigating Business Resources*

- *Unit 3: Introduction to Marketing*

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist unit:

- *Unit 19: Exploring Team Development.*

This unit also links with the following Level 3 National Occupational Standards.

Business and Administration:

- Unit 301: Carry out your responsibilities at work

- Unit 302: Work within your business environment

- Unit 303: Supervise an office facility

- Unit 304: Procure products and services.

Management and Leadership:

- Unit E05: Ensure your own actions reduce risks to health and safety.

Essential resources

Learners will be encouraged to use their own organisation as a resource for investigating workplace physical resources and facilities. Visits to other organisations would be beneficial for learners to observe and experience work environments. Learners will also require access to research facilities the internet. Case study materials will support areas that cannot be sustained practically. Guest speakers can provide valuable input to support the underpinning knowledge and understanding of the unit.

Indicative reading for learners

Textbooks

Atkin B and Brooks A — *Total Facilities Management* (Blackwell Publishing, 2005) ISBN 1405127902

Health and Safety Executive — *Successful Health and Safety Management, 2nd Edition* (Health and Safety Executive, 1997) ISBN 0717612767

Holman P and Snee D — *The Improving Efficiency Pocketbook* (Management Pocketbooks, 2000) ISBN 1870471776

Institute of Leadership and Management — *Controlling Physical Resources (ILM Super Series), 4th Edition* (Pergamon, 2002) ISBN 075065886X

Journal

Facilities Management Journal (MPP Limited)

Websites

www.hse.gov.uk   Health and Safety Executive

www.peoplemanagement.co.uk   The online magazine of the Chartered Institute
                                  of Personnel and Development

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing systems to monitor quality and effectiveness of physical resources.	N3.1 Plan an activity and get relevant information from relevant sources.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing and presenting on the key features of physical resources and the role of the resources manager.	C3.1a Take part in a group discussion.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing systems to monitor effective use of resources • researching information on regulations and legislation.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• researching information on regulations and legislation.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• conducting risk assessments.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing a group presentation on role of resources manager.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 21: Aspects of Contract and Business Law

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

A business can only make money legitimately by making contracts with other businesses and customers. Businesses want to make those contracts on terms that are most favourable to themselves. All those involved in a contract need to know the exact terms on which the contract is made so that their rights and obligations are clearly understood and appropriate action can be taken if the contract is not performed satisfactorily. Many businesses try to minimise their responsibilities under a contract, and the law attempts to balance the customer's interests and gives consumers, in particular, rights against business sellers and service providers. This unit introduces learners to this area of business law.

Learners will consider rules for the formation of contracts and develop an understanding of the legal effect of each stage in negotiating a contract, up to and including the final agreement. Sometimes one party to the contract makes incorrect statements about the subject matter. These statements may be a misrepresentation, which could give rise to remedies including ending the contract. The law on misrepresentation is explored as is an outline of other matters that might make a contract voidable or void.

Every contract has terms in it. These may be expressly agreed by the parties to the contract or may be implied by law. It is central to the unit that learners understand the meaning of terms in a contract. This is done by examining a contract or contracts to consider the use of common terms. Thus for example, terms with respect to time for performance can be analysed and put into the context of implied terms found in legislation, as can terms on rejection of goods supplied.

Many contracts have price variation and reservation of title clauses. These need to be understood and their validity and effect examined. Exclusion clauses that attempt to remove all or some liability for one party's breach of contract are a common part of written contracts, yet such terms often have no legal effect. The law is concerned to balance freedom of contract with protection of the weaker party (usually a consumer).

Learners will also consider the statutory consumer protection laws in relation to contracts for the sale and supply of goods and services, both face to face and at a distance. Learners will analyse the terms of contracts so as to understand the rights and responsibilities that flow from the contract and so consider the overall effect of the contract and the remedies that are available.

Learning outcomes

On completion of this unit a learner should:

1   Be able to apply the requirements for a valid contract

2   Understand the impact of statutory consumer protection on the parties to a contract

3   Understand the meaning and effect of terms in a standard form contract

4   Be able to apply the remedies available to the parties to a contract.

Unit content

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1 **Be able to apply the requirements for a valid contract**

Contracts: definition; types; verbal, written, standard form; offers — distinguishing invitations to treat; counter-offers; communication of offers; acceptance; the battle of the forms; consideration and the Contracts (Rights of Third Parties) Act 1999; capacity as applied to business situations; application of requirements

Factors which invalidate/vitiate: misrepresentation; others in outline, eg mistake, duress, undue influence

2 **Understand the impact of statutory consumer protection on the parties to a contract**

Types of term: express, implied; distinction between express and implied

*Impact of contractual term*s: time for performance and rejection of goods; price variation; payment terms; quality and quantity of goods delivered; reservation of title; exclusion clauses; Standard form contracts

Impact of statutes on common contractual terms: up to date legislation — Unfair Contract Terms Act 1977, Unfair Terms in Consumer Contract Regulations 1994, the Consumer Protection (Distance Selling) Regulations 2000 (as amended); the Electronic Commerce (EC Directive) Regulations 2002

3 **Understand the meaning and effect of terms in a standard form contract**

Sale of goods: definitions of goods; implied terms for title, description, fitness, satisfactory quality; sample under Sale of Goods Act 1979 (as amended)

Supply of goods and services: definitions; implied terms for supply of goods and services, work and materials; implied terms for hire of goods under Supply of Goods and Services Act 1982

False trade descriptions: Trade Descriptions Act 1968; effect and link to misrepresentation

4 **Be able to apply the remedies available to the parties to a contract**

Remedies: damages; liquidated and unliquidated; mitigation of loss; rejection; lien, resale; reservation of title; injunctions; specific performance

Application of remedies: courts; time limits

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the requirements for a valid contract	M1 analyse the impact of the requirements for a valid contract in a given situation	D1 evaluate the effectiveness of terms in a given contract
P2 describe how statutes affect contractual terms	M2 analyse how consumers are protected in the event of breach of a contract for the supply/sale of goods or services	D2 evaluate the statutory protection given to a consumer in their dealings with a business and the remedies available.
P3 outline how consumers are protected in contracts for the sale of goods	M3 analyse the remedies available to a business provider in the event of breach of a contract for the supply of goods or services.	
P4 outline how consumers are protected in contracts for the supply of goods/services		
P5 describe the remedies available for breach of contract.		

Essential guidance for tutors

Delivery

This unit offers learners the opportunity to understand the impact of contract law on the world of business. The aim is to make learners aware of the way in which contracts are formed and the rights and remedies that flow from the contract. Some law needs to be studied from a technical viewpoint. Thus offer and acceptance can be examined through the cases, extracting the way in which distinctions between invitation, offer and counter offer are made and applying the rules to everyday business situations. This will inevitably lead to a discussion of the battle of the forms, and learners can consider the implications of this for the businesses involved.

Formation of a contract also leads to an investigation of the power of people to make contracts on behalf of businesses or others. This does not require a detailed examination of the law of agency, but makes the link between employees and the contracts they make on behalf of their employers. Similarly, the law with respect to the rights of people who are not a party to the contract needs to be examined.

Finally on formation, the effect of pre-contractual discussions and data should be understood. This links to the law on misrepresentation and the introduction of consumer protection through the criminal sanctions under the law on trade descriptions. Trading Standards staff may be willing to spend time outlining their role to learners, and there is some useful material on websites.

The negotiations leading to the formation of the contract will have established the terms of the contract. This needs to be examined in the context of real contracts used by businesses. Nearly all businesses that have an internet presence publish their standard conditions of trading. Many invoices have conditions of trading printed on the reverse. These contract terms need to be understood and form the basis of much of the study that is to follow. Once the meaning of the terms is established, the reasons for their inclusion and the effect they have on the parties to the contract need to be discussed. Key terms will include reservation of title clauses, price variation clauses, clauses with respect to time, quantity and quality of delivery, notification of defects and payment details. Many of these terms will be exclusion clauses and this will lead to examination of the law in this area, again looking at the effect on the business inserting the clause, and consumer and businesses being affected by the clause.

The statutory protection that affects the terms of the contract can then be examined. This can either be regulations with respect to the requirements of business providers in particular areas, or standard consumer protection. The particular areas will depend on the nature of the contracts chosen, but it is likely that distance selling and e-commerce regulations will be appropriate. When learners investigate their contracts for the assessment, they may need to use other pieces of legislation which are specific to the contract chosen.

The final area is that of remedies. This follows from any liquidated damages clause that might have appeared in the contract investigated. Learners need to understand the difference between damages, equitable remedies and real remedies and can

consider the advantage to a business of real remedies, rather than the vague possibility of getting money later. The effects and benefits of remedies needs to be considered from a consumer point of view so that learners are aware of the difficulties facing both businesses and consumers when a contract is performed unsatisfactorily. This leads to a discussion on which courts are used for the settlement of a dispute, but can be limited to small claims in the County Court. A discussion of the time limits on starting a claim and the cost and time taken to resolve a dispute will help round off the unit.

Throughout this specification the law has been set out as at the time of writing. Given the dynamic nature of law, teachers need to ensure that the up to date equivalent is being considered. Usually a 12 month time lag is allowable.

Assessment

Assessment can best be done by completing one assignment that can be broken into tasks that help assessors decide on achievement of the individual criteria. Using a real contract will help learners understand the importance of contract law in everyday life to both consumers and businesses. The first task is to start learners searching for an appropriate contract that can be used as a vehicle for much of the assignment. A learner's first choice is often inappropriate as being over long or complicated, reliant on very obscure legislation or referring to many other documents. This does, however, illustrate the point that businesses start by trying to protect themselves. Learners may wish to look at mobile phone contracts to illustrate the point, even though many of them may well have made just such a contract.

The first assessed task is likely to be the outline descriptions of the law required in P1–5. These must be in the learner's own words which will explain all technical terms. Thus when outlining the protection given in a sale by sample under the Sale of Goods Act 1979, learners will need to state a situation where there is a sale by sample such as buying cheese from a sample at a stall. Some or all of this could be done by means of a presentation with appropriate back-up notes and witness statements.

For P1, this requires learners to explain when (and therefore how) the contract chosen would come into existence. This will require an analysis of the law relating to invitations to treat, which party makes the offer, any counter offers and acceptance and its application to the contract in question.

For P2, the chosen contract can then be translated into everyday language by the learner. Each learner should use a different contract as this will go some way to ensure authenticity of work. Selected terms will then be considered in the light of the statutory protection outlined. This should be the significant terms of the contract. Learners can have assistance in identifying the terms to be considered, and the number will vary with the contract chosen.

For P3, this requires an outline description of the effect of legislation on contracts for the sale of goods. Currently, this would include the Sale of Goods Act 1979 implied terms in sections 12-15. The outline needs to explain all technical terms used, such as 'satisfactory quality'.

P4 requires a similar approach to P3 but with respect to goods and services. At present, this will require investigation of the law set out in the Supply of Goods and Services Act 1982 and associated legislation and cases.

P5 requires consideration of damages in some detail. This will include the ideas of damages as compensation for loss, which losses can be claimed and which are too remote. Equitable remedies such as an injunction are less relevant, although brief mention may be made of specific performance. More important are the real remedies such as refusing further performance and resale. Learners need to demonstrate understanding of the distinction between ownership and possession.

The three merit grade criteria all require analysis of the law as it is applied. M1 requires consideration of the formation of a contract — the typical offer and acceptance problem. There is no reason why this should not be a group activity in seeking the solution, providing learners write up the solution individually. This theoretical problem can then be used for analysis of the formation of a real contract within the experience of the learner. Tutors may wish to construct individual scenarios for each learner, to allow the learner to demonstrate application of the law to a contract.

M2 can then be dealt with on the basis of some hypothetical failures in a contract. For example, failure of the modem or firewall or a broadband connection in the context of a contract for broadband connection. Learners would need to apply relevant legislation to the relevant terms and conclude the likely outcome. This is likely to include examination of exclusion clauses and the legislation that applies to the validity of such terms.

M3 can be a continuation of M2. Again an analysis of the law stated (in P5) will be used to conclude with respect to both the availability of a remedy and the most appropriate one.

To reach distinction level criteria D1 and D2, learners should reach a justified conclusion and evaluation from the point of view of both parties to the contract. For D1, this requires detailed consideration of a chosen contract. As previously indicated, it is best for learners to choose their own contracts and then be guided as to their suitability. Many broadband and mobile phone contracts should be suitable. Where learners are in work, their employer's contract for the supply of goods or services would be fine. A contract of employment is not suitable. The effectiveness of the terms should be considered from the point of view of both parties to the contract, businesses expecting to protect themselves from losses through non-payment or claims for incomplete performance, consumers with respect to receiving defective goods, poor service or late delivery, for example.

D2 leads on from D1 in that the effectiveness of the statutory protection of consumers should be evaluated. This requires a comparison of the protection given to business and consumer purchasers from another business. Much of this will relate to the validity of contract terms. Consideration is then given to the effectiveness of the remedies. This may include a discussion of potential difficulties of enforcement but does not need to consider the underlying problems of the limits of equitable remedies.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

The unit links with the following specialist units:

- *Unit 14: Understanding Aspects of Employment Law*

- *Unit 15: Career Development Planning in Business*

- *Unit 17: Improving Performance in the Workplace*

- *Unit 18: Managing a Business Event*

- *Unit 22: Aspects of Civil Liability for Business*

- *Unit 23: Understanding Aspects of the Legal System and Law-making Process*

- *Unit 24: Aspects of Criminal Law Relating to Business*

- *Unit 27: Understanding Legal Aspects of Administration*

- *Unit 37: Starting a Small Business*

- *Unit 41: Understanding Retailing.*

The unit links with the following BTEC Short Courses:

- Edexcel Level 2 BTEC Award in Law and Legal Work

- Edexcel Level 3 BTEC Award in Law and Legal Work.

This unit also links with the following units of the Level 3 National Occupational Standards for Legal Advice:

- Unit LA18: Obtain and provide legal information materials

- Unit LA48: Consumer legal advice and casework.

Indicative reading for learners

Textbooks

Quinn F and Elliott C — *Contract Law* (Longman, 2005) ISBN 1405807105

Turner C — *Contract Law (Key facts)* (Hodder Arnold, 2005) ISBN 0340889497

Turner C and Martin J — *Unlocking Contract Law* (Hodder Arnold, 2004) ISBN 0340815663

Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

The Times — especially Law Times on Tuesdays

Websites

www.bailii.org	British and Irish Legal Information Institute — access to freely available British and Irish public legal information
www.city.londonmet.ac.uk/~shlane	One of a number of academic websites that have publicly accessible and up-to-date legal resources and links
www.lawreports.co.uk	The Incorporated Council of Law Reporting for England and Wales
www.lawteacher.net	Free lecture notes, case notes, statutes and web resources
www.stbrn.ac.uk/other/depts/law/teaching/mod7.htm	A-Level contract law and consumer law notes
www.swarb.co.uk/index.shtml	One of a number of firms of solicitors and barristers chambers that have publicly accessible and up to date legal resources and links

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• discussing contracts or consumer protection	C3.1a	Take part in a group discussion.
• investigating the law by reading cases synopses	C3.2	Read and synthesise information from at least **two** documents about the same subject.
		Each document must be a minimum of 1000 words long.
• problem solving as in M1 and evaluation in D1.	C3.3	Write **two** different types of documents, each one giving different information about complex subjects.
		One document must be at least 1000 words long.
Information and communication technology Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• investigating decided cases	ICT3.1	Search for information using different sources, and multiple search criteria in at least one case.
• using the cases to decide the legal solution to a given situation.	ICT3.2	Enter and develop the information and derive new information.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning to complete the assessment tasks to deadlines	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• completing the tasks to deadline	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• using feedback from teachers to improve submitted work.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• dealing with the application of the law to a given situation.	PS3.1 Explore a problem and identify different ways of tackling it.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• collectively solving an offer and acceptance problem.	WO3.1 Plan work with others.
	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 22: Aspects of Civil Liability for Business

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

This unit considers an area of law (aspects of the law of tort) that affects the day-to-day running of businesses. A tort is a civil wrong where a contract is not needed for there to be liability, although there will also be a contract in existence in some cases. A person who commits the wrong is potentially liable in tort, as is that person's employer in some situations. Two main areas are studied in this unit: negligence and nuisance.

Negligence has a particular legal meaning that learners will explore − in very simple terms it is carelessness for which a person must compensate the person who has been affected by that carelessness. Learners will consider the legal rules on negligence, learn to use the technical terms used and understand the impact of this area of law on businesses, employees and those affected by the negligent event.

The elements of negligence (duty, breach and damage) are explored in some detail. In particular, different areas of liability are examined. An understanding of occupiers' liability is essential for all businesses as it is key to the potential for claims and the management of premises. The distinction between visitors and others on premises is important to establish the different standards of care required of those involved in the management of land and buildings. Similarly, an understanding of the law's reluctance to extend liability for negligence can be seen in the areas of pure economic loss and psychiatric damage.

Nuisance has several types, but this unit is concerned with private nuisance only. A private nuisance is the unreasonable interference with another person's use of their land, so involves matters such as smells and noise. Learners will consider the legal rules on nuisance and learn to use the technical terms and understand the impact of this area of law on businesses, employees and those affected by the event.

Learning outcomes

On completion of this unit a learner should:

1 Understand the impact of the law of negligence on businesses, their employees and others

2 Know the extent of liability in negligence with respect to occupier's liability, pure economic loss and psychiatric damage

3 Understand the impact of the law of nuisance on businesses, their employees and others

4 Be able to identify an employer's liability for wrongs committed by their employees (vicarious liability).

Unit content

1 **Understand the impact of the law of negligence on businesses, their employees and others**

Existence of a duty of care: historical introduction (*Donaghue versus Stevenson* and the neighbour principle); Caparo three–part test

Breach of duty: standard of the reasonable man; factors affecting standard of care — special characteristics of the defendant; special characteristics of the claimant; degree of risk; taking precautions; benefits of taking the risk

Damage: causation, intervening events, remoteness of damage (Wagon Mound)

Remedies: damages — compensatory, pecuniary and non-pecuniary; interim awards and structured settlements; offsets; contributory negligence

2 **Know the extent of liability in negligence with respect to occupier's liability, pure economic loss and psychiatric damage**

Occupiers' liability: liability to visitors; Occupiers' Liability Act 1957; liability to trespassers; Occupiers' Liability Act 1984; children; independent contractors

Economic loss: statements (Hedley Byrne v Heller)

Psychiatric loss: general principles; proximity of relationship

3 **Understand the impact of the law of nuisance on businesses, their employees and others**

Nuisance: elements of private nuisance — unreasonable behaviour, interference, use/enjoyment of land; who can sue; who can be sued; problems of private nuisance

Defences: statutory authority, prescription

Remedies: injunction, damages, abatement

4 **Be able to identify an employer's liability for wrongs committed by their employees (vicarious liability)**

Employers and employees: definitions of employees; persons 'in the course of employment'; 'frolics'; express prohibition; criminal acts; employer's indemnity

Independent contractors: position in law; reasons why vicarious liability may be imposed; benefits and drawbacks

Remedies: damages; calculation

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the requirements for there to be liability in the law of negligence	M1 analyse and apply the law of negligence in given situations, involving different areas of negligence	D1 evaluate the impact of the law of tort on a specific business in given situations.
P2 outline the particular requirements for occupiers' liability, economic loss and psychiatric loss	M2 analyse and apply the law of nuisance in given situations and explain the appropriate remedies	
P3 describe the requirements for there to be liability in the law of nuisance	M3 assess the effect of the law of vicarious liability on given business situations.	
P4 describe the requirements for there to be vicarious liability in the law of tort		
P5 describe how damages are calculated in the law of tort.		

Essential guidance for tutors

Delivery

This unit is similar to *Unit 21: Aspects of Contract and Business Law* as it is concerned with civil law and liability. It addresses the areas of negligence and nuisance in some detail. Throughout the unit, learners need to use the technical terminology of the law and aim to apply legal principles to given problems. The skills involved in applying the law to a given situation can be quite challenging. The unit is designed to enable learners to recognise the potential for legal liability in their personal life and at work.

The starting point of the unit is inevitably the law of negligence. This is likely to be the famous definition in *Blyth* versus *Birmingham Waterworks* and the neighbour test from *Donaghue* versus *Stevenson*. Thereafter, an analysis of duty, breach and damage will lead to the specific areas of negligence that are to be studied. Each of the areas is easily explored through the use of decided cases. There are many brief summaries of cases available on the internet that will allow learners to discuss the implications of the law to common situations and consider the practical implications of the law. Cases such as *Chittock* versus *Woodbridge School* and *Ward* versus *Tesco* are two such cases. Some important cases are quite complex but can lead to useful discussion and understanding of the role of the law — see for example, *Keown* versus *Coventry Healthcare NHS Trust* (2006) which links well into a discussion on occupiers' liability.

Remedies are easy to consider in terms of heads of damage for personal injury. It is useful to observe the difficulty that is created when assessing general damages. This does not always seem easy to square with the idea that damages are compensatory. It is not necessary to spend time on exemplary or nominal damages. There are many examples available of likely sums payable, and learners may well have examples from their own or immediate family's experience. It is also useful to draw out the viewpoints of both sides in a case and the role of insurance including public liability insurance in settling claims.

The specific areas of duty of occupiers' liability, pure economic loss and psychiatric damage need to be developed in turn. It is probably easiest to deal with occupiers' liability first, outlining the distinction between a visitor and a non-visitor and so the scope of the 1957 and 1984 Acts. The idea of implied permission with respect to semi-public areas of businesses needs to be examined. This could be explored by means of a discussion about whether a learner is considered a visitor in certain areas of their centre but not in others. This would then lead to specific permission being given and that permission's duration. The position of children (as in *Glasgow Corporation* versus *Taylor*) can be considered in the context of the 1957 Act, as can that of specialist workers (as in *Ogwo* versus *Taylor*) and independent contractors (as in *Gwilliam* versus *West Hertfordshire NHS Trust*). There are numerous cases that could be used, but it is best to concentrate on the standard cases forming the principles and the most recent decisions, although it is possible to follow a number of cases with one company or type of business with a little careful internet research. With respect to the 1984 Act, *Tomlinson* versus *Congleton B C* is worth exploring.

Pure economic loss is best confined to negligent misstatements and the leading case of *Hedley Byrne versus Heller*. This will require a discussion of assumption of responsibility and links to the post-Caparo indicators of proximity. There are many recent cases in this area of tort, but many do not greatly advance the law and are difficult to follow. Essentially the three ideas of assumption of responsibility, special skill of the defendant and the claimant's reliance on the advice need to be understood.

Psychiatric damage again links to proximity. The leading case of *McLoughlin* versus *O'Brian* has lead to refinements, many arising from disasters such as Hillsborough and Piper Alpha. It is not necessary to go into enormous detail, but it is interesting to discuss where limits should apply. Members of the learner group may well have some relatively direct experience in this area which will help fuel a meaningful discussion.

Nuisance is a relatively short topic, perhaps taking only six hours out of the total. Despite that, it is important to understand the principles from the point of view of a business and the conflict between completing a job and affecting others in their use of land. Many nuisance cases are quite old but, despite their age, many have a great deal of relevance today (for example, *St Helen's Smelting* versus *Tipping*). Private nuisance is a continuous, unlawful and indirect interference with the use or enjoyment of land, or of some right over or in connection with it. Lord Lloyd in *Hunter* versus *Canary Wharf* stated that private nuisances are of three kinds: (1) nuisance by encroachment on a neighbour's land; (2) nuisance by direct physical injury to a neighbour's land; and (3) nuisance by interference with a neighbours' quiet enjoyment of their land. If this can be explained and applied by the learners, then pass and merit criteria are on the way to being met and the foundation is laid for distinction. There is no need to spend a great deal of time reviewing damages, but the role of abatement and injunctions needs to be understood.

Vicarious liability is closely linked to aspects of employment law that are also covered in *Unit 14: Employment Law*. The key aspects are the distinction between employees and independent contractors and the issue of loaned employees, and employees working on another site. While some more recent cases can have some difficulties (for example *Lister* versus *Hesley Hall* (2001), *Fairchild* versus *Glenhaven Funeral Services* (2002) and *Viasystems (Tyneside)* versus *Thermal Transfer (Northern)* (2005)) it is essential that their underlying principles are explored and understood.

Throughout this specification the law has been set out at the time of writing. Given the dynamic nature of law, tutors need to ensure that the up-to-date equivalent is being considered. Usually a 12-month time lag is allowable.

Assessment

Assessment can best be done by completing one assignment that can be broken into tasks that help assessors decide on achievement of the individual criteria. Deadlines can be set for completion of the different tasks that will reflect the running order of the teaching. Each of the pass criteria requires a description of the law. These must be made in the learner's own words which will explain all technical terms and set out the legal principles by reference to appropriate decided cases or Acts of Parliament. P5 will be unlikely to have such authority. As this can be fairly straightforward, a more interesting way might be to produce a series of leaflets aimed at a non-lawyer audience. This could be done to form the background to more detailed case studies

that would be relevant to individual small businesses. A group could then provide tailored material for a range of local businesses (eg a plumber, mechanic, landscape gardener, fast-food outlet etc).

P1 will be achieved by describing the basic concepts of duty, breach and damage with reference to the leading cases. For duty, the Caparo three-part test will be described and each part will be illustrated by reference to a decided case with a real-life example also being given. Thus the test of proximity will be stated in the context of closeness of time, space or relationship. There should be reference to a case such as *Bourhill* versus *Young* and an example such as witnessing the accident personally, not just hearing about it later. Breach requires a description of the reasonable person doing the task by reference to a case such as *Nettleship* versus *Weston*. Damage requires a description of the principles of causation and remoteness of damage with reference to cases such as *Barnett* versus *Chelsea & Kensington HMC and Wagon Mound*. The description of each part will demonstrate the learner's understanding.

For P2, the description of each part needs to refer to leading cases. Occupiers' liability is likely to be more detailed than economic loss or psychiatric loss. In both of these, the specification deliberately restricts the breadth of knowledge required and, for pass, is little more than understanding of the concept of economic loss and statements as to the principles of assumption of responsibility, special skill and reliance. Psychiatric loss requires some description of the ideas of proximity and thus the policy reasons behind exemplified cases for example, following Hillsborough.

For P3, learners need to examine the underlying principles so that their description clearly sets out the key areas of private nuisance. This will require a description and exemplification of unreasonable behaviour (which should incorporate the defences) and the key idea of the use of land.

For P4, the central theme is the distinction between an employee and an independent contractor. Learners need to be able to describe each by reference to decided cases and then describe typical examples of each in the context of business. This might be a shop assistant as employee of the shop and the shop's window cleaner as an independent contractor. This will then lead to a description of the types of activity that will be within the scope of vicarious liability.

P5 requires a description of the way in which the court would work out the amount to be paid to someone who has suffered negligence. It is not mathematical, but is a description of the losses that would be taken into account and the principles used. Thus a personal injuries claim would include a sum for pain and suffering, loss of amenity, past and present medical care, past and present lost earnings etc. Each of those would be exemplified in the description. Other remedies such as an injunction do not need to be described to achieve this criterion.

Merit criteria require analysis of the application of the law to a number of situations. M1 requires an appropriate scenario or scenarios to be considered. One of these could be used to incorporate the criterion M3. M2 is likely to be a separate problem to be solved. This could easily be developed to address real or hypothetical situations related to the individual small business chosen if that route were taken for the pass criteria. The scenario(s) could be presented so that learners get the opportunity to practise their skill of using legal terminology verbally. Back-up evidence and witness statements would be needed in such a case.

M1 will be achieved by taking the facts and analysing the elements of negligence to conclude whether there has been negligence or not. This would require a detailed explanation of, for example, why the Caparo three-part test was met. Learners can refer to the description given by them for the pass criteria as the emphasis here is on application of the law to the facts disclosed. This application will then continue for the elements of breach and damage, although further work is not needed on damages.

M2 requires a detailed explanation of how the law of nuisance applies to at least two situations. Learners will need to take the rules described in P4 and use them to conclude whether there has been liability for nuisance or not. At least one of the given situations should lead to a conclusion that there is nuisance and then consider the nature of each of the potential remedies and come to a reasoned conclusion as to which remedy is most appropriate and why.

M3 requires application of the law described by the learner in P4. The distinction between employees and independent contractors will be identified and the rules then applied to conclude on liability. This will no doubt be incorporated in M1 responses.

The distinction criteria for D1 would best follow from the approach of using individual businesses set out above.

D1 requires a detailed evaluation of how the business selected is affected by both negligence and nuisance and the concept of vicarious liability. The detail given will depend on the business chosen so that a night club would be concerned with noise nuisance and a chemical factory about odours. Whatever business is chosen, the impact can be evaluated through the size of the risk, the way in which risk can be minimised through training and other actions, and the ability to insure.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 14: Understanding Aspects of Employment Law*

- *Unit 15: Career Development Planning in Business*

- *Unit 18: Managing a Business Event*

- *Unit 21: Aspects of Contract and Business Law*

- *Unit 23: Understanding Aspects of the Legal System and Law-making Process*

- *Unit 24: Aspects of Criminal Law Relating to Business*

- *Unit 27: Understanding Legal Aspects of Administration*

- *Unit 37: Starting a Small Business*

- *Unit 41: Understanding Retailing*.

The unit links with the following BTEC Short Courses:

- Edexcel Level 2 BTEC Award in Law and Legal Work

- Edexcel Level 3 BTEC Award in Law and Legal Work.

This unit also links with the following unit of the Level 3 National Occupational Standards for Legal Advice:

- Unit LA18: Obtain and provide legal information materials.

Indicative reading for learners

Textbooks

Harpwood V — *Modern Tort Law, 6th Edition* (Cavendish Publishing Ltd, 2005) ISBN 1859419763

Hodge S — *Tort Law, 3rd Edition* (Willan Publishing, 2004) ISBN 1843920980

Quinn F and Elliott C — *Tort Law* (Longman, 2005) ISBN 1405807113

Turner C — *Tort Law (Key facts), 2nd Edition* (Hodder Arnold, 2005) ISBN 0340889489

Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

The Times — especially Law Times on Tuesdays

Websites

www.bailii.org	British and Irish Legal Information Institute — access to freely available British and Irish public legal information
www.braininjury.co.uk/ default.ihtml?step=4&pid=11	Information regarding personal injury claims
www.city.londonmet.ac.uk/~shlane	One of a number of academic websites that have publicly accessible and up to date legal resources and links
www.lawcosts-uk.com/library/abrew.html	Sample case report
www.lawreports.co.uk	The Incorporated Council of Law Reporting for England and Wales
www.lawteacher.net/TortPages	Free lecture notes, case notes, statutes and web resources
www.swarb.co.uk/index.shtml	One of a number of firms of solicitors and barristers chambers that have publicly accessible and up to date legal resources and links

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the implication of the law of negligence to common situations	C3.1a Take part in a group discussion.
• presenting the leaflets produced	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating the law by reading cases synopses	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• producing the leaflets and the evaluation of the impact of the law of tort on a specific business.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating decided cases	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• using the cases to decide the legal solution to a given situation	ICT3.2 Enter and develop the information and derive new information.
• producing a leaflet.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning to complete the assessment tasks to deadlines	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• completing the tasks to deadline	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• use feedback from teachers to improve submitted work.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• dealing with the application of the law to a given situation.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving the problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations for completion of the unit.	WO3.1 Plan work with others.
	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 23: Understanding Aspects of the Legal System and Law-making Process

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

An understanding of the English legal system is important as a basis for the study of any area of law. It is important so that the learner understands the difference between the various sources of law used in the English legal system. The first part of the unit explores the structure and framework of the courts, the personnel involved in the administration of the law and the types of cases heard in the various courts. The unit then considers how law is made by the courts (precedent) and by Parliament (statutes/legislation).

The purpose of the unit is to help learners understand that the English legal system is essentially practical in nature and provides solutions to everyday problems. It will enable learners to understand the fundamental difference between the civil and criminal courts. The unit will also develop the learners' knowledge of the courts structure, both civil and criminal, and relevant routes of appeal.

Learners will be introduced to the sources of law and the development of the common law through precedents. The emphasis in the part of the unit concerning precedents will be to show learners that the law is not static but is able to develop as society changes, and the importance of precedents when giving legal advice.

Learners will also look at domestic and European legislative processes in the creation of legal rules. When a statutory legal rule has been enacted it often falls to the judiciary to apply it and the learner will explore the mechanisms the judiciary use to interpret these legal rules.

In addition, learners will be introduced to problems of sovereignty and the impact of the European Court of Justice. To develop this area, learners should understand the concept of sovereignty and that Parliament can legislate on any matter and how this is impinged upon by membership of the European Union and the role of the European Court of Justice especially.

Learners will also develop an understanding of those who serve the courts in both a professional and lay capacity and the role of the legal professions.

Learning outcomes

On completion of this unit a learner should:

1 Understand the hierarchy of the court system

2 Know the role undertaken by the personnel of the courts

3 Understand how legal rules are created by precedent

4 Understand how statutory rules are made and interpreted.

Unit content

1 Understand the hierarchy of the court system

Civil courts structure: role, function and jurisdiction of Small Claims Court, County Court, High Court, Civil Division of the Court of Appeal, House of Lords, European Court of Justice; difference between first instance and appeal courts

Criminal courts structure: role, function and jurisdiction of Juvenile Court, Magistrates courts, Crown Court, Criminal Division of the Court of Appeal, House of Lords; first instance and appeal courts

2 Know the role undertaken by the personnel of the courts

The legal profession: work, training and regulation of — barristers, solicitors, legal executives, paralegals; the Legal Services Ombudsman and complaints

The judiciary: organisation; selection and appointment of judges; roles in civil and criminal cases; judicial independence and immunity; removal from office

Lay people: magistrates — selection and appointment; training; role and powers; jurisdiction in civil and criminal cases; removal; advantages and disadvantages; juries — qualifications and disqualification, selection and role, summoning, vetting and challenging, advantages and disadvantages

3 Understand how legal rules are created by precedent

Judicial precedent: development of the system; law reporting; binding authorities; persuasive authorities; radio decidendi; obiter statements

Avoiding judicial precedents: distinguishing previous decisions; reversing decisions; overruling previous decisions; practice statements

4 Understand how statutory rules are made and interpreted

Statutory legal rules: stages in making an Act of Parliament; Public and Private Members' Bills; doctrine of parliamentary sovereignty; primary and delegated legislation

Principles of statutory interpretation: literal rule; mischief rule; golden rule; integrated and purposive approaches to statutory interpretation

European Union legal rules: legislative process; EU regulations; directives and decisions; conflicts between EU and domestic legislation; role of the European Court of Justice

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline the hierarchies of and differences between the civil and criminal courts	M1 compare and contrast the role and function of judges, lawyers and lay people within the English courts	D1 evaluate the effectiveness of lay personnel in the English courts
P2 describe the role of lay people in criminal cases	M2 compare and contrast the methods of law making	D2 evaluate the role of the judiciary in the formulation and interpretation of legal rules.
P3 outline the role of judges and lawyers in civil and criminal cases	M3 explain the rules of statutory interpretation.	
P4 describe how precedents are applied in court		
P5 describe the process when making an Act of Parliament and outline the rules for statutory interpretation.		

Essential guidance for tutors

Delivery

Delivery methods for this unit will include an explanation of the main concepts but the unit is essentially practical in nature. Learners will benefit from court visits in the local area. Magistrates, solicitors and barristers could be invited to talk to groups of learners. Visits to the UK and EU parliaments and the European Court of Justice may also benefit learners.

Much of the material in this unit can be delivered actively through the use of case studies and learner-centred individual and group learning. Case studies and statutes can be used as a means of encouraging individual and group learning and providing a vehicle for assessment. This may be particularly useful when assessing the learners' understanding of the application of precedents, statutory interpretation and conflicting domestic and European legal rules.

The concept of judicial precedent needs to be explored with learners. Again, case studies should be used to illustrate how precedents are formed and applied in later cases to enable learners to fully appreciate the doctrine and its importance within the English legal system. Learners should be encouraged to understand the advantages and disadvantages of the common law and techniques available to the judiciary to distinguish between precedents. Again this can be usefully explored through the use of cases such as *Donoghue* versus *Stevenson*.

Understanding the differences between the use of precedents and statutory rules requires some initial theoretical input which can then be developed practically through the use of case studies which show how statutory rules can affect precedents. Learners should also be introduced to statutory interpretation techniques and how the drafting of statutory rules can be subject to a variety of general interpretations because of the language used. Statutory interpretation skills can be developed through a series of interpretation tasks based upon current statutory provisions using the literal, golden and mischief rules. In addition, the learners will be able to study, in a practical manner, how the use of differing interpretation of statutory rules can have an impact on the outcome of a case. This may be done through the use of centre-written tasks rather than specific decided cases. Small-group, tutor-led, workshops can be used in this manner to develop the learners' understanding of individual outcomes and their conclusions may be used to develop their knowledge base.

As a development of precedents and statutory interpretation, learners can be introduced to the concept of parliamentary sovereignty to emphasise the role of statutory interpretation. A theoretical explanation of the concept can be developed through the use of case studies which demonstrates how this concept is used by the judiciary and is central to interpretations. The learner can also be introduced to the problems of sovereignty when there is a European element to a case and how this impacts upon the judiciary and the potential outcome of a legal problem. In these instances, case studies should include a European element and a conflicting or contradictory English precedent or statutory rule and consideration of how the case

will be resolved. The emphasis here is the role of the European Court of Justice in applying and interpreting European provisions and the impact upon domestic legislation.

When assessing the function of those who work in the English legal system learners should be introduced to members of the legal professions. The role and functions of members of the English legal system, both professional and lay elements, can be explored through the training and recruitment processes as well as their daily activity. In this context it may be beneficial to invite local solicitors, barristers, legal executives or members of the judiciary as guest speakers to explain how they see their roles. In addition, lay magistrates may be invited to attend in a similar capacity. As an alternative, court visits may be arranged to give learners the opportunity to present pre-arranged questions sent in advance of the visit to relevant personnel, both professional and lay members.

Assessment

To pass this unit the learner should meet all the requirements of the pass grade criteria above. The pass criteria can be built upon by the learner to demonstrate their understanding of the English legal system for the higher grades through the use of scenarios, cases studies and Acts of Parliament which lend themselves to the learner demonstrating their understanding of the courts, the formulation of legal rules and the roles and functions of court personnel.

To evidence understanding of different areas of the English legal system, learners will produce and present information and research. This may be done through individual and group work.

For P1, a description of the courts could be presented with the inclusion of a diagrammatic representation of the hierarchy of courts. To progress to M1, the learner needs to indicate their understanding of the courts structure. To do this, the learner will compare the courts within the courts structure, clearly stating their role. The learner should describe how a case would be dealt with, eg by which court where an appeal would lie. It would also be possible to link this to P2 and P3 by describing the roles of the magistrate and jury in a criminal scenario (P2), and the roles played by lawyers and the judiciary in a civil scenario (P3).

To attain P4, learners will describe how precedents are used, created and distinguished. To achieve P5 the learner should describe the process involved when making an Act of Parliament. P4 and P5 can then be used to lead the learner to achieving M2 by comparing the role of precedents and their importance today with that of law making by legislation. As part of this, learners could demonstrate their understanding of this area through an explanation of the role of the judiciary when setting precedents in the light of statutory interpretation and the role of the European Court of Justice. D2 could then be achieved through the learner demonstrating an understanding of the rules concerning statutory interpretation and then an evaluation of these rules and how they may have been undermined by the European Court of Justice.

For P2 and P3, the learner needs to explain the variety of roles undertaken by professional and lay personnel. The learner is required to explain the role of judges in civil and criminal cases rather than the interpretation of legal rules.

For P3, the learner should compare the roles undertaken by professional personnel including solicitors, barristers and legal executives. This will include their relative functions and the part they play in court processes. Clear distinctions will be made between solicitors and barristers and the role of the judge. The learner must explain the role of the lay element which can be contrasted to those who work within the English Legal System in a professional capacity.

To achieve D1, the explanation can be developed to show an understanding of the role of the lay element by evaluating their relative effectiveness. The learner will evaluate clearly the role of the jury in criminal cases and the difference between lay magistrates and stipendiary magistrates. The problems associated with trial by jury will also be highlighted.

D2 will require evaluation of judicial precedent as a source of law and use of decided cases will be necessary to illustrate this.

The assessment criteria require the learner to apply the legal rules in a practical manner. In some circumstances it may be desirable to give learners a suitable case study and relevant documents upon which to base the assessment. In this situation care should be taken to ensure that the case study has been developed in sufficient detail to mirror the complexities of a real life scenario.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 14: Understanding Aspects of Employment Law*

- *Unit 21: Aspects of Contract and Business Law*

- *Unit 22: Aspects of Civil Liability for Business*

- *Unit 24: Aspects of Criminal Law Relating to Business*

- *Unit 27: Understanding Legal Aspects of Administration.*

This unit also links with the following unit of the Level 3 National Occupational Standards for Legal Advice:

- Unit LA18: Obtain and provide legal information materials.

Essential resources

Learners should have access to a learning resource centre with a good range of legal texts and case books. Additional resources include statutes and law reports.

Indicative reading for learners

Textbooks

Elliot C and Quinn F — *English Legal System* (Longman, 2006) ISBN 1405835486

Ingman T — *The English Legal Process* (Oxford University Press, 2004) ISBN 019926869X

Martin J — *The English Legal System* (Hodder Arnold, 2005) ISBN 0340899913

Slapper G and Kelly D — *English Legal System* (Cavendish, 2004) ISBN 1859419453

Smith K and Keenan D — *Smith and Keenan's Advanced Business Law* (FT Prentice Hall, 2000) ISBN 027364601X

Stychin C F — *Legal Method: Text and Materials* (Sweet & Maxwell, 2003) ISBN 0421799005

Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

The Times — especially Law Times on Tuesdays

Websites

www.criminal-justice-system.gov.uk	The Criminal Justice System for England and Wales
www.dca.gov.uk/judicial	Department for Constitutional Affairs — Judicial Appointments Commission page
www.dca.gov.uk/magistrates.htm	Department for Constitutional Affairs — Magistrates page
www.hmcourts-service.gov.uk	Her Majesty's Court Service
www.stbrn.ac.uk/other/depts/law/index.htm	Law resources
www.wardle61.fsnet.co.uk	Law resources

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• describing how precedents are used	C3.1a	Take part in a group discussion.
• applying the rules on statutory interpretation	C3.2	Read and synthesise information from at least **two** documents about the same subject.
		Each document must be a minimum of 1000 words long.
• describing Acts of Parliament.	C3.3	Write **two** different types of documents, each one giving different information about complex subjects.
		One document must be at least 1000 words long.
Information and communication technology Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• looking for cases and statutes.	ICT3.1	Search for information using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• planning and monitoring the preparation of their assessment evidence for the successful completion of the unit.	LP3.1	Set targets using information from appropriate people and plan how these will be met.
	LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3	Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying a legal problem and using a legal source to provide a valid solution.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations for completion of the unit.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 24: Aspects of Criminal Law Relating to Business

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

This unit considers aspects of criminal law which affect businesses and employees. The general principles of a guilty act (actus reus) and guilty mind (mens rea) are needed for many crimes, but there are numerous offences of strict liability that are committed without any mental element. These crimes, being crimes of strict or absolute liability, are often regulatory in nature and some see them to be of little real blameworthiness. However, they can have a significant effect on a business, not just as a result of fines and other sanctions, but also in the negative publicity that convictions bring in.

Learners will investigate some regulatory offences and will be able to relate this to material elsewhere relating to health and safety at work, as explored in *Unit 36: Understanding Health and Safety in the Workplace* and *Unit 21: Aspects of Contract and Business Law*.

Specific offences are included in this unit relating to property offences and corporate manslaughter. Both these areas require learners to understand the basic principles of common property offences and homicide. The focus is on the impact these crimes have on a business both in terms of corporate liability and as a victim, such as cases of employee theft. This substantial part of the unit allows evaluation of the law as it stands. There have been several high-profile corporate manslaughter cases that do not always appear to have had a satisfactory conclusion, and regrettably there may be more such cases.

Criminal offences are usually investigated by the police and prosecutions are brought through the Crown Prosecution Service. However, many other inspectors and authorities have powers of entry, search and seizure of property which can affect a business. Learners need to be aware of the main authorities that can do this and the limits on their powers. This will include health and safety inspections and investigation into accidents dealt with in *Unit 36: Understanding Health and Safety in the Workplace*, VAT inspectors and those investigating pollution.

Learning outcomes

On completion of this unit a learner should:

1 Understand the elements of a crime and give examples of the elements

2 Understand when the specific offences relating to theft, deception and making off without payment have been committed

3 Understand when the specific offence of corporate manslaughter has been committed and evaluate the effectiveness of the crime

4 Be able to identify those with powers to arrest, enter and search premises, and seize property with relation to a specific business, stating limits to their powers.

Unit content

1 **Understand the elements of a crime and give examples of the elements**

The actus reus of a crime: acts and omissions; causation; examples

The mens rea of a crime: intention; subjective recklessness; gross negligence; examples

Crimes of strict liability: strict liability; absolute liability; examples

Participation in crime: the liability of business organisations in relation to crimes; liability of individuals within the organisation; examples

2 **Understand when the specific offences relating to theft, deception and making off without payment have been committed**

The elements of offences against property: actus reus and mens rea of theft; actus reus and mens rea of obtaining property by deception; actus reus and mens rea of obtaining services by deception; actus reus and mens rea of making off without payment; examples of each in a business context

3 **Understand when the specific offence of corporate manslaughter has been committed and evaluate the effectiveness of the crime**

The elements of corporate manslaughter: distinction between murder, voluntary and involuntary manslaughter; corporate responsibility; corporate manslaughter

4 **Be able to identify those with powers to arrest, enter and search premises, and seize property with relation to a specific business, stating limits to their powers**

Searching an arrested person and premises: the rights of police to search a person when arrested; powers to enter premises without a warrant; search warrants; seizing of goods; investigate powers of other government agencies; codes of practice; remedies available for those affected by unlawful entry and searches

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the elements of a crime	M1 analyse and apply the law relating to the commission of property offences	D1 evaluate the effectiveness of the law relating to property offences in protecting a business
P2 describe the liability of business organisations and their employees for crimes	M2 analyse and apply the law relating to the commission of corporate manslaughter	D2 evaluate the need for and effectiveness of a separate crime of corporate manslaughter.
P3 identify the elements of property offences	M3 assess the impact of the authorities' rights to search the premises of a business.	
P4 describe the elements of liability for corporate manslaughter		
P5 identify the powers of the authorities to arrest search and seize property in relation to a business.		

Essential guidance for tutors

Delivery

This unit offers learners the opportunity to understand the impact of some aspects of criminal law on business. The aim is to make learners aware of the way in which criminal law operates and the law's impact on a business and its employees. It is essential that the learners understand the principles of actus reus and mens rea that underpin criminal liability. Technical terms should be used accurately and in context so that learners can understand the use of those terms in a business context.

There will be many day-to-day cases reported that will give a flavour of the role of criminal law in business. General defences to crimes are not part of this specification, but it is inevitable that some aspects of defences will be raised by learners. Where this arises, it is useful to explore the issues and may help evaluation of the application of the law, but it is not essential for assessment.

To understand the elements of a crime the learner needs to explore the concepts of actus reus and mens rea. Learners will need to identify these elements in relation to specific offences. For actus reus, the distinction between acts and omissions needs to be explored, and learners should consider the limited number of omissions that can give rise to criminal liability. The concepts of factual and legal causation should be explored because of their relevance to corporate manslaughter. For mens rea, learners need to understand the rules relating to direct and oblique intent, and should examine the historical developments of the test for oblique intent; other aspects of mens rea need to be explored in the context of the crimes, so it is unlikely that a discussion of objective recklessness will be needed.

Strict liability is very important in a business context, and is best explored briefly in theory and then in the context of a particular business. Exploration of offences relating to pollution, for example, is particularly appropriate and interesting to use. Trade descriptions and health and safety at work are central to other units, but the principles can be used as illustrations in this unit. The participation in crime requires consideration of corporate liability and individual responsibility only. The key is to understand the different types of business organisation and, for example, the need for limited companies and/or their directors and other officers and employees to be prosecuted for offences.

When exploring offences against property, learners must identify the elements which form the actus reus and mens rea of each offence. For instance, in the case of theft, learners should consider each element with examples illustrating the tests such as that for dishonesty by reference to common examples. The concept of appropriation has some difficult cases, so the basic principle should be sufficient. With respect to the deception offences (including making off without payment), the common elements of the crimes can be identified and then each offence can be considered in the context of a business which might be the victim of such crimes.

Corporate manslaughter requires an understanding of the law on homicide, particularly murder and involuntary manslaughter. Voluntary manslaughter is only needed in outline so as to contextualise the blameworthiness of corporate

manslaughter and evaluate the law on corporate manslaughter. An examination of the publicity surrounding cases where corporate manslaughter has not been prosecuted is particularly instructive, particularly when considering what alternative charges were brought and the sentence on conviction. Thus a fine of £10 million on a large corporation following deaths in a rail crash may be seen not to reflect the true level of blameworthiness. It is the shareholders that ultimately suffer the punishment, rather than individuals who could be said to have allowed the failures to occur.

Powers of arrest, entry, search and seizure are usually associated with the police. These powers only need to be considered in outline given the extensive nature of the regulations. From a business perspective, it is the extent of co-operation that is important as it can be very time consuming assisting an investigation or being investigated.

Assessment

This unit can best be assessed by completing one assignment that can be broken into tasks to help assessors decide on achievement of the individual criteria. Deadlines can be set for completion of the different tasks that will reflect the running order of the teaching.

Each of the pass criteria requires a description of the law. These must be made in the learner's own words which will explain all technical terms and set out the legal principles by reference to appropriate decided cases, codes of practice or acts of Parliament. P3 and P5 will be unlikely to have much such authority. As this can be fairly straightforward, a more interesting way might be to produce a series of scenarios based on a business that are aimed at the merit criteria but will allow for development to distinction level and incorporate the pass level criteria. It is easiest to use one real business that the individual learner is familiar with, although for some aspects simulated scenarios may be more appropriate.

P1 requires a description of the legal principles of actus reus and mens rea in a clear way with some basic cases that illustrate understanding of the underlying concepts. Much of this may be found in the coverage of P3 and P4. Strict liability can be best explained by reference to relevant examples for a business that is used to contextualise the assignment tasks.

P2 will also best be dealt with through a business scenario, illustrating the difference between corporate and individual responsibility. Again, much of this may be incorporated into P4 or D2.

P3 requires identification of the mens rea and actus reus of the offences stated in the unit content. Scenarios that bring out these crimes can be set as tasks, and are straightforward to do in the context of a business that is a victim of these crimes. There is no need to consider the details in more than a short statement but with authority as illustration. Again, much of this will be incorporated into M1 which requires application of the law to scenarios illustrating the crimes. D1 requires an analysis of the extent of protection by a business as the law stands and makes recommendations for improvement, not just for the law but for the business systems. Thus exploration of the issues for a petrol filling station will illustrate the difficulties around making off without payment, and can consider the potential solutions for the business.

P4 requires an explanation of the actus reus and mens rea of murder and of the distinction between that crime and involuntary manslaughter. More detailed explanation is required than for P3 and again much will be incorporated into M2 and D2 (where tackled). Success does not require a detailed understanding of cases, but does require up to date definitions. Thus the mens rea may well be explained in the context of the case of Woollin. M2, like M1, will best be illustrated in the context of a recent prosecution or potential prosecution for such an offence. This will then be evaluated with a well argued conclusion for D2.

P5 and M3 are linked. P5 is merely descriptive, but needs to go beyond basic police powers, offering an identification of powers of appropriate inspectors for a business. These might be VAT inspectors or local government officials or others considering aspects of noise or other pollution. M3 requires some analysis of the effects on a business from a search which will include disruption and possible bad publicity. The effect will vary from business to business and therefore needs to be contextualised for a chosen business.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 14: Understanding Aspects of Employment Law*
- *Unit 15: Career Development Planning in Business*
- *Unit 18: Managing a Business Event*
- *Unit 21: Aspects of Contract and Business Law*
- *Unit 22: Aspects of Civil Liability for Business*
- *Unit 23: Understanding Aspects of the Legal System and Law-making Process*
- *Unit 27: Understanding Legal Aspects of Administration*
- *Unit 37: Starting a Small Business*
- *Unit 41: Understanding Retailing.*

The unit links with the following BTEC Short Courses:

- Edexcel Level 2 BTEC Award in Law and Legal Work
- Edexcel Level 3 BTEC Award in Law and Legal Work.

This unit also links with the following units of the Level 3 National Occupational Standards for Legal Advice:

- Unit LA18: Obtain and provide legal information materials
- Unit LA31: Criminal advice and casework.

Essential resources

Learners should have access to a learning resource centre with a good range of legal texts and case books. Additional resources include statutes and law reports.

Indicative reading for learners

Textbooks

Elliott C and Quinn F — *Criminal Law* (Longman, 2006) ISBN 1405835281

Martin J — *Criminal Law (Key facts)* (Hodder Arnold, 2005) ISBN 0340886056

Other books are useful for reference such as:

Card R — *Card, Cross and Jones Criminal Law, 17th Edition* (Oxford University Press, 2006) ISBN 0199286663

Heaton R — *Criminal Law Textbook* (Oxford University Press, 2006) ISBN 0199287058

Molan M T (editor) — *Criminal Law: 150 Leading Cases, 2nd Edition* (Old Bailey Press, 2002) ISBN 1858364493

Molan M T (editor) — *Criminal Law Textbook, 4th Edition* (Old Bailey Press, 2003) ISBN 1858364914

Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

The Times — especially Law Times on Tuesdays

Websites

www.bailii.org	British and Irish Legal Information Institute — access to freely available British and Irish public legal information
www.city.londonmet.ac.uk/~shlane	One of a number of academic websites that have publicly accessible and up to date legal resources and links
www.lawreports.co.uk	The Incorporated Council of Law Reporting for England and Wales
www.lawteacher.net	Free lecture notes, case notes, statutes and web resources. Good links to other websites
www.swarb.co.uk/index.shtml	One of a number of firms of solicitors and barristers chambers that have publicly accessible and up to date legal resources and links

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the impact of crimes on a business	C3.1a Take part in a group discussion.
• using cases to solve a problem	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• evaluating the areas of law in D1 and D2.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• looking for cases and statutes • researching powers to search premises by various authorities.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning to complete the assessment tasks to deadlines	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• completing the tasks to deadline	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• using feedback from teachers to improve submitted work.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying a legal problem and using a legal source to provide a valid solution.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving the problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 25: Working in Administration

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

Working in administration offers the opportunity to perform a wide range of types of roles across all industries and sectors, such as manufacturing, service providers, and retail. The variety of tasks performed in administrative roles provides a sound basis for progression to career pathways in supervisory and management positions. Every business organisation needs efficient administrative support, not only to achieve the organisation's purpose and values, but also to survive in the competitive business world.

Large organisations might have a centralised administration department to support different functional areas such as finance, customer service and human resources. The administrative function might involve either working as part of a larger team or as an assistant to an individual. Smaller organisations' infrastructures are often not so clearly defined and the administrative support needs may be met through one role, such as reception or a secretarial office. Whatever the size of the organisation, or the range of tasks performed, people working in administration need to have excellent communication and interpersonal skills, including problem solving and time management.

The ever-expanding global marketplace means that people working in administration roles, such as sales support or customer service, need an appreciation of cultural differences, especially if they are likely to have interactions with international customers or colleagues. Often the administrative function is situated in an office environment. Contributing to reviewing the effectiveness of systems and procedures is essential to ensuring the workplace is organised in such a way as to meet organisational and legal requirements for policies and procedures, as well as being conducive to safe and efficient working.

Learning outcomes

On completion of this unit a learner should:

1   Know the purpose of administration in supporting organisational activities

2   Understand the administration role in the structure of organisations

3   Know the requirements for reviewing administrative services

4   Be able to carry out an administrative role.

Unit content

1 **Know the purpose of administration in supporting organisational activities**

Administration: definition — set of agreed co-ordinated organisational procedures that support management plans

Administrative tasks: receiving visitors; taking messages; sending communications; monitoring stationery; monitoring stock levels and ordering new stock; organising events

Functional areas: operations; finance; customer service; sales and marketing; administration; research and development; human resources; how the functional areas interlink in an organisation; support for business aims and objectives

International administration: diversity; cultural awareness; different roles, eg customer service, sales

2 **Understand the administration role in the structure of organisations**

Structure: ways to structure (function, activity, product, area, customer, process); organisational structures, eg hierarchy, simple structure, matrix; theorists, eg Handy, Mintzberg; contribution of administrative role

Sectors: factors determining administrative role, eg different sectors, size of organisation (small, medium, large)

3 **Know the requirements for reviewing administrative services**

Requirements: systems, eg diary systems, telephone systems, electronic communication systems; office equipment; storage and archiving materials; methods of communication

Reviewing: methods; reasons for reviewing; suggested changes and proposals, eg to line manager; feedback; evaluating; monitoring; implementing

4 **Be able to carry out an administrative role**

Administrative techniques: customer services; reception; diary management; organising and co-ordinating events; team leading; supervising an office facility; monitor information systems; organising work area; supervisory and management career pathways

Policies and procedures: organisational policies and procedures (storage and archiving materials, security and confidentiality); reporting problems; interpreting organisational procedures; providing feedback; employment responsibilities and rights; the impact of external factors, eg health and safety, legal requirements, data protection, customer service, manufacturers' instructions for using equipment

Planning: prioritising work; negotiating realistic targets; setting timescales; flexibility; tools, eg action plans, schedules; own responsibilities; efficiency of time; meeting deadlines; dealing with problems, eg interruptions, inability to meet deadlines, working under pressure

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the administration tasks that support two functional areas in each of two selected organisations (ie two functional areas from each organisation)	M1 compare and contrast the administration role in supporting organisational activities in two organisations from different sectors	D1 evaluate how effective and efficient administration contributes to a selected organisation's structure, policies and procedures and justify any proposals
P2 outline factors involved when working in an international administration role	M2 review the effectiveness of three administration services in a selected organisation	D2 recommend and justify any improvements that could be made to a selected administration role.
P3 describe how the administration role varies in two different sectors or two organisations of a different size	M3 analyse policies, procedures and techniques used in an administrative role.	
P4 describe the effectiveness of three administrative services in a selected organisation		
P5 adopt suitable procedures and policies in providing administrative support for an activity		
P6 demonstrate appropriate techniques when planning administrative work.		

Essential guidance for tutors

Delivery

This unit is intended for delivery in the workplace or under simulated conditions. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the knowledge and understanding for this unit. If simulations are being used, care must be taken to ensure that learners appreciate the type of organisation in question.

It is advisable for learners to base some learning activities on an organisation to gain an appreciation of their own possible responsibilities in an administrative job role. This could be the organisation they work for, one chosen with tutor guidance, or the learner's centre. Discussion groups can share ideas on the different administration roles they can expect to carry out, and develop this further by examining how these would apply in different sectors. Visiting guest speakers could provide valuable input on the career pathways an administration role could develop.

The growth of the international marketplace, with many businesses now operating internationally — either with satellite offices abroad or through a customer base — means that many administration roles will involve dealing with colleagues or customers abroad. It is therefore important to raise awareness of the growth of international administration and the possible issues associated with this, especially communications through email or telephone (for example time differences, language barriers and cultural differences).

Discussion groups can explore different ways work areas can be organised and the procedures for different departments or organisations. Examples could be brought in from the workplace or be organised by the tutor. Visits could be made to different offices and to the library. Likewise procedures from different organisations need to be available so that discussion can take place on differences and similarities. Learners need to develop their knowledge and understanding of the impact and importance of external procedures on the administration function in an organisation. Learners should be encouraged to research this either through visits or their own work experience, especially health and safety, employment responsibilities and rights, and data protection.

When it comes to learning about reviewing and monitoring, it is essential that learners should be able to draw upon experiences in the workplace through employment or work placement. Case studies could also be used to illustrate any of the above situations. Learners should be able to practise giving and receiving both positive and negative feedback, and role-play activities can be used.

Learners need to know how to plan work and be accountable to others. Discussion groups will be useful for examining the types of problems that may occur such as interruptions, and how these can be resolved. They can carry out in-tray exercises relating to the prioritising of tasks, and examples of job plans and time management tools and techniques would be helpful. The use of guest speakers and role plays would support this learning. This could lead to looking at the need to be flexible, and the importance of keeping people informed of progress.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of working in administration. It may include:

- a presentation or report demonstrating understanding of the different administration roles in different sectors

- an account of how functional areas interlink and contribute to meeting business goals

- records of improvements they have implemented in administration systems

- records of providing administration support for an activity and a summary of how internal and external factors affect administration operations.

Learners can provide records to show how they have reviewed, evaluated and implemented improvements for office users. These can be in the form of witness testimonies, observations by the tutor, or a logbook kept by the learner.

For P1, learners must describe four different types of functional area and identify how the different tasks carried out contribute to organisational efficiency. Learners must describe how these functional areas interlink to achieve business objectives. This can be achieved using examples relating to two businesses that learners have visited. Evidence can be in the form of a report or a presentation.

For P2, learners should illustrate their answer with examples of different roles (eg customer service, sales, etc) and relate these to understanding how factors such as cultural differences and time zones have an impact on the administration role.

For P3, learners must provide evidence of researching a range of roles they can expect to encounter when working in administration. This should include a broad overview of the types of roles and responsibilities from diary management and organising events through to supervising an office facility. Learners will need to know how the administration role varies across different sectors and sizes of business. The evidence is likely to be in the form of presentation, either individual or group. Information researched and gathered from their visits and/or guest speakers should be used to describe the career pathways available to them.

For P4, learners must identify the key stages of the review process, from comparing user requirements with the existing system and suggesting improvements through to implementation and monitoring of improved systems. Learners must be able to describe the importance of feedback.

For P5, learners must demonstrate how they have observed a range of internal policies and procedures which are relevant to a specific administration activity. They must identify legal and organisational requirements in relation to storage and archiving material, security and confidentiality, and employment responsibilities and rights. They must be able to identify the procedures to follow if they have concerns regarding these requirements. Evidence can be in the form of records, witness statements, observation reports and a written account.

For P6, learners must provide evidence of their own planning. This can include diary logs, and records of in-tray exercises carried out. They must describe the types of problems that can occur and comment on how these can be overcome. Evidence for dealing with interruptions can be shown through role plays and supporting tutor observation records.

For M1, learners must extend their knowledge of organisational structures and functional areas and explain how these contribute to the efficient operation of the business. They can draw on their evidence for P1 and select different organisational structures such as one hierarchical in the public sector and one matrix in the private sector. This will enable them to identify the contrast in functional areas.

For M2, learners should identify the key stages of the review process from comparing user requirements with the existing system and suggesting improvements. Learners must be able to describe the importance of feedback. The system should be selected in consultation with the tutor, and could be integrated with the development of evidence for *Unit 18: Managing a Business Event*. The effectiveness of this system can be evaluated for D2.

For M3, learners can draw on evidence for P5 and P6, and identify the appropriateness of these in terms of contributing to the smooth running of the administrative role.

For D1, learners must further extend their evidence by demonstrating their depth of knowledge and understanding. They must use justified examples to illustrate their work.

For D2, learners can develop the evidence produced for M2. They must make justified recommendations for the effectiveness of the improvement.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

* *Unit 4: Effective People, Communication and Information*.

This unit also links with the following specialist units:

* *Unit 18: Managing a Business Event*
* *Unit 26: Managing Business Information*
* *Unit 27: Understanding Legal Aspects of Administration*
* *Unit 28: Supporting Projects*
* *Unit 36: Understanding Health and Safety in the Workplace*
* *Unit 40: Investigating International Business*.

This unit also links to the following units of the Level 3 National Occupational Standards for Business and Administration:

* Unit 301: Carry out your responsibilities at work
* Unit 302: Work within your business environment
* Unit 303: Supervise an office facility
* Unit 321: Provide leadership for your team.

Essential resources

Learners will be encouraged to use their own organisation as a resource for investigating organisational structures, policies, procedures and values. Visits to other organisations would be beneficial for learners to observe and experience work environments. Learners will also require access to research facilities and the internet. Case study materials will support areas that cannot be sustained practically. Guest speakers can provide a valuable input to support the underpinning knowledge and understanding of the unit.

Indicative reading for learners

Textbooks

Carysforth C and Rawlinson M — *NVQ Level 3 and Technical Certificate Business and Administration* (Heinemann, 2006) ISBN 0435463349

Fleming I — *The Time Management Pocketbook* (Management Pocketbooks, 2003) ISBN 1903776082

Gleeson K — *The Personal Efficiency Program: How to Get Organized to do More Work in Less Time* (John Wiley & Sons Inc, 2003) ISBN 0471463213

Websites

www.cfa.uk.com   Council for Administration

www.hse.gov.uk   Health and Safety Executive

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing systems and procedures in the workplace	C3.1a Take part in a group discussion.
• delivering a presentation on how to resolve planning problems	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• interpreting both organisational and external procedures	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• describing how to evaluate, implement and monitor changes	C3.3 Write **two** different types of documents, each one giving different information about complex subjects.
• providing records of changes they have implemented.	One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• researching the impact of external factors on the administrative role.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
	ICT3.2 Enter and develop the information and derive new information.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing group presentation on different administrative roles in different sectors • planning work as part of team • giving or receiving feedback from others on evaluating changes to systems.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 26:   Managing Business Information

NQF Level 3:   BTEC National

Guided learning hours: 60

Unit abstract

The phrase 'information economy' identifies the importance that organisations attach to information as they go about their day-to-day business. Courier companies can locate all shipment at any time and keep their customers fully informed of a consignment's whereabouts and its scheduled delivery time. Supermarkets can identify fast selling lines and restock quickly. Managers' diaries can be synchronised and teleconference meetings can be set up with participants from around the word.

Business information is used to obtain competitive advantage and promote efficiency, and it is obtained from various sources. Organisations generate information internally as they go about their business, recording details of the products purchased, made and sold and the associated costs. The size, composition and cost of the workforce are known. The business environment changes constantly and organisations need to respond in order to adapt their practices and survive. Markets, technology and business cultures are evolving continuously. Reuters moved from being a financial information provider and news agency to one that now also provides electronic trading systems — both hardware and software. Businesses use the information they have to manage what is currently happening in the organisation but also to plan for the future and ensure survival.

Information needs to be managed. It is collected, stored, manipulated, analysed and reported to those who need to use it. When the data is aggregated and manipulated, it provides a basis for decision making and informing future action. Information is used to plan, monitor and control business activity. It needs to be presented into meaningful forms so that managers can act upon it. For example, store loyalty cards allow retailers to draw maps of the journeys people make to the store. The maps contribute to decisions about where to build new stores. Offers can be targeted to individual customers. For example, a discount on mobile telephone top-ups is only offered to someone who previously bought a mobile telephone at the store.

Technological change has provided an infrastructure for processing information that now provides people who work in organisations with an array of accurate and up-to-date information. Computing and telecommunications technologies are converging as software becomes more sophisticated. People need to become skilled manipulators and users of information to ensure organisations become more efficient and succeed in achieving their stated purposes.

Learning outcomes

On completion of this unit a learner should:

1   Understand the importance of information to organisations

2   Know how organisations use business information

3   Be able to maintain an information system

4   Be able to produce information to support decision making in organisations.

Unit content

1 **Understand the importance of information to organisations**

Characteristics: type of information (qualitative, quantitative, primary, secondary); quality of information (valid, complete, accurate, timely, fit-for-purpose, accessible, cost-effective, intelligible)

Sources of information: internal (financial, personnel, marketing, purchasing, sales, manufacturing); external (government, trade groupings, commercially provided, databases, research)

2 **Know how organisations use business information**

Purposes: record transactions and activity; monitor activity; control activity; co-ordinate activity; plan activity; analysis (patterns, trends); prediction (extrapolation, what if?)

Information use: operational support; decision making (operational, tactical, strategic); administration; promote efficiency; develop competitive advantage; increase market share; legal issues (the Data Protection Act 1998, the Freedom of Information Act 2000, the Computer Misuse Act 1990); ethical issues (privacy, access, organisational IT protocols, codes of practice from the Information Commissioner's Office (ICO) and the British Computer Society (BCS))

3 **Be able to maintain an information system**

Input data: insert; delete; amend; data types (alpha, numeric); records; files; securing data

Manipulate data using software: add; subtract; combine; extract; combine; link; software, eg database, spreadsheet, accounting

4 **Be able to produce information to support decision making in organisations**

Information format: written; tabular; graphical; images; paper-based; presentation; electronic; screen-based (email, diary, calendar); communication channels; audience needs; communication protocols

Decision making: operational; tactical; strategic

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the characteristics and sources of information that a selected organisation needs	M1 explain the importance of business information and how it is used for three different purposes in a selected organisation	D1 evaluate and justify how a selected organisation could improve the quality of its business information to support decision making.
P2 describe how information is used for three different purposes in a selected organisation	M2 compare the features of different types of software used in producing information to support business activities	
P3 describe the legal issues an organisation must consider in using business information	M3 analyse information produced in four formats to support business decision making.	
P4 input and manipulate the data entered into data management software		
P5 produce information in four suitable formats to support business decision making.		

Essential guidance for tutors

Delivery

Managing information is an important activity in any organisation and it uses ever more sophisticated technology — both hardware and software. Effective information management means using information that ensures organisations meet their objectives, ensuring efficient day-to-day operations or meeting longer-term goals. Setting up and running meetings that resolve basic customer service problems require the use and management of information in much the same way as a board meets to make a strategic decision to change the direction of a business's operations.

The unit is designed to be taught using practical activities and examples that may draw on some of the learners' own experiences of employment. Learners do not have to have been employed, nor do they have to be employed. When they become part of a workforce they will be generating, using and managing information to make decisions about routine, non-routine, short-term and medium-term aspects of their work.

This unit considers the importance of information to organisations. The majority of the workforce is employed in the information economy. Initially learners will learn how organisations need good quality information from a range of sources to do everything from routine and repetitive tasks that support every day activity to non-routine one-off tasks that are concerned with future events. Information comes from a variety of sources.

All organisations generate large amounts of information that arise from normal activities. They also gather information from the environment in which they operate. Information is put to a variety of uses. The management of the information will provide the basis for decision making that will support the achievement of business objectives. It is just as important to have information about how many staff need to be in place to work the scanners at an airport as it is to have information about where to build a new runway and terminal building that meets traffic forecasts for 20 years ahead. BAA is as concerned to make good decisions that support effective customer service irrespective of whether it is at peak time next week or in the year 2020.

Learners will need to be able to use an information system. The unit does not require learners to design and build a database or any other type of business information system, but to use an existing data management system. A database, spreadsheet or accounting system should be configured ready for use and populated with some initial records. Learners will show that they can use a computer-based information management system by adding, deleting, updating and amending records. They should enter transaction data. Once data is in the system, learners should access the data manipulation and reporting facilities to produce information and present in suitable formats to support organisational decision making. Learners should be able to move information from one application to another. A centre may create an inventory management system that can be maintained and have transactions applied

to it. Learners can produce reports and other information from the system that they can use in support of a business decision. The learners may prepare for a meeting by scheduling it in an electronic planner and preparing the agenda which is emailed to participants with associated papers. They can then prepare and circulate the minutes. The learner can make the argument for a business decision by using presentation graphics derived from the information in a database or other sources.

Successful use of business information will ultimately help an organisation with its decision making and strategies.

Assessment

Evidence for assessment will be generated from the learning programme. Use will be made of practical activities that require problems to be investigated and information to be manipulated and managed. The assessment might use two assignments and cover the clusters of criteria indicated below as being linked.

For P1, learners must examine how an organisation can obtain and use information. Information is the basis for successful decision making. It comes from internal and external sources. Information arises automatically from business transactions but it needs also to be sought from external sources. For it to be of any use to a manager, information must satisfy a number of criteria. Supermarkets gather information about the shopping habits of their customers. People willingly provide personal details about themselves in exchange for a loyalty card. Inspection of the till receipt indicates the range of data gathered — date, time, checkout number, method of payment, goods purchased, promotions used (BOGOFs, coupon redemption) and so on. A detailed, complete, instant, accurate and cost-effectively produced picture of the transactions is built up. This will be supplemented with qualitative information from customer satisfaction surveys and mystery shoppers. Information is further augmented from external sources about disposable income, lifestyles, regulatory issues and competitor activity. The evidence is likely to be in the form of a report that results from an investigation into an organisation. (P1, P2, P3, M1 and D1 are linked.)

For P2, learners will need to look at an organisation and consider the purpose and use of information. Learners will need to know how the information gathered is used by managers, whether it be for monitoring, controlling, co-ordinating or planning. The information is used to make decisions. In the case of the supermarket transactions, it will be clear that immediate decisions are made as a consequence of the information generated, whether it is opening another till, reviewing the success of promotional activities, declining a method of payment or re-ordering depleted stocks. The evidence is likely to be in the form of a report that results from an investigation into an organisation. (P1, P2, P3, M1 and D1 are linked.)

For P3, learners will need to show that they recognise the legal constraints associated with the use of information by organisations. (P1, P2, P3, M1 and D1 are linked.)

For P4, learners will undertake a series of practical tasks. A system will already have been set up and populated with some records. Learners will add, delete, update and amend records in the system. They will record transactions of different types on the system. Data management systems all provide facilities for the manipulation of data

and the production of new information. Learners will use these features to create and extract information. An inventory management system would allow new stock items to be added, and old ones to be deleted. Records could be amended with new valuations and descriptions. Purchases and sales can be recorded. Costs of sales and rates of turnover for different products could be calculated. Information can be sent to other applications. The evidence will be in the form of practical work. (P4, P5, M2, M3 and D2 are linked.)

For P5, learners will need to generate reports and other outputs from the data management system. The reports must be clear and contain information that can be used to support a business decision. The learner will be given a problem and expected to use the information in the system to support a business decision. Information can be presented in different ways and a meeting to schedule discussion of the information can be set up using an electronic organiser with details of the item to be discussed and supporting information being circulated by email and attachments. The proposed decisions must be supported by the information presented. The evidence will be in the form of practical work. (P4, P5, M2, M3 and D1 are linked.)

For M1, learners must explain why business information is important to the success of an organisation. The growth of Tesco in the UK has depended, in part, on using the full range of business information to make good decisions to enable growth in the business. Green-field developments have slowed as a result of government legislation so the company has moved into convenience stores. It was the first to build individual customer profiles as a way of tailoring its promotions. Compared to its rivals it is rarely out of stock as sales information is closely monitored and timely action is taken to replenish empty shelves.

For M2, learners should compare the facilities in different types of software in producing business information. Manipulating numerical information might more easily be accomplished using a spreadsheet rather than a database. Word processing might be better for tabulating report information when contrasted to a spreadsheet.

For M3, learners should explain the significance to an organisation of the information that has been obtained from an information system. The proposed decision must be supported by an understanding of the information generated.

For D1, learners must reach justified conclusions about how an organisation might improve the quality of the business information it generates. Tracking fast and slow-moving sales will suggest to a retailer how to adjust its product range. Monitoring staff absence will allow absenteeism patterns to be identified and absence to be reduced. Improving the quality of information will improve the business. Learners must make judgements about the value of different ways of presenting information to interested parties. A senior manager will be likely to understand information presented in a formal report. A junior assistant may be better able to assimilate information presented in a visual format. A poor choice of format hinders the communication of the message.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 2: Investigating Business Resources*

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 13: Investigating Recruitment and Selection*

- *Unit 14: Understanding Aspects of Employment Law*

- *Unit 16: Human Resource Management in Business*

- *Unit 17: Improving Performance in the Workplace*

- *Unit 18: Managing a Business Event*

- *Unit 19: Exploring Team Development*

- *Unit 20: Managing Physical Resources*

- *Unit 25: Working in Administration*

- *Unit 27: Understanding Legal Aspects of Administration.*

The unit also links to the following units of the Level 3 National Occupational Standards for Business and Administration:

- Unit 301: Carry out your responsibilities at work

- Unit 308: Monitor information systems

- Unit 310: Research, analyse and report information.

Indicative reading for learners

Textbooks

There is no one title that covers all of the content. There are some widely available titles that cover some of the ground but these are targeted at Level 4.

BPP — *HNC/HND BTEC Core Unit 7: Management Information Systems: Business Course Book* (BPP Publishing Ltd, 2002) ISBN 0751770647

Lucey T — *Management Information Systems* (Thomson Learning, 2004) ISBN 1844801268

Learners should be able to use the online help provided in software packages and information contained in tutorial guides such as:

Wang W — *Office 2003 for Dummies* (Hungry Minds Inc, US, 2003) ISBN 0764538608

Newspapers

Broadsheet newspapers have regular sections on ICT and business.

Websites

www.bcs.org	The British Computer Society
www.ico.gov.uk	The Information Commissioner's Office
www.managementhelp.org/research/research.htm	Basic research methods
www.opsi.gov.uk/acts/acts1990/Ukpga_19900018_en_1.htm	Computer Misuse Act 1990
www.opsi.gov.uk/ACTS/acts1998/19980029.htm	Data Protection Act 1998
www.opsi.gov.uk/ACTS/acts2000/20000036.htm	Freedom of Information Act 2000

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the type and source of information that an organisation needs • explaining how information is used for a range of purposes	N3.1 Plan an activity and get relevant information from relevant sources.

• manipulating the data entered into data management software	N3.2 Use your information to carry out multi-stage calculations to do with:
	
	   a amounts or sizes
	
	   b scales or proportion
	
	   c handling statistics
	
	   d using formulae.

• producing information in a suitable format to support business decisions.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the type and source of information that an organisation needs • explaining how information is used for a range of purposes	C3.1a Take part in a group discussion.
• producing information in a suitable format to support business decisions	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• describing the type and source of information that an organisation needs	C3.2 Read and synthesise information from at least **two** documents about the same subject.
• explaining how information is used for a range of purposes	Each document must be a minimum of 1000 words long.
• producing information in a suitable format to support business decisions.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the type and source of information that an organisation needs • explaining how information is used for a range of purposes	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• manipulating the data entered into data management software	ICT3.2 Enter and develop the information and derive new information.
• producing information in a suitable format to support business decisions.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Unit 27: Understanding Legal Aspects of Administration

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

It is important, when working in administration, to ensure compliance with organisational procedures and legal requirements, as the consequences of non-compliance can have serious implications for employees and employers. Therefore those working in administration must have an understanding of the principal legal issues which affect the jobs and working environment for all individuals and the organisations that employ them. This involves keeping up to date with information on the legal issues that affect employment responsibilities and rights, safe working practices, and data protection relating to administration working procedures.

An understanding of the legal aspects of what constitutes a healthy, safe and secure working environment includes responsibilities of employer and employee, colleagues, the organisation, customers and clients. Prevention of potential harmful work activities through carrying out regular assessments will ensure that sufficient precautions are in place to minimise the risks. As those working in administration often have access to confidential and sensitive material such as customers' financial records or personnel records, an appreciation and understanding of data protection legislation is an important part of the role.

Working in administration involves proactively protecting and maintaining the security and confidentiality of an organisation's information and property. Another important area of legal aspects is knowledge of the main employment rights and responsibilities of the employees and employers, as well as organisational policies and procedures for dealing with workplace conflict and employment issues.

Learning outcomes

On completion of this unit a learner should:

1 Understand how health and safety legislation and regulations affect an administrative working environment

2 Know the requirements to maintain security and confidentiality of information and working practices

3 Understand the principles underpinning employment and equal opportunities legislation

4 Be able to assess and manage risk.

Unit content

1 **Understand how health and safety legislation and regulations affect an administrative working environment**

Legislation: statutory duties of employers and employees relating to health, safety and welfare; Management of Health and Safety at Work Regulations 1999; Health and Safety at Work Act (1974); Workplace (Health, Safety and Welfare) Regulations 1992; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995; Control of Substances Hazardous to Health 1994; Electricity at Work Regulations 1989; Display Screen Equipment Regulations 1992; Manual Handling Operations Regulations

Implementation in workplace: legal requirements; workplace policies for job role; reporting procedures; key personnel responsible for health and safety; harmful work practices; organising own work area

2 **Know the requirements to maintain security and confidentiality of information and working practices**

Legislation: Data Protection Act 1998; Computer Misuse Act 1990; Copyright, Designs and Patent Act 1988; Freedom of Information Act 2000

Organisational requirements: confidentiality policy; security of personal information — manual and computerised; protection of computer systems; protocols for sourcing and referencing; collecting agencies; payment of copyright fees; security in the workplace (equipment, keys, cash handling, personal safety, emergency procedures); audit working practices, eg European, UK legislation

3 **Understand the principles underpinning employment and equal opportunities legislation**

Employment legislation: working time directives; minimum wage; ACAS codes of practice; rehabilitation of offenders; employment protection; rights and duties of employer and employee; terms and conditions of employment

Equal opportunities legislation: Equal Pay Act 1970 — amended by Equal Pay (Amendment) Act 1983; Sex Discrimination Act 1975; Race Relations Act 1976; Disability Discrimination Act 1995 and 2005; application of the law in terms of discrimination (through race, sex, sexual orientation, disability, religious belief)

4 **Be able to assess and manage risk**

Risk assessments: format; frequency; content; safety and security hazards in the workplace; industry best practice guidelines; checks on suppliers' premises; industry-related experience

Monitoring and prevention: training and staff development; industry-related awareness of hazard; departmental representatives; awareness raising across organisations; benchmarking; use of equipment in accordance with manufacturers' instructions; rest breaks; safety devices, eg smoke alarms, fire extinguishers; regular checking of equipment and procedures; procedures for recording and reporting accidents and dangerous occurrences; organisational and legislative requirements; review of records and action planning; public liability insurance

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the legal requirements and regulations for ensuring the health, safety and security of those employed in administration	M1 assess the implications of health, safety and security legislation and regulations for an administration role and workplace environment	D1 make justified recommendations for improvements to health and safety standards and risk management in a selected administrative work environment
P2 audit the security requirements for a selected administration role and workplace environment	M2 review the effectiveness of maintaining security and confidentiality of information in a selected organisation	D2 evaluate the extent to which a selected organisation's administrative work environment complies with data protection, employment and equal opportunities legislation.
P3 set up an administrative system to record customer transactions, ensuring confidentiality and security of the information to meet organisational and legal requirements	M3 analyse the importance of employment legislation for upholding and protecting the rights of both employer and employee.	
P4 outline legal aspects of employment rights and duties and equal opportunities legislation		
P5 plan and conduct a risk assessment for a selected administrative work environment.		

Essential guidance for tutors

Delivery

This unit is intended for delivery in the workplace or under simulated conditions. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the knowledge and understanding for this unit. If simulations are being used, care must be taken to ensure that learners appreciate the type of organisation in question.

It is advisable for learners to base some learning activities on an organisation to gain an appreciation of their own possible responsibilities in an administrative job role. This could be the organisation they work for, or one chosen with tutor guidance. This unit mainly deals with legalities in the workplace, and care should be taken to ensure that learners are able to relate this to 'real' situations.

The need for emergency procedures and accident reporting could be taught through practical exercises. Accident report forms can be filled in by way of scenario, and examples of organisations' evacuation procedures can be evaluated. An 'at risk' evaluation of security will prove equally useful. A good source of reference would be an organisation's health and safety policy.

It is advisable for learners to base some learning activities on an organisation to gain an appreciation of their own possible responsibilities in an administrative job role. This could be either the organisation they work for, or one chosen with tutor guidance.

Learners should be able to demonstrate knowledge of the Data Protection Act 1998 (DPA), and subsequent regulations. Again, the responsibility is two-way. Both the DPA and regulations contain a large number of issues that can be dealt with in a discussion, case study or role play. For example, learners could discuss the implementation of the regulations within their own particular environment and discuss ways of making improvements. Activities should be designed to increase awareness of health and safety issues. Role-play activities could include 'right and wrong' scenarios. Related legislation, eg European Directives, should also play an important role.

Learners should be familiar with the eight main points of the DPA. This complicated act should not be dealt with too heavily. Practically, a good exercise would be to look at the issues affecting a centres' environment and the data issues that surround it, eg disclosure of exam results, references, information owned by the human resources department.

Health and safety legislation and the DPA link in with procedures relating to health and safety and security of information. Learners can identify risks and hazards in their particular environment and undertake a risk assessment. Job descriptions can be examined and employees' responsibilities can be highlighted. Another way of reinforcing health and safety and security of information issues is the production of notices and posters commenting on, for example, VDUs, protective clothing, manual handling, fire precautions and confidentiality of information. There are a number of very good health and safety videos.

A contract of employment has generic components and is two way. Learners should compare at least two real contracts. If they have part-time work or have done seasonal temporary work they may have a contract of employment. There are also good model contracts of employment on Government websites that contain a comprehensive number of particular issues. Learners should be able to describe the main clauses contained in a contract of employment. Learners should be aware of key elements of employment legislation, eg Employment Act 2002 and Health and Safety at Work Act 1974 (HASAW).

Assessment

Assessment for this unit should be evidenced wherever possible through the learner's own workplace in which they perform an administrative role, or through simulations. Evidence can be submitted through written reports or case studies, and verbal presentations. Examples could include:

- a report or presentation identifying risks and hazards relating to health, safety and security of information and outlining the procedures to deal with them

- a report identifying the key points of the DPA and related legislation

- an account identifying the main clauses contained in a contract of employment (learners could compare two contracts of employment from different organisations).

Learners can provide records to show how they have evaluated and implemented improvements for office users. These can be in the form of witness testimonies, observations by the tutor, or a logbook kept by the learner.

For P1, learners must include a summary of the legislation and relate this to an administration workplace. Learners can use examples relating to a specific workplace that they have experienced or visited. Evidence can be in the form of a report or a presentation.

For P2, learners must identify a specific job role then prepare and use an audit to cover equipment, keys, cash handling, personal safety and emergency procedures. Tutors can help design an appropriate audit form.

For P3, learners need to plan the features of an information system for collecting and storing data. This can be either a manual or electronic system for a single-product customer database and learners must provide written evidence they have addressed the organisational requirements for confidentiality and security of information as well as data protection legislation. If required, tutors can provide an in-tray exercise for learners to design a system.

For P4, learners should be able to describe the main terms and conditions of a contract of employment suitable for an administrative role. They must include an overview of both employment and equal opportunities legislation, and give examples of organisational procedures to follow relating to employment issues. Evidence can be in the form of a presentation or report.

For P5, learners must prepare and conduct a basic risk assessment for a selected area of the workplace. This can be designed with tutor support and must identify the hazard and who is at risk, evaluate the risk (high, medium, low) and outline a proposed course of action.

For M1, learners can draw on their evidence for P1 and P2 and select examples to illustrate the consequences of non-compliance for the organisation and the employees in relation to the administrative function.

For M2, learners can build on P3 and review the procedures on the collection and use of personal data. They should examine an organisation's requirements on confidentiality and security of information.

For M3, learners can build on P4 evidence explaining how an organisation's employment practices and procedures can affect the individual in the workplace.

For D1, learners can develop the evidence produced for M1. They must make justified recommendations for improvements to work practices.

For D2, learners can build on the evidence produced for M2 and M3. They must identify any areas where there are deficiencies in legal aspects and suggest improvements to an organisation's procedures.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 21: Aspects of Contract and Business Law*
- *Unit 22: Aspects of Civil Liability for Business*
- *Unit 23: Understanding Aspects of the Legal System and Law-making Process*
- *Unit 24: Aspects of Criminal Law Relating to Business*
- *Unit 25: Working in Administration*
- *Unit 26: Managing Business Information*
- *Unit 28: Supporting Projects*.

The unit also links to the following Level 3 National Occupational Standards.

Business and Administration:

- Unit 110: Ensure your own actions reduce risks to health and safety
- Unit 301: Carry out your responsibilities at work
- Unit 302: Work within your business environment
- Unit 303: Supervise an office facility
- Unit 321: Provide leadership for your team.

Management and Leadership:

- Unit E05: Ensure your own actions reduce risks to health and safety.

Essential resources

Learners will be encouraged to use their own organisation as a resource for investigating health, safety and security requirements. Visits to other organisations would be beneficial for learners to observe and experience administration working environments. Learners will also require access to research facilities and the internet. Case study materials will support areas that cannot be sustained practically. Guest speakers can provide a valuable input to support the underpinning knowledge and understanding of the unit, especially in relation to employment legal aspects.

Indicative reading for learners

Textbooks

Barclay L — *Small Business Employment Law for Dummies* (John Wiley & Sons, 2005) ISBN 0764570528

Carysforth C and Rawlinson M — *NVQ Level 3 and Technical Certificate Business and Administration* (Heinemann, 2006) ISBN 0435463349

Frohwien R and Smith G — *Pocket Idiot's Guide to Copyrights* (Alpha Books, 2004) ISBN 1592572286

Health and Safety Executive — *Successful Health and Safety Management (Guidance Booklets)* (HSE, 1997) ISBN 0717612767

Martin M and Jackson T — *Employment Law Pocketbook* (Management Pocketbooks, 2004) ISBN 1903776147

Ridley J — *Health and Safety in Brief* (Butterworth-Heinemann Ltd, 2004) ISBN 0750662115

TUC — *Your Rights at Work: A TUC Guide* (Kogan Page, 2003) ISBN 0749441135

Websites

www.copyrightservice.co.uk	UK copyright service
www.data-protection-act.co.uk	The Data Protection Act Shop
www.hse.gov.uk	Health and Safety Executive

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• describing health, safety, security and employment legislation and regulations.	C3.1a	Take part in a group discussion.
	C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.
	C3.2	Read and synthesise information from at least **two** documents about the same subject.
		Each document must be a minimum of 1000 words long.
	C3.3	Write **two** different types of documents, each one giving different information about complex subjects.
		One document must be at least 1000 words long.

Information and communication technology Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• describing health, safety, security and employment legislation and regulations.	ICT3.1	Search for information using different sources, and multiple search criteria in at least one case.
	ICT3.2	Enter and develop the information and derive new information.
	ICT3.3	Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• conducting an audit of workplace security and a risk assessment.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• conducting a risk assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• conducting a risk assessment.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 28: Supporting Projects

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

The administration function invariably involves work tasks to be completed within a defined scope, timescales and budgets. These are in essence projects, and can include examples such as running a conference, setting up new administrative systems or organising the relocation of a work team. The language of project management has now become everyday business language.

All projects have a defined life cycle, although the boundaries between the stages are not always clear as often project activities have interdependencies. The basic principles of project planning involve defining and agreeing project deliverables and outcomes, setting milestones for performance and quality, scheduling, and consideration of stakeholder requirements. There are various accepted techniques to support the management of projects, including Gantt charts, critical path analysis, risk assessments and contingency planning, and learners will have the opportunity to apply these in a realistic setting. Supporting projects requires excellent communication and time management skills for activities such as setting and monitoring a project budget, solving problems during the project implementation stage and reporting project outcomes.

Although the assessment is based on developing plans for all aspects of a project and it is preferable for the learners to be able to implement the plans, this is not essential for the completion of the unit.

Learning outcomes

On completion of this unit a learner should:

1   Understand the purpose, aims and objectives of a project

2   Be able to prepare a project plan

3   Know how to run a project

4   Understand how to report project outcomes.

Unit content

1 **Understand the purpose, aims and objectives of a project**

Project: definition of project; types of project, eg scale, formality; project life cycle (definition, planning, implementation, completion and evaluation)

Purpose, aims and objectives: defining project (importance to organisation, eg improve administrative procedures, improve customer service, develop new products); background research; evaluation criteria

Stakeholder needs and expectations: customer; client; beneficiary; workforce; contractors; suppliers; managers; outside agencies and authorities; team members; local community; the role of the project manager and other project roles; project team membership; networks and communication systems

Legal issues: types of contract; developing and maintaining contracts

2 **Be able to prepare a project plan**

Plan: set objectives; define scope; budgeting; work breakdown; define deliverables; final deadline; key milestones/targets; plan activities; allocate tasks; agree timescales; define resources, eg human, physical; clarification of roles and responsibilities; identify dependencies

Methodologies: use of schedules; Gantt charts; network flow diagrams; computer software; 'float' time; scope for continuous activity; project balance model (cost, time, specification)

3 **Know how to run a project**

Implementation and monitoring: reporting systems; controlling costs; budgets and variance analysis; flowcharts; basic statistical analysis; benchmarking; evaluation methods; periodic and milestone evaluation; adjusting targets; team performance evaluation; project handover procedures; use of ICT within project

Managing time and resources: planning and scheduling; objectives — time, cost, scope, SMART objectives, feasibility study, cost benefit analysis, risk assessment; schedules; sequencing activities and work breakdown; critical path analysis; basic budgeting; estimating skills; direct and indirect costs; cash flow modelling; contingency planning

Identifying problems: risk assessment, eg time/not meeting deadlines; resources communication, costings, changes to scope, commitment of project team; sources of advice on problems, eg line manager, facilities manager, team members, suppliers

4   **Understand how to report project outcomes**

Review and evaluation: completion of milestones and outputs; success criteria; comments from third parties; lessons learned; justification of method

Methods of reporting: presentations; reports; visual communication, eg charts, diagrams; conclusions; implications; recommendations, eg guidelines, timescale, costing

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the stages of the project life cycle for a selected project	M1 assess the importance of project management throughout a project's life cycle	D1 evaluate the planning and implementation of a selected project in terms of meeting purpose, aims and objectives
P2 explain the needs and expectations of all stakeholders involved in a selected project	M2 compare and contrast project planning methodologies in supporting two contrasting types of project	D2 justify methods used to plan and implement a selected project, making recommendations for improvement.
P3 prepare a project plan to include objectives, milestones and individual contributions	M3 analyse the importance of achieving project outcomes within agreed timescales, resources and budgets.	
P4 set up at least two different methods for monitoring project progress		
P5 identify and explain how to deal with problems which might have an impact on project progress for a selected project		
P6 design a suitable reporting method to review project outcomes for a given project.		

Essential guidance for tutors

Delivery

This unit is intended for delivery in the workplace or under simulated conditions. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the knowledge and understanding for this unit. If simulations are being used, care must be taken to ensure that learners appreciate the type of organisation in question.

There is a great deal of content in this unit, and in most programmes it would be beneficial for the learners to complete this unit towards the end of the programme so as to build on and consolidate learning from other units. The potential to use the approved project to support other units within the qualification should be explored. Some centres may also wish to deliver this unit in conjunction with *Unit 18: Managing a Business Event* as the learners could work in a group and use project management methodology in the running of real events.

The project itself should be related to the administration role, but for the purposes of developing knowledge and understanding of project management terminology and methodology, case studies on other diverse projects (such as the building of the Channel Tunnel or the new Wembley Stadium) could be used to demonstrate the appropriateness of the methodologies used. It would be beneficial to learners to have some exposure to realistic business projects so as to fully appreciate the value and importance of project management methodology. In this way they can also begin to appreciate the challenges involved in satisfying a range of stakeholders and that projects of this size are often conducted alongside a range of competing priorities. The role of the project manager should be examined in terms of managing the project from conception through to completion. The dysfunctional effects of poor project management, such as small changes in scope, may creep in unnoticed but have implications on cost and timescales.

The use of specialist information technology packages should be encouraged where possible to enable learners to develop their use of ICT while completing the project. Most classroom-based delivery programmes are likely to introduce the concepts and techniques through use of micro projects, such as baking a cake, to help the learners apply the concepts to simple situations before moving on to address more complex projects such as planning and holding an event.

The choice of project is a vital part of this unit and special attention should be paid to ensuring that the learner chooses a realistic, viable and achievable project. Learners should select a defined, discrete and small-scale project, but with an appropriate level of complexity for a Level 3 programme.

There should be several different types of resources, some dependencies, some activities which can be carried out consecutively or concurrently, and several stakeholders. Possible examples could be organising a conference, setting up a new payroll system, or setting up the administrative support aspects of a recruitment exercise, or a product launch. This is intended to be a work-based project where project management techniques are used to manage work activities — not an academic research project.

In delivering and assessing the critical path analysis, learners should be able to understand the principles and use of identifying critical activities as is appropriate for running the type of projects described above. Similarly the aspects of budgeting are those relating to this type of project. Basic statistical analysis could include gathering data into tables, producing charts and calculating percentages but there is no need to include distribution curves or regression analysis.

Assessment

Ideally learners would base their work for this unit on a real work-based project for which they have some responsibility as part of their work role. If this is not possible then learners could produce a project plan based on their assignment work for this and other units. Assessment evidence could include:

- a project plan

- records of meetings and reports

- records of methodology used for implementation and monitoring a project

- a project diary or evaluation on project outcomes.

Learners can provide records to show how they have evaluated and implemented improvements through supporting projects. These can be in the form of witness testimonies, observations by the tutor, or a logbook kept by the learner. This unit provides learners with the opportunity to develop key skills evidence through learning activities. This could be through their research, formal presentations, discussions and written submissions of their findings.

For P1, learners must provide a definition of what constitutes a project, identify a project and explain what happens at each stage of the life cycle, including estimated timescales for each stage. It is anticipated that the selected project for this criteria will be a case study, as the purpose is to develop knowledge of the project life cycle to help in the planning of their own project for P3. The evidence can be in the form of a report or presentation.

For P2, learners must provide evidence of researching a range of different needs and expectations of stakeholders involved in a project, including the role of the project manager.

For P3, learners must define a project and its relevance to meeting organisational objectives. This will include setting the overall purpose of the project, the aims and objectives, timescales and resources, the likely outputs, and the evaluation criteria. The evidence is likely to be in the form of a presentation or formal report.

For P4, learners must provide evidence of setting and agreeing budget objectives and project schedules using appropriate tools. Examples of these could be a Gantt chart and critical path diagram, prepared either manually or electronically, and showing how the activities on the critical path are going to be monitored. Learners must also describe how the project balance model helps with decision making.

For P5, learners must demonstrate an understanding of dealing with unexpected events. They must identify types of problem including time, resources, and costs, describing their impact on the outcomes, and comment on how these can be overcome. They must know the procedures to follow if they have concerns regarding these requirements. Evidence can be in the form of records, diary logs and a written account.

For P6, learners must provide evidence of measuring the project aims and objectives and showing whether these have been met. This can be achieved through a structured project report supported by diagrams or charts.

For M1, learners can draw on their evidence for P1 and P2 and, giving examples, examine the impact on each of the stages of the project if it is poorly managed.

For M2, learners must extend their knowledge of tools for project planning and explain how these contribute to managing different types of project. They can draw on their evidence for P4 and use examples of different types of project, such as large complex ones and small informal ones.

For M3, learners can draw on their evidence for P5 and P6. As evidence, they must provide a contingency strategy for dealing with major deviations from the project plan. This will enable them to identify the relevance of the project balance model.

For D1, learners must further extend their evidence of M1 and M2 by demonstrating their depth of knowledge and understanding. They must evaluate their project planning and implementation in terms of their experience of the project so that they are able to apply transferable lessons to future projects.

For D2, learners can develop the evidence produced for M2 and M3. They must make justified recommendations for the effectiveness of the methodology used for the project life cycle.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 2: Investigating Business Resources*

- *Unit 3: Introduction to Marketing*

- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist unit:

- *Unit 18: Managing a Business Event*

- *Unit 25: Working in Administration*

- *Unit 27: Understanding Legal Aspects of Administration.*

This unit also links to the following Level 3 National Occupational Standards.

Business and Administration:

- Unit 309: Run Projects.

Management and Leadership:

- Unit F01: Manage a project.

Essential resources

Learners will be encouraged to use their own organisation as a resource for preparing a project plan. Learners will also require access to research facilities and the internet. Case study materials comparing different types and scales of project will support areas that cannot be sustained practically. Guest speakers can provide valuable input to support the underpinning knowledge and understanding of the unit.

Indicative reading for learners

Textbooks

Baker S and Baker K — *The Complete Idiot's Guide to Project Management* (Alpha Books, 2000) ISBN 0028639200

Carysforth C and Rawlinson M — *NVQ Level 3 and Technical Certificate Business and Administration* (Heinemann, 2006) ISBN 0435463349

Horine G — *Absolute Beginner's Guide to Project Management* (Que Publishing, 2005) ISBN 0789731975

Website

www.apm.org.uk   Association for Project Management

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing a project plan	N3.1 Plan an activity and get relevant information from relevant sources.
• implementing and monitoring project progress using project software	N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
• implementing and monitoring project progress using project software.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• reporting project outcomes	C3.1a Take part in a group discussion.
• making a presentation on the stages of the project life cycle	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• researching project management case studies	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• evaluating project outcomes using a suitable reporting format	C3.3 Write **two** different types of documents, each one giving different information about complex subjects.
• explaining needs and expectations of stakeholders.	One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• researching case studies • using project software.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information. ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing a project plan • managing time and resources • monitoring project progress.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying problems that impact on project progress.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.
Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing a project plan • monitoring project progress • evaluating project outcomes.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 29: Introduction to the Internet and e-Business

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

At the time of writing, the UK is Europe's largest e-commerce economy — with two-thirds of consumers having shopped online. The power of the internet continues to grow with 27.7 million UK adults having used the internet in the last year. Current predictions are that the rate of growth of internet sales will see this channel occupy 15 per cent of retail sales by 2010.

The purpose of this unit is to provide an introductory overview of the use of the internet by business organisations and to develop learners' skills so that they become proficient users of the internet. Firstly the learners will learn how the internet is organised and how servers and internet service providers link together and conform to protocols. Next, learners will consider the trends in the use of the internet and the worldwide web (www), and key current developments.

Learners will then develop a range of practical skills in different types of business uses of the internet including the setting up of an internet connected computer, and use of the internet and worldwide web for business research, procurement, promotion and communication using a range of methods.

Having developed a fuller understanding of a range of uses of the internet and the worldwide web, learners will then explore the reasons behind the trends by examining the benefits of internet use from the points of view of organisations and customers, together with the implications created by competitive pressures on organisations as e-business has grown.

Finally, learners will consider the actions that are being taken at national, organisational and individual level to meet the ongoing challenges created by the rapid development of e-business. At national level the learners will explore government actions such as the establishment of an appropriate legislative framework, support for businesses' development of e-business and the provision of learning opportunities to enable individuals to gain the necessary skills. When considering how organisations plan for change, the content from the rest of the unit is drawn together to examine key considerations which all organisations are facing. Learners will then consider how individuals can prepare for a world where e-business is rapidly growing.

Learning outcomes

On completion of this unit a learner should:

1 Understand how the internet operates and the facilities available

2 Understand how the internet and related technology can be used for a range of business activities

3 Be able to explain the trends in the use of e-business

4 Understand the key features of planning for the increased use of e-business at national, organisational and individual level.

Unit content

1 Understand how the internet operates and the facilities available

How the internet works: internet as a network; servers; types of connections to the internet; internet service providers (ISPs); worldwide web (www); protocols; domain names; World Wide Web Consortium(W3C); Internet Society (ISOC)

Networking of computers: networks; wireless networks; current related technology such as (at the time of writing) — wifi, Bluetooth®, 3G phones, Personal Digital Assistants (PDAs), smartphones

Uses of the internet and worldwide web by business organisations: procurement; research; development of online presence for sales, promotion, customer service, public relations, providing information, influencing others, communications, email, intranets, extranets

Uses of related mobile technology by business organisations: wifi; Bluetooth®; 3G phones; PDAs; smartphones; Voice Over Internet Protocol (VoIP)

Trends in internet developments: increasing speed; falling costs and increasing penetration

2 Understand how the internet and related technology can be used for a range of business activities

Setting up an internet-linked computer: equipment requirements; costs; risks, eg viruses, Trojans, worms, hackers, spam, spyware, adware, scams, loss of data; measures to reduce risks, eg anti-virus software, spam filters, firewalls, anti-spy software, methods of backing-up data; information technology policies

Use of internet for business research: types of data, eg demographics, competitor analysis, environmental analysis, legislation, specialist sites for technical information, weather forecasts, transport information; efficient use of search engines; different types of search, eg on Google, with ' ', with -, with OR; bookmarking; filtering sites; validity of sources of data

Use of internet for procurement: selection of suitable site; intermediary sites; security symbol; secure payment methods; services provided online, eg online banking, music downloads, software downloads; methods of reducing risks; security symbol; legal protection and limitations as per E-Commerce Regulations 2002

Use of internet for promotion: eg websites, banner advertising, link registrations, direct emails

Use of internet for business communication: email — to individuals, to groups, hidden CCs, attachments, business tone, style for emails, company policies on use and abuse; use of digital cameras; use of video images; voice over internet; video-conferencing

3   **Be able to explain the trends in the use of e-business**

Marketing benefits: 24-hour global presence; flexibility of location; personalisation of promotion; feedback from customers; data collection and use in re-formulating the marketing mix; opportunities for competitor analysis; opportunities to communicate with customers

Cost benefits: reduced requirement for premises; flexibility of location; reduced staffing costs; cash flow advantages; advantages of disintermediation of supply chain

Benefits to customers: 24-hour availability; flexibility of location; easier cost comparisons; lower prices; personalised offers, eg 'favourites' on tesco.com, personalised recommendations from amazon.com

Operational implications of trends on organisations: customer and user expectations of web access; increased competition; new providers for old services, eg music downloads, Voice Over internet Protocol (VoIP), online shopping

Strategic implications of trends on organisations: competitive pressures; closures; mergers; take-overs; relocations; refocusing of business

Implications of trends on customers: loss of non-internet outlets and services; need for technical literacy to access full range of services

4   **Understand the key features of planning for the increased use of e-business at national, organisational and individual level**

Government support: legislative framework — E-Commerce Regulations 2002, Consumer Protection Distance Selling Regulations, Data Protection Act; support for business; education and training

Organisational level: strategic level decisions; location of manufacture; location of service provision; re-engineering of business processes; redefining of supply chain; investment in information technology; acquisition or development of appropriate skills

Individual level: growth of home computing; employability and ICT skill requirements; increase in flexible working models, eg secondments, contracting, de-skilling, re-skilling

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe how the internet operates and give eight examples of how it is used by selected contrasting business organisations	M1 demonstrate how to solve problems in the internet use for four different types of business activity	D1 make justified recommendations as to how a selected business organisation and an individual could improve their preparation for the growing use of internet by business organisations.
P2 describe how the internet can be used for different types of business activity, taking actions to reduce the inherent risks to security and reliability	M2 explain how two selected contrasting business organisations have responded to the competitive forces to develop or update their use of e-business and give reasons for their responses.	
P3 describe the competitive forces on two selected contrasting business organisations to develop or update their use of e-business		
P4 describe (using examples) how the government, business organisations and individuals plan for the growing use of e-business.		

Essential guidance for tutors

Delivery

Learning outcome 1 equips learners with sufficient technical understanding of the internet to enable them to become knowledgeable business users. A wide range of delivery methods could be used including diagrams, explanations, demonstration and/or use of equipment, web research into statistics and uses of the internet by business organisations. The technology and trends are current at the time of writing and should be updated as required. A visit to an organisation which uses a range of technology could provide a valuable opportunity to see its use in a business context. Good use could be made of work placements as learners could compare the use of web technology in a range of organisations.

The purpose of learning outcome 2 is to build the skills and knowledge of the learners so that they are proficient users for a range of business uses. It is likely that many learners may already have extensive leisure use skills and their skills should be refocused towards business purposes. It is envisaged that the delivery of this learning outcome would include practical workshop-style sessions with the learners using a range of equipment.

In learning outcome 3, the learners explore how the technological developments and trends in the use of e-business are affecting business organisations. It builds on knowledge of marketing and finance from the core units. A series of carefully selected case studies would illustrate the learning points.

In learning outcome 4, the learners consider the adjustments that have been made at national and organisational level. This includes an exploration of legislation that has been brought in to cater for e-business needs. Guidance intended for small businesses may be useful for this part of the unit. Group discussion of the impact of the legislation, using carefully chosen case studies, would enable the learners to apply the law to specific situations. The learners also need some guidance with well-chosen examples for the section on the impact of the growth in e-business on organisations. Links with organisations and visits or visiting speakers could bring this part of the programme to life.

The final part of this learning outcome and of the unit is the consideration of how individuals can ensure that they plan for the growth and rapid development of e-business. It could be interesting for learners to meet with or view career profiles of people who have had to adjust to a few changes in their careers to date, due to the development of internet technology. The learners could prepare a personal SWOT analysis as a basis for an action plan showing how they can ensure that they maintain the required levels of continuous development to enable them to succeed in a world where e-business is rapidly growing.

Assessment

For P1, the learners should describe what the internet and the worldwide web are and how they are used by selected contrasting organisations. It is expected that most

of the items of listed content would be included as examples but it would not be necessary to give in-depth descriptions of items such as websites or procurement systems. Two or three organisations should provide sufficient examples to meet the requirements.

For P2 learners should describe at least one process from each section of the content. A learner could therefore demonstrate methods of backing-up data, carrying out business research, carrying out a shopping transaction, developing website material and sending emails using business language and protocols, and including the full range of functions. Evidence of shopping transactions could be brought in from the learners' homes if applicable. Many learners will already have the technical expertise to carry out most of the functions listed. In that case, the emphasis may need to be on showing that these skills have been adapted to fit into a business situation.

For M1, learners should demonstrate the ability to deal unaided with at least six different common problems faced by users in business, such as error messages, non-delivery of emails, blocking of wanted emails by the firewall, and too many hits on a search engine. Evidence of this could be printed off with a description of the actions taken. Witness testimonies could also be used.

For P3, learners need to consider the impact of the use of the internet and the worldwide web in business and the resulting competitive forces on two different organisations. The organisations can be contrasting in terms of levels of technology used, size, sector or business purpose. Care should be taken in the selection of these organisations so that learners can obtain information to attempt the merit criterion, M2, for which they need to have developed the descriptions and linked these to the actions taken by organisations in response to competitive pressures.

For P4, learners should describe examples of government actions to support e-business developments and examples of the actions taken by organisations at strategic level. Finally, they should describe how individuals plan for changes. This could be by producing a plan for themselves or it could be based on a case study.

For D1, learners need to critically evaluate the plans made by a specific organisation and an individual and make justified recommendations for the improvement of the plans. The organisation can be one with which the learner is familiar or a case study could be used. The justification should draw on factual data, trend analysis and/or benchmarking against other organisations.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*
- *Unit 2: Investigating Business Resources*
- *Unit 3: Introduction to Marketing*
- *Unit 4: Effective People, Communication and Information.*

This unit also links with the following specialist units:

- *Unit 12: Investigating Internet Marketing*

- *Unit 30: Website Design Strategies*

- *Unit 31: Investigating Supply Chain Management*

- *Unit 32: Organisational Systems Security*

- *Unit 33: Website Production and Management*

- *Unit 34: Digital Graphics and Computers*

- *Unit 35: Advanced Database Skills.*

Essential resources

Learners will need to be able to use computers with web access and they should be able to at least see demonstrations of online transactions. They should also have some access to other equipment such as digital cameras.

Indicative reading for learners

Textbooks

Buckley P and Clark D — *The Rough Guide to the Internet* (Rough Guides, 2006) ISBN 1843535505

Surridge M, Chapman T, Merrils S, Cornelius D and Frater G — *Applied Business: AS for Edexcel: Student's Book* (Collins Educational, 2005) ISBN 0007197381

Websites

www.businesslink.gov.uk	Business Link site providing advice on e-commerce
www.dti.gov.uk/industry_files/pdf/ smallbusinessguidance.pdf	DTI site reference for a download with guidance on legal aspects of e-commerce
www.electronic-payments.co.uk	DTI site which provides advice for businesses on secure online payment systems
www.isoc.org	The Internet Society
www.statistics.gov.uk	Government statistics site from which the e-commerce and business change trends can be downloaded
www.w3.org	The World Wide Web Consortium (W3C)

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• describing the competitive forces on two selected contrasting business organisations to develop or update their use of e-business	C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.
• describing, using examples, how the government, business organisations and individuals plan for the growing use of e-business.	C3.3	Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• using the internet for a range of types of business activity, taking actions to reduce the inherent risks to security and reliability.	ICT3.1	Search for information using different sources, and multiple search criteria in at least one case.
	ICT3.2	Enter and develop the information and derive new information.
	ICT3.3	Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing, using examples, how the government, business organisations and individuals plan for the growing use of e-business.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• demonstrating how to solve problems in the use of the internet for a range of types of business activity.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 30: Website Design Strategies

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Now that most organisations have a web presence and the use of online transactions is rapidly growing, people in business need to understand how to contribute effectively to the design and content of websites. This unit seeks to provide learners with an understanding of the different purposes that can be fulfilled by websites and the various models of use. It emphasises the need to base the design on the clearly understood needs of the target group of users.

Research has shown that usability is of key importance in retaining users and in encouraging repeated visits to a website. The unit therefore explores the different elements of usability in detail. The elements include navigation, language, efficiency, speed, privacy and visual appeal. Learners will also consider the importance of building trust in the minds of users and the methods for doing this. The requirements for accessibility under the Disability Discrimination Act are also considered.

The unit goes on to explore the main issues that have to be considered in developing or updating a website. The unit explores the importance of basing web design on two particular cornerstones: strategic and marketing objectives, and an understanding of the attributes and technical environment of the users. The unit then goes on to consider a range of functions commonly found on websites including the functions required to personalise the users' online experiences. Learners are taken through the range of decisions that need to be made relating to software, web hosting, design of pages, pre-launch evaluation and testing. Finally, planning for a range of important ongoing issues such as maintenance and updates, managing user or customer feedback, promotion of website, security of ICT systems and planning for business continuity are considered.

Learning outcomes

On completion of this unit a learner should:

1 Be able to define the purposes of a range of websites

2 Understand the main elements in web design for usability and visual appeal

3 Know some of the issues to be considered when developing an e-business website.

Unit content

1 **Be able to define the purposes of a range of websites**

Commercial relationships: Business to Business (b2b); Business to Consumer (b2c)

Purposes of commercial websites: direct sales models — transactions and delivery via online communication (eg software, music), transactions with separate delivery (eg tesco.com); pre-sales models — brochureware, email campaigns; post-sales support models — automated customer support services, technical information; sites not directly related to sales transactions — corporate communications, public relations

Non-commercial business relationships: central and local government providing information and services to both businesses and consumers, voluntary sector organisations, campaigning groups

Purposes of non-commercial websites: provide information; influence public opinion; collect data

Key marketing concepts: segmentation of market; identification of target group; design of marketing mix to meet needs of target group; place of website in marketing mix; place of website in promotion mix

Current and future developments: eg increased penetration of broadband in homes, telephony developments, scalability in planning a website

2 **Understand the main elements in web design for usability and visual appeal**

Usability: importance to success of website; retention of users through to completion; trust in site and customer loyalty; methods of building trust at first visit and subsequent visits; main factors affecting usability — navigation, language, efficiency, accuracy, speed of response, respect for privacy

Navigation: based on consumers' needs; ability to complete transaction

Language: tone and style suitable for target group; legible text

Efficiency: value for consumer; limited number of clicks; valued information or transaction in return for time

Accuracy: of all information given and processed

Speed of response: importance to consumer; limits for feeling of instantaneous reaction; continuity of flow of thought and for maintaining focus of user attention; reasons for slow reaction times, eg server throughput, server connection to the internet, internet bottlenecks, user's connection to the internet, user's browser and computer, web design features that decrease speed of response (eg multi-media effects, complex graphics)

Respect for privacy: no irrelevant or intrusive requests for information; privacy statement displayed

Design of web pages: user paths through site; ranking of information; amount of information on page; operation of search engines — page titles, tags, legibility, typography, design for usability and visual appeal; conflicts between different aspects of usability, eg personalisation versus speed, visual appeal versus speed, visual appeal versus legibility

Accessibility: requirement under the Disability Discrimination Act for 'reasonable adjustments' to be made to provide to the disabled a service that is generally available; requirements; means of checking conformance with accessibility guidelines

Visual appeal: use of colours, fonts and graphics; advantages and disadvantages of using multi-media; page transitions; unified style; consistency; use of white space; appeal to target group; consistency with brand image

3 **Know some of the issues to be considered when developing an e-business website**

Strategy: business objectives; marketing objectives; consumer/customer profile and expectations; consumers' technical environment and user experience; analysis of competitors' websites

Functions of site: required functions, eg search facilities, links to further information; registration of users; help facility; transaction arrangements; payment options, eg use of credit cards, paypal; background functions, eg databases

Personalisation of web experience: benefits to users; greater efficiency of user experience; benefits to organisation; tools, eg cookies; databases.

Resources required: domain name; hosting own website; ISP hosting of website; options for connecting to the internet; software options — use of online 'shop' package or development of own software; use of web authoring tools — advantages and disadvantages; security measures; typical costs of developing small website

Evaluation: user acceptance testing; use in a range of technical environments, eg browsers, different levels of connectivity; accessibility testing

Launch of website considerations: maintenance and updates; customer feedback; promotion of website; security of ICT systems; business continuity plans; typical costs of ongoing maintenance of a small website

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe how three contrasting organisations use their websites for business purposes	M1 analyse how the functions, usability features and visual and media design of a selected website meet the requirements of the target group	D1 evaluate the extent to which the usability features and visual and media design of a selected website contribute towards the achievement of the organisation's objectives
P2 explain the functions and usability features of the websites of three contrasting organisations	M2 assess how own website design meets the requirements of the target group and contributes towards achievement of the organisation's objectives	D2 make justified recommendations for changes to the website design and launch plans of a website for a specific organisation.
P3 explain the use of visual and media design features of the websites of three contrasting organisations	M3 explain the appropriateness of the plans for the evaluation of the design and launch of a website for a specific organisation.	
P4 plan and design a website for a specific organisation meeting specified purposes for a defined target group		
P5 draw up plans for evaluation of design and ongoing launch of website for a specific organisation.		

Essential guidance for tutors

Delivery

A range of delivery methods could be used including tutor-led discussions, exploration of a range of websites and practical workshops. Learners need to be able to see complete online transactions for a range of organisations. In some cases, learners may be able to draw on their own online shopping experiences, but it may be necessary to make specific arrangements for some learners to gain this experience.

Some parts of the content will inevitably become out of date. Developments current at the time of delivery should be accommodated within the general themes of links to organisational strategy, importance of meeting needs of target group, importance of user experience and the main decisions that need to be made when designing a website for a business organisation.

While developing web pages is not specifically required in the grading criteria it would be beneficial for the learners to have experience of using web authoring tools such as Dreamweaver, FrontPage or the functions in MS Office, eg converting a Word document into a web document, and to experiment with multi-media tools such as Flash. The realisation of part of their designs will enable them to further refine and evaluate them.

Assessment

Learners need to achieve all the pass criteria in order to pass the unit. P1, P2 and P3 are based on an examination of the websites of three contrasting organisations. The organisations can be contrasting in terms of size, sector and purpose of their website. In order for learners to achieve M1 and D1, they need to select one organisation for which they can identify the attributes of the target group and have access to the organisation's aims and objectives.

For P4, learners are required to design a website for a specific organisation, for a specified purpose and defined target group. The design of the website should span several pages and include structured navigation, coherent style and information and functions suited to the needs of the customer and the organisation. Appropriate methods such as user profiling, site mapping, sketches and drawings should be used to produce a clear model of the intended design.

For M2, the learner needs to have developed a clear picture of the attributes of the target group, such as physical abilities, interests, colour and typography preferences, technical abilities and environment and an understanding of the organisational objectives. Consideration should be given to the availability of data on consumer groupings.

For P5, learners need to draw up plans for the evaluation of design and ongoing launch of the website. For the ongoing issues the learners' work need only cover key decisions rather than detailed business continuity plans or fully-worked ICT security policies.

For M3, learners should explain the reasons behind the decisions made. Many of these criteria lend themselves to an oral presentation with questions from the audience.

For D2, learners are required to make justified recommendations for the plans for the website and the launch plan. Learners could evaluate and make recommendations for improvements of one another's designs and launch plans. In this case learners should agree to abide by rules for giving constructive feedback.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with the following core units:

*   *Unit 1: Exploring Business Activity*

*   *Unit 3: Introduction to Marketing.*

This unit also links with the following specialist units:

*   *Unit 12: Investigating Internet Marketing*

*   *Unit 29: Introduction to the Internet and e-Business*

*   *Unit 31: Investigating Supply Chain Management*

*   *Unit 37: Starting a Small Business.*

This unit can be delivered at the same time as *Unit 12: Investigating Internet Marketing* and/or *Unit 37: Starting a Small Business*.

Essential resources

Access to a computer and the internet.

Indicative reading for learners

Textbooks

Clark D and Buckley P — *The Rough Guide to the Internet* (Rough Guides, 2005) ISBN 1843535505

Levine J, Young M and Baroudi C — *The Internet for Dummies* (Hungry Minds Inc, US, 2005) ISBN 0764589962

MacDonald M — *Creating Web Sites: The Missing Manual* (O'Reilly, 2005) ISBN 0596008422

The following publications may be useful as teacher resources:

Donoghue K — *Built for Use: Driving Profitability Through the User Experience* (Osborne McGraw-Hill, 2002) ISBN 0071383042

Neilsen J — *Designing Web Usability: The Practice of Simplicity* (New Riders, 2000) ISBN 156205810X

Websites

www.bbc.co.uk/business	BBC Business News
www.becta.org.uk	British Educational Communications and Technology Agency
www.bized.ac.uk	Business education website including learning materials and quizzes
www.businesslink.gov.uk	Business Link — practical advice for business
www.carol.co.uk	Company annual reports online
www.w3.org	The World Wide Web Consortium

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• explaining how own website design meets the requirements of the target group and contributes towards the achievement of the organisation's objectives	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• describing how three contrasting organisations use their websites for business purposes • drawing up plans for evaluation of design and ongoing launch of a website for a specific organisation.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• assessing the functions and usability features of the websites of three contrasting organisations	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• designing a website for a specific organisation meeting defined purposes for a defined target group.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing a website for a specific organisation meeting specified purposes for a defined target group • drawing up plans for evaluation of design and ongoing launch of a website for a specific organisation.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem.

Unit 31: Investigating Supply Chain Management

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

The aim of this unit is to examine the main principles, concepts and practices of supply chain management. The unit addresses the definition of a supply chain and supply chain planning, why it is important in any business, how the supply chain operates and the principles for supply chain improvement. Where appropriate, the global nature of the supply chain will be emphasised.

Learners will examine the components of supply chains and how these vary within different organisations. They will learn how organisations manage and control their supply chain functions to gain both competitive and cost advantage. They will also investigate supply chain planning from both strategic and operational standpoints. They will identify and cost activities within supply chain operations, referring to performance indicators, marketing, response to customer needs and benchmarking.

As there is always a need to improve supply chain performance, students will investigate methods used to enhance systems, approaches to performance improvement and the role of technology in supply chain improvement.

Learning outcomes

On completion of this unit a learner should:

1   Understand the meaning of supply chain management

2   Understand the process of supply chain integration

3   Know the advantages of an integrated supply chain to an organisation

4   Know the disadvantages of an integrated supply chain to an organisation.

Unit content

1 **Understand the meaning of supply chain management**

   Supply chain management: definition of a supply chain; main components; variations within different organisations; the 'upstream' buy-side and the 'downstream' sell-side; linear and networked configurations; 'supply chain' as added value; 'push and pull' supply chain models; importance in meeting expectations of marketing function

   The supply chain: producers and processors; suppliers; customers; consumers; distribution organisations; delivery — centralised, decentralised

2 **Understand the process of supply chain integration**

   Process: links with company objectives; linking/integrating production planning; sourcing and procurement; materials handling; inventory management; manufacturing/processing; single process of distribution and after-sales service; speeding up delivery; minimising inventory/stock (improving use of valuable working capital)

   Monitoring and tracking: need for effective inventory management; ensure error-proof logistics from door to door; role of the logistics function; 'supply synergy' and supplier partnerships; use of ERP (Enterprise Resource Planning) to supervise/harmonise/link key processes; the Efficient Customer Response (ECR) model; available supply chain alternatives; characteristics and constraints of alternatives

   Use of information systems: intranets; extranets and virtual private networks (VPNs) for supply chain integration; operational issues, eg eliminating 'media breaks' to exchange supply information on a common digital platform; opportunity to use sales service staff in call centres dealing with supply exceptions

3 **Know the advantages of an integrated supply chain to an organisation**

   Advantages: implications for human resource management; implications for organisational rationalisation; re-visioning staff to strategic goals rather than functional ones; opportunity for dramatically higher volume and speed of transactions; opportunity to maintain/increase market position; reduced supply chain complexity; potential for smooth process operations following complex initial set-up; enhanced, lean and agile systems

   Opportunities for greater reliability: implications for use of Just-In-Time (JIT) production techniques; implications for negotiation of purchase contracts with suppliers; opportunities for improvement in payment and cash flow; advantages of integration such as lower operating costs and online order tracking as a marketing point, eg global courier industry

4 **Know the disadvantages of an integrated supply chain to an organisation**

Vulnerability: external unforeseen shocks; difficulty of meeting raised customer expectations for delivery reliability; risks of increased dependence on linked supply chain processes; difficulties of partnership negotiations; need for real-time databases for effective logistics management and online tracking facilities; complexities of implementing in an industry-specific manner, eg integrating buyer systems with supplier systems; security problems (billing and payment procedures)

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the supply chain of three selected businesses and the meaning of supply chain management	M1 explain how an integrated supply chain may contribute to the increased effectiveness of two contrasting businesses	D1 evaluate the degree of organisational change necessary to exploit the advantages of an integrated supply chain in two selected businesses
P2 describe ways in which a supply chain may be integrated in two selected businesses	M2 explain the circumstances under which supply chain integration may fail to enhance organisational effectiveness with reference to a selected organisation.	D2 evaluate and justify the case for abandoning integrated supply chain management with reference to a selected organisation.
P3 describe the potential advantages of an integrated supply chain over conventional non-integrated approaches in two selected businesses		
P4 describe the potential disadvantages of dependence on an integrated supply chain with reference to a selected organisation.		

Essential guidance for tutors

Delivery

There is a need to explain clearly the nature of the supply chain with its upstream or buy-side and downstream or sell-side. Supply chain management (SCM) is the coordination of all supply activities of an organisation, from its suppliers and delivery of its products to its customers. Graphical illustration may be a way to communicate the concept of SCM, especially in relation to goods which are familiar to learners. The complexities of businesses' operations, the connections between production and related procurement, inventory (stock) and distribution activities are all considered. Illustrating these interrelationships from examples familiar to learners will support learning. The implications of stock minimisation for effective use of working capital may help explain the need for integrated supply chain management. See www.rswww.com for details of RS Components' seminars for buyers explaining the virtues of joining their integrated SCM. It may also be useful to consider the case studies of Waterstone's and Amazon booksellers, together with Tesco and Sainsbury's supermarket operators (www.tesco.com; www.sainsburystoyou.com).

The importance of organising SCM to deliver the level of logistical service promised by marketing initiatives cannot be overstated if some of the lessons of the dot com crash are to be noted (as with companies such as Boo.com and Boxman). The opportunities offered by the internet for linking materials management processes are powerful incentives for organisations to pursue this development, eg Shell Chemicals. In contrast, the rigidities imposed by such an arrangement can prove inflexible to changing market circumstances and external shocks such as the global ripple effects of the attack on the World Trade Center in New York in 2001. Deciding how interdependent and complex a supply chain is to set up is of profound significance for organisations' efficiency in meeting the expectations raised by their marketing claims.

Assessment

To achieve a pass grade, learners must achieve the four pass criteria listed in the *grading grid* provided. For P1, they need to describe the supply chain of three selected businesses. This will be achieved by discussion of the meaning of supply chain management and the different people in the chain, as applied to three selected organisations. Learners are not expected to write lengthy descriptions, but cover the breadth of the supply chain. This could be achieved by a presentation, poster or project.

For P2, learners can use the same organisations and identify ways of integrating the supply chain. This can follow on from P1.

P3 asks for identification of any advantages of integration over non-integration and again with careful selection. This can follow on from P1 and P2, using two of the same organisations.

For P4, consideration of the disadvantages of an integrated supply chain as applied to a selected organisation is required.

Learners will need to present work in a more structured style with more detailed explanations in their answers when completing the tasks required for the merit section of the grading criteria. To achieve a merit grade, learners must achieve all of the pass grade criteria and the two merit grade criteria. P1, P2 and P3 link into M1 and can use the same organisations as in the pass criteria. P4 links with M2 and again, the organisation used for the pass criteria can be used.

To achieve a distinction grade, learners must achieve all of the pass and merit grade criteria and the two distinction grade criteria. Distinctions may be awarded for learners demonstrating exceptional skills and a thorough understanding of the knowledge and application required in the distinction criteria. M1 links to D1, and M2 to D2. Both distinction criteria require independent evaluation from the learner.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 3: Introduction to Marketing*.

This unit also links with the following specialist unit:

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 30: Website Design Strategies*.

Essential resources

Access to a computer and the internet.

Indicative reading for learners

Textbooks

Bowersox D, Closs D and Bixby-Cooper M — *Supply Chain Logistics Management* (McGraw-Hill, 2006) ISBN 0071254145

Christopher M — *Logistics and Supply Chain Management* (FT Prentice Hall, 2004) ISBN 0273681761

Gattorna J — *Living Supply Chains: How to Mobilize the Enterprise Around Delivering What Your Customers Want* (FT Prentice Hall, 2006) ISBN 0273706144

Journal

Logistics & Transport Focus (The Chartered Institute of Logistics and Transport (UK))

Websites

www.ciltuk.org.uk	The Chartered Institute of Logistics and Transport (UK)
www.cips.org	The Chartered Institute of Purchasing and Supply
www.conspectus.com	Independent monthly IT reports on a range of different topics
www.dell.com	Dell computers and technology solutions
www.itoi.com	Web resources and information
www.rswww.com	RS — Europe-wide distributor of industrial maintenance and repair products
www.sainsburystoyou.co.uk	Sainsbury's online shopping
www.shellchemicals.com	Shell Chemicals
www.tesco.co.uk	Tesco
www.waterstones.co.uk	Waterstone's page on Amazon.com

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating examples of cost-saving through effective supply chain management.	N3.1 Plan an activity and get relevant information from relevant sources.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the advantages and disadvantages of integrated supply chains	C3.1a Take part in a group discussion.
• investigating examples of integrated supply chain management solutions applied by businesses.	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• evaluating the contribution of supply chain management to strategic business objectives.	PS3.1 Explore a problem and identify different ways of tackling it.

Unit 32: Organisational Systems Security

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Ensuring the security of computer systems and, crucially, the information that is held on computer systems is vital. Organisations and customers require confidence in these matters and it is critical to the successful deployment and use of ICT. Security in this unit covers physical security of computer systems as well as software-based security using, for example, passwords, access rights and encryption.

Occasionally, security problems relate directly to malicious intent but in other circumstances, for example software piracy, they can occur unknowingly or by accident.

The successful completion of this unit will ensure that all learners and new entrants to the IT industry understand the underlying principles as well as being able to apply these principles to ensure the security of the systems they will using. Specific technologies, risks and preventative measures are considered as well as organisational issues, constraints and policies that impact security.

Usually security measures are in place to serve and protect our privacy and our rights. Security procedures can threaten these rights, for instance the right to have private email. The trade off between security and freedom raises important ethical issues and this unit also allows learners to consider ethical decisions and how they can be managed effectively in a modern organisation.

Learning outcomes

On completion of this unit a learner should:

1   Know potential threats to IT systems and organisations

2   Understand how to keep systems and data secure

3   Understand the organisational issues affecting the use of IT systems.

Unit content

1 **Know potential threats to IT systems and organisations**

Unauthorised access: internal and external; access causing damage to data or jamming resources, eg viruses; accessing systems or data without damage, eg phishing, identity theft, piggybacking, hacking

Damage to or destruction of systems or information: files and other natural disasters; malicious damage (internal and external causes); technical failures; human errors; theft

Information security: confidentiality; integrity and completeness of data; availability of data as needed

Threats related to e-commerce: website defacement; control of access to data via third party suppliers; others, eg denial of service attacks

Counterfeit goods: products at risk, eg software, DVDs, games, music; distribution mechanisms, eg boot sales, peer-to-peer networks

Potential organisational impact: loss of service; loss of business or income, eg through loss of customer records; increased costs; poor image

2 **Understand how to keep systems and data secure**

Physical security: locks; visitors passes; sign in/out systems; others, eg guards, cable shielding

Biometrics: retinal scans; fingerprint; other, eg voice recognition

Software and network security: encryption techniques, eg public and private key; call back; handshaking; diskless networks; use of backups; audit logs; firewall configuration; virus checking software; use of virtual private networks (VPN); passwords; levels of access to data; software updating

3 **Understand the organisational issues affecting the use of IT systems**

Security policies: budget setting; disaster recovery policies; updating of security procedures and scheduling of security audits; surveillance and monitoring policies; risk management

Employment contracts and security: hiring policies; separation of duties; ensuring compliance including disciplinary procedures; training and communicating with staff as to their responsibilities

Code of conduct: email usage policy; internet usage policy; software acquisition and installation policy; user area usage policy; account management policy; ethics

Laws: Computer Misuse Act 1990; others, eg Copyright, Designs and Patents Act 1988, Privacy and compensation requirements of Data Protection Act 1984, 1998, 2000

Copyrights: open source; freeware; shareware; commercial software

Ethical decision making: eg freedom of information versus personal privacy; permission, eg to use photographs or videos, CCTV footage

Professional bodies: eg Business Software Alliance (BSA), Federation Against Software Theft (FAST), British Computing Society (BCS), Association of Computing Machinery (ACM)

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the various types of threats to organisations, systems and data	M1 explain possible security issues which exist within a given system	D1 describe the possible security issues which exist within a given system identifying the likelihood of each and propose acceptable steps to counter the issues
P2 describe the potential impact of four different threats	M2 explain the operation and effect of two different threats involving gaining access to information without damage	D2 justify the security policies used in an organisation.
P3 describe four countermeasures available to an organisation that will reduce the risk of damage to information	M3 explain the operation and use of an encryption technique in ensuring security of transmitted information.	
P4 describe two countermeasures available to an organisation that will reduce the risk of damage to physical systems		
P5 describe different methods of recovering from a disaster		

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 describe the laws and policies an organisation can adopt in managing organisational issues in relation to IT security		
P7 describe how staff contracts and code of conduct can assist the task of ensuring secure systems.		

Essential guidance for tutors

Delivery

This unit is best achieved through teaching strategies which cover all the learning styles and which utilise a wide range of techniques and tools such as lectures, active research, practicals, discussions, presentations. Visiting expert speakers or visits to other organisations could also add to the relevance of the subject.

The use of discussion is an excellent delivery method to adopt where learners are exploring the ethical and moral issues which affect the ICT industry. Similarly a formal presentation of findings could contribute to both the assessments for key skills in communication and assessment for this unit when learners are identifying crimes and countermeasures and describing disaster recovery methods.

Assessment

The assessment criteria lend themselves to three assessments, or tasks, or one large assessment.

To achieve a pass grade, learners must achieve the seven pass criteria listed in the grading grid. For P1, they must describe the various types of threats to organisations, systems and data perhaps using a written report or presentation.

For P2, learners must describe the potential impact of four different threats, evidence types as for P1.

For P3, learners must describe four countermeasures available to an organisation that will reduce the risk of damage to **information**. The assessment could take the form of a presentation or a poster.

For P4, learners must describe two countermeasures available to an organisation that will reduce the risk of damage to **physical systems**. As in P3 evidence could take the form of a presentation or a poster.

For P5, learners must describe different methods of recovering from a disaster. Learners will be able to identify and describe tools which could help an organisation answer questions such as: Should a hacker succeed in eradicating a businesses data how will it recover? Is there a plan? Was a backup taken? Whose job is it to ensure that machines are turned off and good housekeeping has taken place?

For P6, learners must describe the laws and policies an organisation can adopt in managing organisational issues in relation to IT security. This allows learners to show they have understood the reasons for legislation in this area.

For P7, learners must describe how staff contracts and code of conduct can assist the task of ensuring secure systems.

To achieve a merit grade, learners must achieve all of the pass grade criteria and the three merit grade criteria. For M1, they must explain possible security issues which exist within a given system, perhaps based on a case study provided.

For M2, learners must explain the operation and effect of two different threats involving gaining access to information without damage. The evidence for this could be based on two of the threats identified for P2 and be in the form of a presentation or written work.

For M3, learners are required to explain the operation and use of an encryption technique in ensuring security of transmitted information, evidenced potentially by demonstration.

To achieve a distinction grade, learners must achieve all of the pass and merit grade criteria and the two distinction grade criteria. For D1, they must describe the possible security issues which exist within a given system identifying the likelihood of each and propose acceptable steps to counter the issues. Learners should communicate effectively utilising technical language fluently and with ease.

For D2, learners must justify the security policies used in an organisation. Evidence could be in the form of a presentation or written support.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

* *Unit 29: Introduction to the Internet and e-Business*

* *Unit 30: Website Design Strategies*

* *Unit 31: Investigating Supply Chain Management*

* *Unit 33: Website Production and Management*

* *Unit 34: Digital Graphics and Computers*

* *Unit 35: Advanced Database Skills.*

This unit also links with the Edexcel Level 3 BTEC Award, Certificate and Diploma for IT Practitioners and the National Occupational Standards for IT Professionals.

Essential resources

The Information Commissioners Office produces excellent teaching and learning materials which highlight the need for control over data. These can provide a useful introduction to the need for privacy, a subjects rights, and an organisations obligations under the Data Protection Act.

Similarly, there are superb reports produced by the Business Software Alliance which show the amounts of software piracy by area and country of the world.

The British Computing Society and the Association of Computing Machinery have sections of their sites devoted to ethical conduct and codes of practice which could be used to enrich the teaching and learning experience.

Indicative reading for learners

Textbooks

Beekman G — *Computer Confluence Complete: and Student CD* (Prentice Hall, 2005) ISBN 1405835796

Heathcote P — *A Level ICT* (Payne Gallway, 2000) ISBN 0953249085

Websites

www.acm.org	Association of Computing Machinery
www.bcs.org	British Computing Society
www.bsa.org/uk	Business Software Alliance
www.fast.org.uk	Federation Against Software Theft
www.ico.gov.uk	Information Commissioners Office

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the various types of threats to organisations, systems and data	C3.1a Take part in a group discussion.
• describing the potential impact of four different threats	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• describing different methods of recovering from a disaster	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• explaining possible security issues which exist within a given system.	C3.3 Write **two** different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing four countermeasures available to an organisation that will reduce the risk of damage to information	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
• describing two countermeasures available to an organisation that will reduce the risk of damage to physical systems	ICT3.2 Enter and develop the information and derive new information.
• describing how staff contracts and code of conduct can assist the task of ensuring secure systems.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing four countermeasures available to an organisation that will reduce the risk of damage to information	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• describing two countermeasures available to an organisation that will reduce the risk of damage to physical systems	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• describing different methods of recovering from a disaster.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing different methods of recovering from a disaster.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving a problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 33:   Website Production and Management

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

The internet is perhaps the most important IT development in the last few decades; it provides new ways to communicate and share information. It has revolutionised the way people and businesses use IT.

Businesses can now take part in a global marketplace, widening their scope for potential customers, all from a local base and with relatively low start-up costs.

The need for good web designers and developers continues to grow as more and more companies realise they must develop a web presence and keep it maintained and updated.

As web technologies develop, there is an increasing need that websites be interactive. This allows two-way communication between the user and the website. It could be a connection to a database which is needed for activity such as online transactions, or requests for information.

The number of websites on the worldwide web has increased dramatically and competition is very high. This means that designers must employ increasingly sophisticated techniques to capture interest, as well as ensuring that an appropriate company image is presented. Usability issues, such as navigation methods, must be considered carefully. A poorly-designed structure could result in users becoming confused or frustrated and navigating away from the site.

This unit considers the whole process from identification of need, design, build, upload, test, maintain and review. It is important that learners do not just develop skills in specific techniques but are also able to select when and where they are most appropriate, basing this decision on client and user needs. As with any field of IT, a comprehensive understanding of the relevant legislation and guidelines is always fundamental.

Learning outcomes

On completion of this unit a learner should:

1   Be able to design an interactive website

2   Be able to create an interactive website

3   Understand the factors that influence website performance

4   Understand the constraints related to the production and use of websites.

Unit content

1 **Be able to design an interactive website**

Identification of need: nature of interactivity, eg online transactions, static versus dynamic; client need eg image, level of security, development timescales, support and maintenance contracts, costs, visibility on search engines; end user need, eg appropriateness of graphics, complexity of site, delivery of content; client needs and user needs

Design: concept designing, eg mood boards, storyboarding; layout techniques, eg frames, tables, block level containers (DIV), inline containers (SPAN); templates; colour schemes; screen designs; outline of content

Software: mark-up languages, eg HTML; client side scripting languages, eg JavaScript, VBScript; features and advantages of software languages; software development environments

2 **Be able to create an interactive website**

Structure: layout of pages; navigation; format of content and cascading style sheets (CSS); interactive features, eg catalogue of products, shopping cart; images and animation

Content: proofed, correct and appropriate; reliability of information source; structured for purpose, eg prose, bullets, tables

Tools and techniques: navigation diagram, eg linear, hierarchy or matrix; building interactivity tools, eg psuedocode for client-server scripting; adding animation and audio/visual elements; ensuring compliance with W3C; meta-tagging; cascading style sheets

Review: functionality testing (user environments, links and navigation); content; check against user requirements; user acceptance; audit trail of changes

Uploading: tools, eg ftp; web servers

3 **Understand the factors that influence website performance**

File types: image files, eg bitmap, vector, jpg, gif; sound files, eg wav, mp3; video and animation files, eg avi, swf; conversion between formats

User side factors: modem connection speed; PC performance factors, eg cache memory, process speed

Server side factors performance: web server capacity, eg available bandwidth, executions to be performed before page load

4 **Understand the constraints related to the production and use of websites**

Security: risks, eg hacking, viruses, identity theft

Security protection mechanisms: firewalls; Secure Socket Layers (SSL); adherence to standards, eg strong passwords

Laws and guidelines: W3C compliance; legalisation of the use of IT eg Data Protection Act 1998, Computer Misuse Act 1990, Health and Safety at Work Act 1974, Copyright Designs and Patents Act 1988

User perception: concerns over privacy of information; security of financial transactions

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 define the specific purpose and requirements for a website	M1 explain the tools and techniques used in the creation of a website	D1 compare and evaluate two different designs created to meet a particular specification and justify the one chosen for implementation
P2 design a multi-page website to meet stated requirements	M2 adapt and improve the effectiveness of a website on the basis of a formal review	D2 produce a website that is W3C compliant
P3 using a design, build a functional multi-page, two-way interactive website	M3 explain techniques that can be used to minimise security risks to websites	D3 compare 'user side' and 'server side' factors that can influence website performance.
P4 review a website	M4 demonstrate that a created website meets the defined requirements and achieves the defined purpose.	
P5 describe the various factors that influence the performance of a website		
P6 successfully upload a website to a web server		
P7 identify the potential security issues and legal constraints involved in a particular website.		

Essential guidance for tutors

Delivery

There is much scope in this unit for learners to be creative. This should be encouraged but learners must be aware of good practice and work within appropriate guidelines. It is relatively easy to design and build a website but it is not as easy to ensure that the website is robust, high quality and meets requirements. Learners should always bear in mind that the needs of the client and user are more important than their own personal opinions about layout, style, etc.

It is possible that some learners will have already designed and built websites before. However, there is a high probability that learners will not be aware of the concepts of good design and practices. Some case study activity might be valuable where learners are asked, possibly in groups, to evaluate websites against a specification. These materials will need to be prepared to suit.

To ensure progressive development of the topics in this unit, it is advisable to begin with the concepts of good design and how it can be implemented to learners' websites. Designs can be amended and enhanced as necessary during the design phase. Once implementation has begun, learners should not alter their designs, instead they should explain in an audit trail or logbook what changes have occurred and why.

Learners should be encouraged to consider the unit in terms of a real-world environment. To this end they could be called 'web designers'. They should always use correct technical terminology and think in terms of clients and users.

The designing and building of personal/hobbyist sites is very different to that of commercial sites. It is strongly advised that learners' clients are in the business field, whether fictional or real. Employers will be seeking a web designer who is able to build a site for their organisation, therefore it is essential that learners have this knowledge and experience. The sites could for example, be for a sole trader wanting to sell their product as a pure dotcom, or for a large organisation needing to diversify by having a web presence. Although learners may want to include a product catalogue or shopping cart, they do not need to connect it to any sort of payment system.

As with all IT areas of study, tutors should research latest and future trends and include them in the delivery of the unit.

A relatively recent development in web design and development is the use of CSS. It has become a vital element which is not often specified by employers as it is implicit that potential employees can use it. It is recommended that learners not only have an understanding of its use, but also have experience of implementing it throughout their sites — until this technology is superseded.

HTML is always the integral language for websites, but it is advisable that learners have at least an awareness of server-side scripts. Although not an assessment requirement, it would be desirable that learners be exposed to languages such as PHP or ASP at a basic level. The decision whether to expand this is left to the discretion of the tutor — potentially linking with other web-based units.

All assessment should be carried out on an individual basis.

The practice of reusing others' code, design and content is prevalent on the internet and it should be made clear that this is a breach of copyright and will not be acceptable at any time, especially for assessment in this qualification.

Assessment

To achieve a pass grade, learners must achieve the seven pass criteria listed; the grading grid. For P1, learners should define a specific purpose for the website. Requirements must include detail of the potential audience or audiences. Learners should also define a number of requirements. These should be measurable so they can be assessed in the project review. A distinction between the client's need and user need should be made — sometimes these will be the same.

For P2, learners should create designs for a multi-page website using a variety of techniques. Two different designs will allow learners to generate evidence more easily for D1. It should be clear enough for the client to understand and someone other than the learners to implement. The type and topic of the website can be left to the discretion of learners, with guidance and parameters from the tutor. The maturity and experience of learners should be taken into account in the selection of website subjects.

For P3, learners should use their designs to build a website. It must have a minimum of five pages and involve some method of interactivity or two-way communication. This two-way interaction could consist, for example, of the user submitting some information and being sent a message to say the information has been received. Knowledge and understanding could be demonstrated in a report including screenshots showing how learners built their website. However, the primary evidence should be the actual website itself. Learners could include their HTML and other coding, annotated to prove comprehension.

Evidence for P4 should be based on the review subcontent in learning outcome 2. Evidence of user testing and feedback possibly in different environments could be useful and a formal 'sign off' from the 'client' is essential — even if the client is the tutor in a simulated situation.

For P5, learners could produce a report, or (more effectively but harder to manage in centres) give individual presentations and demonstration of the influence of particular factors.

For P6, learners should upload their websites to a web server. Evidence can be provided by showing screenshots of the uploading process and the website being displayed live in a browser. Alternatively, an observation record could be appropriate.

For P7, learners must describe the potential security and legal issues for a particular websites. It is not appropriate for learners to give standard response (or worse, copies of relevant legislation), learners should relate their knowledge of the issues to a particular site.

To achieve a merit grade, learners must achieve all of the pass grade criteria and the four merit grade criteria. For M1, a report or documented discussion could be appropriate.

To evidence M2, learners could provide their review and enough versions of the website to demonstrate that they have understood gaps, concerns or limitations identified in the review and then adapted to improve.

M3 could build on evidence produced for P7. However, the range of potential security issues is wider and not just restricted to one website. A structured test could be appropriate as long as learners demonstrate understanding of at least the security issues identified in the subcontent.

For M4, review documentation can be produced that demonstrates that all needs have been met. Potentially no new evidence is required beyond that produced for P4 and M2. However, the tutor should make a judgement that the website meets the defined needs.

To achieve a distinction grade, learners must achieve all of the pass and merit grade criteria and the three distinction grade criteria. For D1, learners should provide two different designs. The designs need to be distinctively different in terms of things like the structure or the navigation strategy rather than superficial colour schemes, fonts, etc. Also, a report evaluating each of the designs and a final justification of which one is most appropriate could complete the evidence needed.

For D2, learners must demonstrate an understanding of what the standard is and demonstrate that the standard has been met — possibly through documented discussion or via formal report referencing the website as needed.

For D3, learners should be able to demonstrate technical understanding of these different factors. This could be demonstrated through a formal report or practical demonstrations with supporting notes.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 29: Introduction to the Internet and e-Business*
- *Unit 30: Website Design Strategies*
- *Unit 31: Investigating Supply Chain Management*
- *Unit 32: Organisational Systems Security*
- *Unit 34: Digital Graphics and Computers*
- *Unit 35: Advanced Database Skills.*

This unit also links with the Edexcel Level 3 BTEC Award, Certificate and Diploma for IT Practitioners and the National Occupational Standards for IT Users.

Essential resources

Learners will need access to an internet connection. It will enable learners to view examples of good and bad web design.

All learners should have access to a computer with the following application software:

- word-processing software

- web authoring software

- at least two web browsers

- web server and file transfer protocol (FTP) client

- graphic manipulation software

- file conversion software.

Access to web authoring software is essential. The implementation of the websites could be done in notepad or another text editor. However, this can be laborious and the overall benefit to learners is questionable. There are various web authoring packages of which 'Macromedia Dreamweaver' is the current industry standard. Learners should be encouraged to build each feature themselves, rather than choosing wizards or 'one click' solutions.

For manipulation of file types, learners should experience creating and converting images, animation and audio/visuals. Software such as Adobe Photoshop Elements, Macromedia Flash and CD authoring software (eg Roxio Easy Media Creator, Nero) could be used as these are industry standards, although freeware alternatives would also be acceptable.

For the pass criteria, learners must check their websites in at least two different browsers. A good comparison would be Microsoft Internet Explorer and Mozilla Firefox.

Indicative reading for learners

Textbooks

Towers J — *Macromedia Dreamweaver MX 2004 for Windows and Macintosh* (Peachpit Press, 2004) ISBN 0321213394

Veer E, Lowe D, Ray E, Ray D, Dean D, McCue C, Weadock E, Nielsen J, Aviram M, Lockwood S and Siddalingaiah M — *Creating Web Pages All-in-one Desk Reference for Dummies, 2nd Edition* (John Wiley and Sons Ltd, 2004) ISBN 0764543458

Websites

www.ico.gov.uk   Information Commissioner's Office

www.w3.org   World Wide Web Consortium

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing a multi-page website to meet stated requirements.	N3.1 Plan an activity and get relevant information from relevant sources. N3.2 Use your information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae. N3.3 Interpret the results of your calculations, present your findings and justify your methods.
Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the various factors that influence the performance of a website.	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least eight minutes using an image or other support material. C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1,000 words long. C3.3 Write **two** different types of documents each one giving different information about complex subjects. One document must be at least 1,000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying the potential security issues and legal constraints involved in a particular website.	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
	ICT3.2 Enter and develop the information and derive new information.
	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• using a design, building a functional multi-page, two-way interactive website.	LP3.1 Set targets using information from appropriate people and plan how these will be met.
	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• explaining techniques that can be used to minimise security risks to websites.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving a problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• reviewing a website.	WO3.1 Plan work with others. WO3.2 Seek to develop co-operation and check progress towards your agreed objectives. WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Unit 34: Digital Graphics and Computers

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Many documents incorporate an element of graphic or graphic design. From the layout of the text, to the image used to promote a product, it is expected that there will be some form of graphic representation.

Technology allows for the production and reproduction of images to all scales, sizes and colours. High-capacity storage devices, digital cameras, specialist software and printers mean that high quality and appropriate images can be designed and produced much more easily than before. There is now little excuse for not creating documents that use graphic images effectively.

In this unit, learners will be expected to identify the technical requirements for the creation, storage and manipulation of complex art work. They will be required to produce original images using drawing packages and also to create and edit electronically captured images. Learners will identify suitable images to enhance a presentation and utilise available tools and techniques to ensure that the finished document meets the user need.

Learners must be able to understand and recognise the differences that file formats and sizes will make to their chosen image, for example identifying how pixelation and re-sizing can distort the image and looking at methods to eradicate such distortion. This may include the need for converting files from one graphic format to another and the identification of the most appropriate format for the file's final use.

In order to be sure that the final product meets the requirements, formal checking must take place. For example, ensuring things such as the image resolution is appropriate for the intended use or checking the loading speed if the image is intended for a website.

All artwork and information chosen must abide by the laws of copyright. It is essential that learners recognise the need to gain permission to reproduce the work of others and that adhere to their legislation relating to the use of IT.

Learning outcomes

On completion of this unit a learner should:

1   Know the hardware and software required to work with graphic images

2   Understand types of graphic images and graphical file formats

3   Be able to use editing tools to edit and manipulate technically complex images

4   Be able to create and modify graphic images to meet user requirements.

Unit content

1 **Know the hardware and software required to work with graphic images**

Hardware: graphics cards and their features; role of internal memory, eg cache, RAM; role of processors in relation to the manipulation of graphic images; other internal hardware devices, eg digital camera drivers and card; file storage, eg CD ROM, hard drive, flash cards, USB storage devices; input devices, eg graphics tablet, mouse, digital camera, scanner

Output medium: printer; computer monitor; other, eg mobile phone, PDA, plotter

Software: dedicated vector graphics software, eg CorelDRAW; dedicated bitmap software, eg Paintshop Pro, Paint; dedicated photo manipulation software, eg Photoshop; graphics facilities embedded within other application packages; other tools, eg image viewers, photo galleries, file conversion software

2 **Understand types of graphic images and graphical file formats**

File handling: converting files; file sizes; file formats, eg jpg, bmp; file management, eg naming files, folder structures, moving and deleting files; compression techniques

Graphic images: vector graphics; bitmaps; comparison between types of images, eg file size, scaling; file format features and typical uses

3 **Be able to use editing tools to edit and manipulate technically complex images**

Graphic creation: image obtaining, eg scanning, importing, digital camera; image creation, eg freehand draw

Tools and techniques: standard software tools, eg freehand draw, rotate, flip crop, group/ungroup, resize; special effects, eg soften, sharpen, watermark, invert; colour, eg colour balance, colour depth (eg 8-bit — 256 colours, 16-bit — 64,000 colours); layering; advanced techniques, eg representation of three dimensional images, masking

4 **Be able to create and modify graphic images to meet user requirements**

User need: client needs as distinct from user needs; identifying target audience; user requirements; constraints, eg house style, image size, intended use, file size, production costs, timescale; output media

Reviewing: check against client need and user need; proofing; image resolution; file formats; other, eg speed of loading

Legislation: health and safety; identifying ownership, eg copyright, copyright free, gaining permissions

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe hardware and software used to create and edit graphics	M1 compare the limitations of at least two different hardware devices and two different software packages utilised for the capture, manipulation and storage of graphics	D1 justify the following in connection with the production of graphic images to meet a client and user need: software and tools used, file format, image resolution and colour depth
P2 identify two hardware upgrades to an existing system and describe the potential benefits when working with graphic images	M2 demonstrate the use of two advanced techniques in graphics manipulation	D2 evaluate the impact of evolving output media on the designing and creation of graphic images.
P3 define and document a client and user need for three related graphic images	M3 demonstrate the impact that file format, compression techniques, image resolution and colour depth have on file size and image quality.	
P4 create and review three original graphic images to meet a defined user need		
P5 capture existing images using a scanner and a digital camera and edit them to meet a given user need		
P6 describe potential legal implications of using and editing graphical images.		

Essential guidance for tutors

Delivery

This unit is predominantly practical in nature, giving learners the opportunity to gain new skills in a variety of packages. Packages should include at least one vector, bitmap and photo-manipulation package to enable learners to identify the file size and specification, and the tools associated with each type of software.

Learners should be encouraged to locate a user external to the centre, although a case study can be provided to ensure all learners are given an equal opportunity to gain a creditable grade for the unit. The use of an external client will give learners the chance to gain an understanding of the requirements outside of the educational sphere, and encourage them to see the necessity for meeting targets and deadlines. It will also aid their communication skills as they will have to devise strategies for gaining information and user requirements.

Independent learning is to be encouraged, as learners should create new graphics for themselves. They should also capture their own images and identify the changes required to make the completed project suitable for its intended user. The centre needs to give learners ways to capture new or existing images to allow all the criteria to be met. If existing images are being utilised, learners need to understand and adhere to legislation, especially concerning copyright and intellectual ownership of materials.

Assessment evidence should be made up of the portfolio of draft work and the completed document. Written evidence for the legislation section should also be included.

Assessment

To achieve a pass grade, learners must achieve the six pass criteria listed on the grading grid. For P1, learners must clearly identify the hardware and software required which will enable a system to be used to generate and manipulate graphics and graphical documents. The evidence for this should be more than a mere list of elements. Learners must show understanding of the item identified and the reasons for its inclusion, an identification of its features and uses is especially suitable. This can be extended to include evidence for M1 if learners clearly identify why each particular element should be included and what additional features it would provide for the user. Limitations of each software and hardware item identified must be discussed and recommendations included.

For P2 and P4, learners should gather evidence that covers the different types of graphic image and the file extensions appropriate to the type of graphic. The evidence should include some reference to the tools utilised within the software and the reasons behind their choice. The different file formats should be identified and their relevance explained, with reference to the document to be produced and the size of file and clarity of image each produces.

For P3, the user requirements should be specified and a completed multi-page document produced. This can form the basis of M2 as long as learners produce draft and edited copies of the document, clearly identifying the changes and reasons for the change. The user needs must be identified and referred to throughout the document. The completed document must include text and graphics and identify any constraints placed on the completed work by the client.

For P5, learners must capture existing images using a scanner and a digital camera and edit them to meet a given user need. Evidence for this could be a report accompanying the images.

To achieve a merit grade, learners must achieve all of the pass grade criteria and the three merit grade criteria. For M1, learners could explain the limitations of the hardware and software used in the creation and manipulation of their chosen graphics.

Evidence for M2 could be, for example, an observation record together with some printed output.

Appropriate evidence for M3 could include examples of outputs together with supporting explanations and detail about the images.

To achieve a distinction grade, learners must achieve all of the pass and merit grade criteria and the two distinction grade criteria.

The evidence for D1 and D2 is likely to be a written report but could be support by other evidence such as demonstrations.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 30: Website Design Strategies*

- *Unit 31: Investigating Supply Chain Management*

- *Unit 32: Organisational Systems Security*

- *Unit 33: Website Production and Management*

- *Unit 35: Advanced Database Skills.*

This unit also links with the Edexcel Level 3 BTEC Award, Certificate and Diploma for IT Practitioners and the National Occupational Standards for IT Users.

Essential resources

Learners will need access to a range of relevant graphics software, plus the hardware capable of running them. Access to devices that are used by learners to acquire images is also necessary. All learners must use the devices.

Learners need to have access to a high quality printer. Black and white is appropriate for some of the draft versions of the documents but at least one draft and the completed document must be in colour.

Indicative reading for learners

Textbooks

Adobe Creative Team and Dennis A — *Adobe Photoshop CS2* (Adobe Press, 2005) ISBN 0321321847

Bain S — *CorelDRAW 12: The Official Guide* (Osborne/McGraw-Hill US, 2004) ISBN 0072231912

Kay D and Steinmetz W — *Paint Shop Pro 9 for Dummies* (Hungry Minds Inc US, 2005) ISBN 0764579355

Kelby S — *The Photoshop Elements 4 Book for Digital Photographers* (New Riders, 2005) ISBN 0321384830

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**

• creating and reviewing three original graphic images to meet a defined user need.	N3.1 Plan an activity and get relevant information from relevant sources.
	
	N3.2 Use your information to carry out multi-stage calculations to do with:
	
	   a amounts or sizes
	
	   b scales or proportion
	
	   c handling statistics
	
	   d using formulae.
	
	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing hardware and software used to create and edit graphics.	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least eight minutes using an image or other support material. C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1,000 words long. C3.3 Write **two** different types of documents each one giving different information about complex subjects. One document must be at least 1,000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying two hardware upgrades to an existing system and describing the potential benefits when working with graphic images.	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
	ICT3.2 Enter and develop the information and derive new information.
	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• capturing existing images using a scanner and a digital camera and editing them to meet a given user need.	LP3.1 Set targets using information from appropriate people and plan how these will be met.
	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying two hardware upgrades to an existing system and describing the potential benefits when working with graphic images.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving a problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• capturing existing images using a scanner and a digital camera and editing them to meet a given user need.	WO3.1 Plan work with others.
	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
	WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Unit 35: Advanced Database Skills

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

Many jobs involve the use of databases and for this reason employees with database skills are valued. The advantages of using a database are extensive, including significantly reduced data storage requirements, improved record manipulation and faster access to records.

Most organisations use databases in some way to store records, for example customer information, supplier information, employee details and basic financial information. These records can be searched, sorted, ordered and indexed. Using a simplified chart tool, graphs and charts can also be created and embedded in reports.

As with spreadsheets, data mining software can make use of database files to interrogate records and look for trends or unusual events.

To ensure that databases have integrity, validity and efficiency, designing the database prior to implementation is important. Failure to do this may result in a poor product.

Learning outcomes

On completion of this unit a learner should:

1   Understand the purpose and features of relational databases

2   Be able to create, populate and test a multiple database

3   Be able to use advanced features of a database and test functionality.

Unit content

1 **Understand the purpose and features of relational databases**

Relationships: creating and modifying relationships; cascading updates and deletes; benefits of the relational model, eg reduced data redundancy; normalisation (first, second and third normal forms); one-to-many; one-to-one; many-to-many (removal through normalisation)

Field properties: data types and properties of different field types

Creation and modification: tables; queries; reports, eg changes to a table, adding or deleting fields, changing field characteristics

Key fields: primary keys; foreign keys; referential integrity; auto incremented keys

Errors: identification of typical errors, eg different data types in related tables; rectification of errors; poor design; inconsistent normalisation

2 **Be able to create, populate and test a multiple database**

Data entry forms: verification and validation routines; input masking; checks for completeness; data consistency; data redundancy; visual prompts; dropdown or combo boxes

Importing data: import data from external sources, eg other databases, spreadsheets, text files

Query design: selection of data types to facilitate querying; use of logical operators, eg AND, NOR, NOT

Exporting data: query and report results to other applications, eg spreadsheet, database

3 **Be able to use advanced features of a database and test functionality**

Ensuring and maintaining integrity: use of software features such as update and delete

Creating styles: for fields, tables, forms, reports; style as appropriate to user need; consistency of styling and as tools and techniques, eg using tool box

Customising: menus and toolbars, eg use show/hide functionality, add buttons to toolbars

Automation: programmed routines, eg macros, scripts, program code

Evaluation criteria: appropriate for user need

Testing: functionality; against user requirements; customer acceptance

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the purpose and features of a relational database	M1 explain referential integrity and the purpose of primary keys in building the relationships between tables	D1 analyse potential errors in the design and construction of a database and how these can be avoided
P2 design and implement a working relational database with five tables and set up relationships according to the user need	M2 implement consistent and appropriate styling in the design and construction of a database	D2 evaluate a database against the required user need
P3 design and implement features in data entry forms to ensure validity and integrity of data	M3 implement an automated function	D3 customise the user interface to meet the needs of a defined user type.
P4 import data from an external source and export query or report results to another application	M4 explain how records and related records are deleted to ensure the integrity and consistency of the database is maintained.	
P5 carry out modifications to an implemented database with the addition of another table according to user need		
P6 devise and test queries using multiple tables and multiple criteria.		

Essential guidance for tutors

Delivery

This unit assumes a basic understanding of databases and database terminology and focuses on the implementation of a database rather than on its design. The unit should be delivered in a computer room, and should be supported by theory and practical activities. It should be further supported by examples from industry and commerce.

Assessment

This unit can either be assessed through a single project-style assignment, or through a number of smaller assignments. Whichever route is preferred, linking assessment to good business practice will help learners contextualise the subject matter.

To achieve a pass grade, learners must achieve the six pass criteria listed on the grading grid. For P1, they must describe the purpose and features of a relational database. Evidence for this could be, for example, a written report, a presentation or a written discussion.

For P2, learners need to create a relational database containing at least five tables. Relationships should have been established and referential integrity enforced, learners must provide evidence of appropriate normalisation and database design.

P3 should be evidenced through the creation of forms to the primary tables and through the implementation of at least three of the suggested strategies for ensuring the validity and integrity of data, noted in the data entry forms sub-content of learning outcome 2.

P4 requires learners to import data from an external source (this could be from a text file, spreadsheet, word processed table or another database package). The data could, for example, be used to form one of the tables required in the database. P4 also requires learners to export the results of either a query or report to another application. To evidence this, learners could provide a screen print of a directory containing the exported data in a suitable file format or a print of the data in its new format.

For P5, learners must show that they can carry out at least three modifications to their implemented database, correcting any errors that occur. This can be undertaken using an observation and witness statement if appropriate. The modifications should be reasonably substantial in nature than just merely aesthetic.

For P6, queries should be created using a minimum of two tables and a minimum of two criteria and thoroughly tested.

To achieve a merit grade, learners must achieve all of the pass grade criteria and the four merit grade criteria. For M1, learners should show evidence that they understand the concept referential integrity and the mechanisms that exist to support the enforcement of referential integrity within a database package. They should also be able to explain the purpose of primary keys and how they are used to build the relationships between tables.

M2 requires learners to implement a consistent and appropriate style when constructing a database. This is best achieved by learners developing a system to reflect a specific user need. A 'real world' case study could be selected for this purpose.

For M3, learners are required to implement one of the automated functions suggested in the unit content.

M4 requires that learners can explain how records and related records are deleted to ensure the integrity and consistency of the database is maintained. This may be best achieved through practical demonstration with both positive and negative outcomes of enforcing and relaxing referential integrity clearly demonstrated.

To achieve a distinction grade, learners must achieve all of the pass and merit grade criteria and the three distinction grade criteria. D1 is an opportunity for users to identify and explain a range of common errors in database design and construction, explaining how these types of errors can be avoided. As an example, learners could discuss the impact of errors such as the accidental deletion of a field in a query or report, the renaming of a field, changing data types etc.

D2 requires learners to evaluate their database against its success in meeting user need. Learners should not only discuss strengths and weaknesses, but should give an overall conclusion on whether the database has met user requirements.

D3 can be achieved through practical customisation of the user interface to meet the needs of a defined user. This may be achieved as a result of using a 'real world' case study or by selecting particular user subsets that may need to be accommodated, for example children, visually impaired, novice users etc. Care should be taken to focus on the practical aspects of streamlining an interface so that navigation and control of the database is as simple and robust as possible for the intended user.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 29: Introduction to the Internet and e-Business*

- *Unit 30: Website Design Strategies*

- *Unit 31: Investigating Supply Chain Management*

- *Unit 32: Organisational Systems Security*

- *Unit 33: Website Production and Management*

- *Unit 34: Digital Graphics and Computers.*

This unit also links with the Edexcel Level 3 BTEC Award, Certificate and Diploma for IT Practitioners and the National Occupational Standards for IT Users.

Essential resources

Learners will need access to appropriate hardware and software that can handle relational databases such as Microsoft Access. Learners will also require manuals and helpsheets related to the actual software used.

Indicative reading for learners

Textbook

Hernandez M — *Database Design for Mere Mortals: A Hands-on Guide to Relational Database Design, 2nd Edition* (Addison Wesley, 2003) ISBN 0201752840

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the purpose and features of a relational database	C3.1a Take part in a group discussion.
• explaining referential integrity and the purpose of primary keys in building the relationships between tables.	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• describing the purpose and features of a relational database	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
• explaining referential integrity and the purpose of primary keys in building the relationships between tables	ICT3.2 Enter and develop the information and derive new information.
• designing and implementing a working relational database with five tables and setting up relationships according to the user need.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• designing and implementing a working relational database with five tables and setting up relationships according to the user need	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• designing and implementing features in data entry forms to ensure validity and integrity of data	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• devising and testing queries using multiple tables and multiple criteria.	LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• analysing potential errors in the design and construction of a database and how these can be avoided.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving the problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 36: Understanding Health and Safety in the Workplace

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Health and safety in the workplace is about measures designed to protect the health and safety of people at work, visitors and the general public who may be affected by workplace activities. Safety measures are concerned with controlling and reducing risks to anyone who might be affected by work activities.

Health and safety is controlled largely by legislation and regulations and the law is continually being revised and updated. It is important that organisations are aware of these changes and keep up to date with developments.

Everyone at work plays an important part in health and safety and it is essential that key personnel are aware of their roles and responsibilities. Employers must take reasonable care to protect their employees, and others, from the risk of injury, disease or death, while employees must take care to protect themselves and others.

Safe working conditions and the welfare of employees can contribute to the success of an organisation. It is important that organisations take steps to prevent accidents in the workplace and monitor procedures regularly. Learners will investigate the procedures that organisations have in place and the various ways of conducting risk assessment.

Learning outcomes

On completion of this unit a learner should:

1 Understand the key features of health and safety legislation and regulations

2 Know the requirements for healthy, safe and productive working conditions

3 Understand the role and responsibilities of key personnel

4 Understand the procedures to address health and safety hazards.

Unit content

1 **Understand the key features of health and safety legislation and regulations**

Key features of legislation prior to 1990: eg Factories Act 1961, Fire Precautions Act 1971, Health and Safety at Work 1974, Electricity at Work Regulations 1989, Noise at Work Regulations 1989

Key features: Management of Health and Safety at Work Regulations 1992; The Workplace (Health, Safety and Welfare) Regulations 1992; Care of Substances Hazardous to Health Regulations 1994, European Union Directives on Health and Safety, under Article 118 of the Treaty of Rome; Working Time Directive and current amendments to the law; Health and Safety Commission and Health and Safety Executive; special licence requirements, eg theatres, cinemas, casinos, outdoor sports

2 **Know the requirements for healthy, safe and productive working conditions**

Physical environment: impact of working environment, eg potential for falling objects, sharp edges and trailing leads; evacuation assembly areas; site building works; off-site work; organic infestation; vermin infestation; dampness and mould; materials, eg hazardous, waste disposal; hygiene facilities, eg washing and rest facilities, disabled access and toilet facilities; food preparation areas; pest control; noise and atmospheric pollution; temperature and ventilation

Equipment: safety guards; warning signs and sound signals; maintenance frequency; protective clothing; accessible emergency exits; fire extinguishers or sprinkler systems

3 **Understand the role and responsibilities of key personnel**

Identification of responsible person: facilities manager; human resources director; department heads; individual employee obligations and responsibilities

Roles, responsibility and accountability: role of parties involved, eg tenant/ leaseholder, maintenance agencies, contractors and sub-contractors, emergency services, freelance consultant advisors, trade union representatives; implementation; monitoring working conditions; identifying and documenting improvement; upgrading and compliance; budget allocations

4　**Understand the procedures to address health and safety hazards**

Monitoring and prevention: training and staff development; industry-related hazard; departmental representatives; awareness raising; benchmarking best practice; equipment; rest breaks; safety devices, eg smoke alarms, fire extinguishers; regular checking; recording and reporting accidents; organisational and legislative requirements; review of records; action planning; public liability insurance

Risk assessments: format; frequency; content; identification of safety and security hazards in the workplace; industry best practice guidelines; checks on suppliers' premises; industry-related experience

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline key features of legislation and regulations on health and safety as applied to working conditions in a selected manufacturing organisation and a service provider	M1 analyse the standard of working conditions provided by a selected manufacturer and a service provider	D1 evaluate the extent to which two selected organisations have addressed health and safety standards
P2 describe the requirements for a healthy and safe workplace as applied to the physical environment and equipment used in a selected industry	M2 analyse the roles and responsibilities for health and safety of key personnel in a selected workplace	D2 make recommendations for raising health and safety standards and practices in a selected workplace.
P3 outline the roles and responsibilities for health and safety of key personnel in a selected workplace	M3 conduct a detailed risk assessment of a selected workplace.	
P4 describe the procedures designed to identify, monitor and prevent health and safety hazards in a selected workplace		
P5 explain the procedure for carrying out a risk assessment in a selected workplace.		

Essential guidance for tutors

Delivery

This unit is best taught by using some of the case studies tutors can research from trade union material, the Health and Safety Executive or local and national newspapers and radio stations. Indeed, the deaths of over 600 people every year at work illustrate the importance of effective education and training on health and safety as illustrated by the tragic death of Simon Jones in 1998 at Shoreham docks — see www.simonjones.org.uk.

Learners could use case study material of their experiences in full or part-time employment. Television and film material such as the *Fawlty Towers* episode entitled 'Basil the Rat' and the films such as *Silkwood* and *Erin Brockovich* may be used to add both humour and tragedy to discussions of workplace health and safety. Learners could be asked to discover case study material for themselves through internet searches. They could then be guided towards an analysis of the causes of hazards and carry out risk assessments of workplaces, possibly starting with their school or college. This could be used for outside workplaces and illustrated with photographs, drawings and role play.

This may lead to a consideration of the procedures for dealing with accidents and emergencies, along with the learning process involved in reviewing and evaluating health and safety after events. Questions of financial investment in facilities or the blocking of fire exits to reduce draughts and save on heating bills all arise in the light of real life experience. The unit may be closed with a review of the legislative requirements mentioned. On their own, these topics can be dry but will be brought to life by using real-world scenarios and human interest hooks. This is one way in which to engage learners in discussions of law and regulations.

Assessment

For P1, learners are required to outline the key features of legislation and regulations on health and safety and how they are applied to working conditions in two selected organisations. Learners should focus on application to the workplace rather than repeating vast chunks of law.

This could lead on to P2 where learners should describe the requirements for a healthy and safe workplace as applied to a selected industry, which may be seen as a positive way of referring to a risk assessment.

For P3, learners should outline the roles and responsibilities of the key personnel in a selected workplace for health and safety, for example the facilities manager, site manager, human resources director or head of department. Learners should include the obligations and responsibilities of individuals at work. Attention should focus not only on job descriptions which include health and safety related issues, but also on ways in which attention to health and safety may be regularly verified.

For P4, learners should describe the procedures designed to identify, monitor and prevent health and safety hazards in a selected workplace. This leads on to P5 where learners will explain the procedures for carrying out a risk assessment in a selected workplace situation.

For M1, learners should analyse the standards of working conditions that might reasonably be expected of a professional manufacturer or service provider in two selected organisations. Analysis in this context could relate to a 'walk-through' of the environment, identifying obvious issues such as safety guards on machinery, trailing leads, sharp edges, hazardous substances and functioning emergency exits.

M2 requires analysing the roles and responsibilities of key personnel in a selected workplace

For M3, learners are required to conduct a detailed risk assessment of a selected workplace.

For D1, learners are required to evaluate the extent to which two selected organisations have addressed health and safety standards. This will show an awareness of how the organisations have responded to and complied with health and safety requirements.

For D2, learners are required to make recommendations for raising health and safety standards and practices in a selected workplace and associated industry.

P1 and P2 develop into M1 and then D1.

P3 develops into M2 and then D1.

P4 and P5 develop into M3 and then D2.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist unit:

- *Unit 25: Working in Administration.*

This unit links with the following Level 3 National Occupational Standards.

Health and Safety:

- Unit A: Ensure your own actions reduce risks to health and safety

- Unit B: Monitor procedures to control risks to health and safety

- Unit C: Develop procedures to control risks to health and safety

- Unit D: Review health and safety procedures in workplaces

- Unit E: Promote a health and safety culture within the workplace

- Unit G: Conduct an assessment of risks in the workplace.

Business and Administration:

- Unit 110: Ensure your own actions reduce risks to health and safety

- Unit 302: Work within your business environment

- Unit 303: Supervise an office facility

- Unit 313: Organise and coordinate events.

Legal Advice:

- Unit LA18: Obtain and provide legal information materials

- Unit LA22: Liaise with other services.

Management and Leadership:

- Unit B08: Ensure compliance with legal, regulatory, ethical and social requirements

- Unit E05: ensure your own actions reduce risks to health and safety

- Unit E06: Ensure health and safety requirements are met in your area of responsibility.

Indicative reading for learners

Textbooks

Atkin B and Brooks A — *Total Facilities Management* (Blackwell Science (UK), 2000) ISBN 0632054719

Health and Safety Executive — *Successful Health and Safety Management, 2nd Edition* (HSE, 1997) ISBN 0717612767

Stranks J — *Health and Safety Law, 4th Edition* (Prentice Hall, 2001) ISBN 0273654527

Stranks J — *A Manager's Guide to Health and Safety at Work, 6th Edition* (Kogan Page, 2001) ISBN 074943550X

Journal

Health and Safety Commission Newsletter (Health and Safety Executive)

Websites

www.bized.ac.uk	Business education website including learning materials and quizzes
www.hse.gov.uk	Health and Safety Executive
www.tuc.org.uk	Trade Union Congress main website

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing how hazards may be identified and the action to be taken in order to minimise risks.	C3.1a Take part in a group discussion.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• researching case studies and building a data base of potential hazards.	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
	ICT3.2 Enter and develop the information and derive new information.
	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing and producing a risk assessment.	LP3.1 Set targets using information from appropriate people and plan how these will be met.
	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing and producing a risk assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 37: Starting a Small Business

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Starting a small business is the ambition of many people. The business idea could be almost anything — a coffee shop, a courier service, a hairdresser's, a motor vehicle repair workshop, a DJ service, a painting and decorating business, an equipment hire operation, an organic smallholding producing fruit and vegetables, etc. However, starting a small business can be fraught with difficulties and the idea may not always be successfully realised. Those setting out on such a venture will need to consider the business idea, where funding will come from, what the potential market is, what the competition is like and a host of other issues that must be addressed if the business start-up is to be successful.

This unit gives learners the opportunity to consider their idea within structured business parameters, such as the type of business, the attractiveness of the business idea, the target market and the need to balance personal and business needs. Learners will also consider their ability to run the business, including the skills they already have that will support the business idea and what new personal development they may have to undertake in order for the venture to be successful.

Learners will also develop their knowledge and understanding of the legal status and trading terms and conditions of their proposed business, legal aspects such as fire regulations, taxation, VAT and HM Revenue and Customs, and financial aspects, such as start-up and operational costs, as well as personal needs.

Learners will have the opportunity to devise an outline proposal for a business start-up. This will cover the reasons for preparing a business proposal and will include many of the components expected by financial advisers, including the type of business, its target market, available resources, financial information and forward planning.

Learning outcomes

On completion of this unit a learner should:

1 Be able to present the initial business idea using relevant criteria

2 Understand the skills and development needed to run the business successfully

3 Know the legal and financial aspects that will affect the start-up of the business

4 Be able to produce an outline business start-up proposal.

Unit content

1 **Be able to present the initial business idea using relevant criteria**

Criteria: type, eg new, purchase an existing business, franchise; aims; business planning; attractiveness of idea, eg unique selling point, demand for new business, competitive edge; balancing personal/business needs; checking profitability; business trends; external influences, eg commercial, political, local, national, international; self-esteem, eg work for self, independence, power, achievement

Identifying target market: eg market research, published research, sales forecasts, customers' actions and choices, effect on business, competition, strengths and weaknesses, market trends; environmental issues

2 **Understand the skills and development needed to run the business successfully**

Skills: own contribution; technical/operational — relating to products/services, management, recording and checking performance of business, personal selling, administration, previous experience, strengths and weaknesses

Development: identify skills gap/shortages; professional help; training; planning; cost implications; accessibility; timescales

3 **Know the legal and financial aspects that will affect the start-up of the business**

Legal aspects: legal status, eg sole trader, partnership, limited company, franchise, co-operative; legal liabilities; trading terms and conditions; trading standards; licences; record keeping; resolving problems; national/local laws; regulations and bylaws; health and safety; fire regulations; licensing; liabilities; planning permission, contracts, duties and responsibilities; regulatory bodies; sources of advice

Financial aspects: personal survival budget; cost of premises, equipment and supplies; running costs; employing staff; pricing policy; break even; cash flow forecasting; profit and loss budgets/accounts; sources of finance, eg grants, loans, borrowing, sponsorship; record keeping

4 **Be able to produce an outline business start-up proposal**

Business proposal: models; reviewing information and ideas; setting targets and goals; purpose of plan; components (type of business, market, human/physical/financial resources, financial and profit forecasts, growth and development, contingencies)

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 present the initial business idea using relevant criteria	M1 explain and justify methods used to identify the target market for the proposed business	D1 present a comprehensive business proposal that addresses all relevant aspects of business start-up.
P2 describe how to identify the target market	M2 analyse the development needed to run the business successfully	
P3 describe the skills needed to run the business successfully and what areas require further development	M3 assess the implications of legal and financial aspects that will affect the start-up of the business.	
P4 describe the legal and financial aspects that will affect the start-up of the business		
P5 produce a written outline proposal for starting up a new small business following an acceptable business model.		

Essential guidance for tutors

Delivery

This unit enables learners to investigate and identify the skills needed to run a successful small business. The term 'small business' is related to people operating on their own as sole traders or partnerships, and limited companies employing 10 or fewer staff.

To begin developing thoughts and ideas, a discussion group could brainstorm a wide range of small business opportunities, such as a coffee shop, a courier service, a hairdresser's, a motor vehicle repair workshop, a DJ service, a painting and decorating business, an equipment hire operation, or an organic smallholding producing fruit and vegetables. Learners should be encouraged at this early stage to begin to focus on a possible small business idea. They should not be deterred if their ideas change during this unit. They need to concentrate on the processes involved rather that the specific outcomes.

Learners will need some theoretical input to develop their understanding of the criteria for a business idea. Tutors should use case-study materials to illustrate a range of examples and help learners to focus their thoughts during the formulation of their ideas, including how the business idea will relate to its target market.

Learners need to carry out a skills audit to examine the skills they currently have to support the new business operation. They also need to consider what development they might need. This could usefully be supported by investigating similar businesses and talking to their operators to see what skills are needed and how these match the learner's current and proposed development. Such investigations could also usefully inform learners' knowledge of market research, although it would be wise for the small business operators to be properly advised about learners' activities and to be briefed about how their contribution will support the unit's development.

Learners should consider exploring a number of legal aspects:

- national/local laws

- regulations and bylaws

- health and safety

- fire regulations

- licensing

- liabilities, eg tax and VAT, insurances

- planning permission, contracts, duties and responsibilities

- regulatory bodies, eg Environmental Health Office, HM Revenue and Customs

- sources of advice, eg Business Link centres, solicitors and the Small Business Service.

When considering legal and financial aspects of small business start-ups, learners would benefit from guest speakers such as those operating a small business, business start-up advisors, accountants, representatives from banks, the HM Revenue and

Customs, training and advice services and local enterprise agencies. Visits to local small businesses or presentations by representatives from local trade associations such as the Chamber of Commerce would help learners to develop an awareness of what is needed to run a small business.

Delivery of the unit must ensure that learners understand the full implications of setting up a small business. It will be important for learners to know what skills they have and would need, their survival needs and how much money and other resources will be required to start up the business. Learners should develop a clear outline for a business start-up proposal as a result of completing the unit. Learners can select from a wide range of supporting materials available in a variety of formats, eg the internet or small business start-up packs available from banks and building societies, although it is important they understand that this is only an outline and not a fully-fledged business plan.

Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of how small businesses are started. It may include:

- an explanation of the initial idea for developing a small business

- findings from their analysis of the skills and development needed to run the business

- an explanation of the legal and financial aspects that will affect the start-up of their business

- an outline proposal for starting up a new small business.

Evidence for this unit should be primarily formal due to the nature of the unit. Initial ideas can be shown either through a verbal or written presentation, or through a short report. Other evidence such as records of discussions and notes of meetings would provide useful support.

To meet the pass criteria, learners must present the initial business idea using relevant criteria. These criteria should be clear from the business idea, for example the type of business, what its unique selling points may be, any external influences (eg location) and so on. Learners should discuss the development of their evidence with their tutor and, where possible, a business mentor. This presentation can be in the form of a formal report or a presentation to a group. Where this is the case, tutors should ensure that any business mentors used are present. The presentation should include a description of the target market, which will be informed by the business idea and the criteria used to define it.

Learners must be realistic about their skills and development analysis. Although the small business idea may not come to fruition, intentions should be realistic and such evidence should highlight learners' awareness of their skills and development opportunities. Learners are not expected to undertake additional development work but need to be aware of what the requirements would be.

Learners must also describe the legal and financial aspects that will affect the start-up of the business. They may need to consult with specialists (this should be guided by the delivery of the unit) and should address aspects such as the legal status of the

business, the form of trading it will undertake, and specific relevant legal and financial issues. Learners should presume that their ideas can become reality and should consider these areas accordingly.

The outline business plan should follow a formal report format and can be developed into a comprehensive document. This should reflect legal aspects relating to the start-up of a new business, but monetary aspects will necessarily involve some simulation. The report should be supported by a verbal discussion, which may be undertaken by a specialist such as a bank manager.

To meet the merit criteria, learners need to demonstrate their understanding of the methods used to identify the target market for the proposed business. This will require them to consider a range of methods that could actually be used and to provide reasons for their choice. Market research will almost certainly be included but learners need to explain why. Other methods may prove more challenging but the selection and justification should contribute to a possible business launch, rather than just a descriptive account of how they could be applied.

If learners were to launch a business, they would certainly need to undertake further development. The pass criteria have already addressed what areas require further development. At merit level, learners need to analyse these and explain how they would pursue each in order to strengthen their ability to start a business. Examples could include sources of training with appropriate timelines that fit with the business launch dates.

The pass criteria require learners to describe the legal and financial aspects that will affect the start-up of the business. For the merit criteria, learners need also to consider the impact that these will have. This may require them to describe systems they will have in place for addressing such issues, such as recording systems for tax and VAT liabilities. Learners may wish to include a summary of how these will embed within the overall business plan.

To meet the distinction criteria, learners need to draw all their evidence together into a comprehensive business proposal that addresses all relevant aspects of business start-up. Other pass and merit criteria will already have covered much of the evidence they will need. For distinction, they need to present all of the evidence in a fluent proposal. Learners should be encouraged to seek guidance on the preparation of such a proposal, much as they would do in the real world. They should discuss a draft with their tutor and/or business mentor and make improvements and revisions, before presenting the final version.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 2: Investigating Business Resources*.

This unit also links with the following specialist unit:

- *Unit 21: Aspects of Contract and Business Law*.

This unit also links with the following Level 3 National Occupational Standards.

Business Enterprise:

- Unit BD1: Check the likely success of a business idea

- Unit BD2: Define your product or service

- Unit BD3: Plan where your business is going

- Unit BD9: Evaluate an existing business opportunity

- Unit LG1: Choose a legal format that suits your business

- Unit MN1: Decide on your financial needs

- Unit MN2: Set and monitor financial targets

- Unit MN3: Keep financial records.

Management and Leadership:

- Unit B08: Ensure compliance with legal, regulatory, ethical and social requirements.

Essential resources

Many of the learning outcomes of this unit require learners to undertake research. To enable research skills to be effectively developed they should be introduced to as many different forms of information as possible, eg libraries the internet, national newspapers, local banks, and start-up business training agencies.

Learners will also benefit from case study materials, which may focus on specific aspects of developing small business ideas.

Most clearing banks offer small business packs which could serve as useful teaching and learning resources. Additionally, Learning and Skills Councils', Training Enterprise Councils, Highlands and Islands Enterprise network, Business Links and Chambers of Commerce can provide additional information to complement learning activities

Indicative reading for learners

Textbooks

Barrow C and Barrow P — *The Business Plan Workbook* (Kogan Page, 2001)
ISBN 0749434996

Barrow C — *Financial Management for the Small Business* (Kogan Page, 2006)
ISBN 0749445637

Deakins D — *Entrepreneurship and Small Firms* (McGraw-Hill Education, 1999)
ISBN 0077094522

Wisdom J C — *Checklists and Operating Forms for Small Businesses* (John Wiley and Sons Inc, 1997) ISBN 0471168769

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**

• gathering and developing data to support proposals for starting and running a business.	N3.1 Plan an activity and get relevant information from relevant sources.
	
	N3.2 Use your information to carry out multi-stage calculations to do with:
	
	    a amounts or sizes
	
	    b scales or proportion
	
	    c handling statistics
	
	    d using formulae.
	
	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing initial business ideas with tutors, other learners and small business operators	C3.1a Take part in a group discussion.
• delivering a presentation summarising their initial business idea	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• researching business ideas	C3.2 Read and synthesise information from at least **two** documents about the same subject.
• studying guides for small business start-up	Each document must be a minimum of 1000 words long.
• preparing an outline business start-up proposal.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects.
	One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• delivering a presentation on an initial business idea	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• gathering and developing data to support proposals for starting and running a business.	ICT3.2 Enter and develop the information and derive new information.
	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• understanding the skills and development needed to run the business successfully • understanding the legal and financial aspects that will affect the start up of the business.	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.
Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• identifying and resolving problems relating to starting and running a business.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 38:   Understanding Business Ethics

NQF Level 3:   **BTEC National**

Guided learning hours: 60

Unit abstract

Business ethics is the application of ethical values to business behaviour. The topic applies to any aspect of business conduct, from boardroom strategies to how companies treat their suppliers, to sales techniques, to accounting practices and to how they respond to wider issues of social concern such as sustainability. Ethics go beyond the legal requirements for a company and are, therefore, discretionary. Business ethics apply to the conduct of individuals and the conduct of the organisation as a whole. It is about how a company does its business and how it behaves intrinsically.

Business ethics is a subject area that has an impact on business activity in the 21st century. Ethical behaviour shows that a business considers the moral dimensions of its activities and how it ought to be acting. This unit examines business ethics and how taking an ethical stance affects businesses both internally and externally, including the effects on stakeholders. It will explore the social implications of business ethics on a wide range of business activities that affect the organisation itself and the external environment. This will include the ethical stance behind topical issues such as whistle blowing, employment practices, advertising to children, environmental awareness and using new technologies such as genetic modification of food.

As consumers become more ethically aware, explicitly ethical behaviour has grown. Whistle-blowing charters are not uncommon, renewable resources are used in production and products are 'eco-friendly'. Consumers are now given choice relating to the products and services that they use and this has given many businesses, such as those that do not use animal testing on cosmetics, the opportunity to grow in niche markets to satisfy consumer demand.

The unit also explores the wider impact of ethical concerns about how business practices can have local, national and global impact. The pressure of communities and groups on business operations has raised awareness of ethical concerns as varied as environmental degradation, executive greed and the use of child labour in the third world. As people become more aware of different business activities, and as global changes continue to happen, businesses will change how they operate. The unit should develop an understanding of the ethical dimensions of business behaviour.

Learning outcomes

On completion of this unit a learner should:

1   Understand the meaning and importance of ethics in the business world

2   Understand the implications of businesses operating ethically

3   Know the social implications of business ethics

4   Understand ethical concerns facing different communities.

Unit content

1 **Understand the meaning and importance of ethics in the business world**

Operational activities: definitions of business ethics; ethical activities; values of businesses; professional ethics; individual ethical behaviour

Ethical issues: corporate governance; corporate social responsibility; environment; sustainability; human rights; corruption; trading fairly; legal and regulatory compliance; business practices; working conditions; individual ethical responsibilities

2 **Understand the implications of businesses operating ethically**

Stakeholders: stakeholders (owners, employees, customers, suppliers, competitors, citizens); conflicts of interest between stakeholder groups, eg shareholders versus environmentalists

Implications: adapting business behaviour; responding to ethical pressures; implementing ethical practices; influence of stakeholders and pressure groups; impact on competitiveness; reputation; public image; ethical trade; value-added; complying with relevant legislation and codes of practice, eg UK law, EU law; UN Declaration on Human Rights; UN Global Compact; economic activity, eg location

3 **Know the social implications of business ethics**

Areas of activity: ethics in finance, eg bribery, executive pay, insider trading, lobbying; ethics in human resource management, eg discrimination, worker surveillance; ethics in production, eg animal testing, genetically modified (GM) foodstuffs, planned obsolescence; ethics in sales and marketing, eg spamming, shills, product placement, green washing; ethics in intellectual property, eg software piracy, counterfeiting, peer-to-peer file sharing

Implications: global, eg environment; corporate, eg legal and regulatory compliance, policies and practices; individual (employee, consumer)

4 **Understand ethical concerns facing different communities**

Communities: local; regional; national; global; pressure groups, eg Greenpeace, Friends of the Earth; impact of overseeing bodies, eg UK Government, United Nations, European Union, World Trade Organization (WTO), World Health Organization (WHO)

Issues: corporate social responsibility; globalisation; cultural imperialism; ecology; environment; fair trade; corruption; child labour; outsourcing; personal attitudes; whistle blowing

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the ethical issues a business needs to consider in its operational activities	M1 assess how a selected business could improve their operations ethically	D1 evaluate the impact of a selected business's ethical behaviour on stakeholders and the business.
P2 explain the implications for the business and stakeholders of a business operating ethically	M2 assess the social implications of business ethics facing a selected business in its different areas of activity	
P3 describe the social implications of business ethics facing a selected business in its different areas of activity	M3 explain the ethical concerns facing the communities in which a selected business operates and suggest measures that could be taken to improve corporate responsibility.	
P4 describe the ethical concerns facing the communities in which a selected business operates.		

Essential guidance for tutors

Delivery

The unit should be started with an overview of business ethics in relation to business activities and how businesses identify their ethical practices through their mission statements and corporate aims. The Body Shop and Ben & Jerry's Ice Cream started life as self-declared ethical businesses and might provide a good starting point. The tensions that can arise through takeovers (eg Body Shop/L'Oreal and Ben & Jerry's/Unilever) and the stances that different stakeholders have will bring to the fore a variety of concerns relating to operational activities. Learners will be able to examine examples using news articles, the Times 100 case studies and topical television programmes such as Panorama. This will naturally link to different issues relating to the first learning outcome.

Consumers are becoming increasingly aware of the importance of ethical business practices and learners should be able to examine the impact that different practices have on business. Organic food and cosmetics not tested on animals illustrate the niche markets that can develop. Some businesses suffer because their behaviour is seen as unethical: they use child labour to make footballs, there is a 'fat cat culture', or their advertising is offensive.

Corporate governance is a multi-faceted subject. An important part of corporate governance deals with accountability and mechanisms of auditing and control. There has been considerable interest in the corporate governance practices of modern corporations. The high-profile collapses of firms such as Enron, BCCI, Polly Peck, WorldCom and Parmalat show what happens when corporate governance is poor. Governments will act when business activities are detrimental to the community. The falsification of accounts led to the collapse of businesses and substantial job and financial losses. The Combined Code on Corporate Governance shows what expectations there are in the UK for ethical financial behaviour.

Learners should also be aware of how corporations have reduced costs and increased revenues in different ways that have caused concern that the associated behaviour is unethical. Moving production operations to less-developed countries where wages are lower is an illustration of this. Poor working conditions endured by those making goods for well-known companies are described in Naomi Klein's *No Logo*. Issues relating to advertising in terms of legality, decency and truthfulness should be discussed, and the implications of advertising using or aimed at children. Benetton's controversial advertising campaigns may be explored to develop an understanding of some of the issues around advertising. Learners need to look at how businesses have responded to pressure to act in an ethical manner.

The implications for stakeholders should be explored, along with examining how different concerns from different groups. This should include the conflicts of interest that arise. Businesses also face dilemmas relating to competitiveness in terms of costs of production and increasing profits. Seeking lower wages is not of itself unethical but paying lower than subsistence wages and providing bad working conditions are seen as unethical particularly when the business takes a contrasting

stance in other areas of activity. Nike promotes the 'NikeGo 1 mile' kids' run to promote wellbeing amongst young Americans but Todd McKean, a company spokesman, conceded Vietnamese child labour was used to produce the company's products. This leads on to an exploration of the impact of pressure groups on businesses to operate ethically. Where applicable, the learners should also explore the concept of whistle blowing.

At national level consideration can be given to issues such as how the Government promotes ethical trading and the effect of tax avoidance and evasion on the economy. Explore the Treasury's website and use current newspaper articles to support the teaching of these concepts. Learners should consider the benefits and drawbacks of businesses operating ethically and understand why certain business practices may be considered acceptable or unacceptable from the standpoint of particular stakeholders. As the learners develop their understanding they should be able to discuss different businesses and explore their ethical practices, including both benefits and drawbacks. If a business stops making products that are harmful to the environment, what are the implications for the employees who may lose their jobs? This then affects the owners when they do not receive a return on their investments. It also affects the supply chain as downstream businesses are affected. Role play may be used as learners present an organisation's activities from different stakeholder standpoints.

The social implications can be explored through considering suitable topics such as the use of genetically modified foods, testing pharmaceuticals on animals or promoting alcohol to young people. Many other topical issues can be discussed. Governments intervene, for example, by banning smoking in public places and the UK has relaxed opening times for public houses. This will have an impact on business and society.

There is a growing market now for ethically-produced goods and the learners could research these producers and examine why and how they have chosen to operate ethically. They will also examine why consumers are prepared to pay extra for ethically produced goods such as organic or fairtrade products. Many organisations also produce policies and codes of conduct to ensure that their behaviour is fair and ethical irrespective of the location of operations. Individuals are expected to behave ethically and employers often have codes of behaviour for their employees.

The ethical consequences of business activity should be explored at local, national and global levels. Learners may be able to identify impact and changes in their own local and wider communities; this may include pressure group activity and types of business activity. Some businesses operate sustainable activities such as replanting trees, providing seed for crops, helping out with clean water projects and so on. Learners should explore what impact these have in their own and other countries and communities. At each level — local, national and global — there are pressure groups and they affect the way businesses operate by encouraging them to adopt ethical stances on a wide range of issues.

Assessment

For P1, learners should examine a selected business and identify its activities from an ethical viewpoint. The learners should examine the business' mission statement and corporate aims and objectives (or values and goals) and describe how that business is attempting to show its stakeholders that it is aware of the ethical concerns that

apply. (Learners may choose for themselves, but the business should be checked to ensure that the learner can meet the criteria.)

P2 allows the learners to choose the same business (an alternative one could be used) and examine the impact on the business and stakeholders of the way the business operates. There may be a conflict of interest between the different stakeholders, and the learners will need to explain the reasons. There will also be benefits and drawbacks to the business on the way in which it is operating and the learners will need to give reasons and support with examples. For the merit criterion to be achieved, the evidence will be extended to consider ways that the selected business could change or alter some of its practices, showing how the changes would contribute to ethical behaviour. This then leads into the distinction criterion where the learners will need to evaluate the impact that the changes and suggestions would have on their selected business. They will be required to support this with evidence of research.

M1 links with P1 and P2, enabling learners to consider how the selected business could improve its operational activities to be more ethical. This will enable it to identify the important factors that would have a positive impact on operations.

Evaluation is required for D1 and incorporates the work learners have completed for P1, P2 and M1. Learners should bring their investigations together with relevant conclusions. At this level the work should be supported by evidence relating to their research.

Issues raised in P3 are to do with ethical business practices in any area of activity and how the business considers the issues and addresses them. For M2, learners will need to assess the implications of the ethical issues, how they are dealt with and the consequences for different stakeholders.

P4 examines the concerns that people have about the ethical behaviour of a business. The role of Government organisations and pressure groups can be considered here. The merit criterion M3 extends the P4 criterion.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core units:

- *Unit 1: Exploring Business Activity*

- *Unit 2: Investigating Business Resources*

- *Unit 3: Introduction to Marketing*

- *Unit 4: Effective People, Communication and Information.*

Indicative reading for learners

Textbooks

Chryssides G D and Kaler J H — *An Introduction to Business Ethics* (Thomson Learning, 1993) ISBN 1861523564

Gillespie A — *Business in Action 'The Business of Business'* (Hodder Arnold, 2002) ISBN 0340848200

Journals

Business Review Magazine (Philip Allan Updates)

Economic Review Magazine (Philip Allan Updates)

Ethical Consumer (ECRA Publishing Ltd)

Company annual reports

Materials from relevant charities and pressure groups, such as Amnesty, World Development Movement, Compassion in World Farming, Friends of the Earth, Greenpeace, Baby Milk Action, Campaign against the Arms Trade, Anti-slavery International

Films

The Corporation (Joel Bakan, 2003) — a documentary film exploring the world of corporations and the impact they have on children, health and the environment. This film is not essential, but good viewing.

Websites

http://en.wikipedia.org/wiki/Business_ethics	Business ethics from Wikipedia, the free encyclopedia
www.bbc.co.uk/news	BBC News
www.benjerry.co.uk	Ben & Jerry's Ice Cream
www.business-ethics.com	Business Ethics online magazine
www.business-ethics.com/100best.htm	Business Ethics online — 100 Best Corporate Citizens
www.ethicalconsumer.org	Ethical Consumer
www.ethical-junction.org	Ethical businesses directory for the UK and Ireland
www.ethicalthreads.co.uk	Ethical clothing and merchandise
www.ft.com	Financial Times
www.hm-treasury.gov.uk	HM Treasury
www.ibe.org.uk/faq.htm	Institute of Business Ethics
www.loreal.com	L'Oreal
www.nike.com	Nike
www.nologo.org	Naomi Klein's official No Logo site
www.redbox.gov.uk	The Red Box — an interactive resource to teach learners about tax and public spending
www.tax.org.uk	The Chartered Institute of Taxation
www.tes.co.uk	The Times Educational Supplement
www.uk.thebodyshop.com	The Body Shop
www.unilever.com	Unilever

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• describing the ethical issues a business needs to consider in its operational activities	C3.1a	Take part in a group discussion.
• explaining the implications for the business and stakeholders of a business operating ethically	C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.
• describing the ethical implications facing a selected business in relation to the promotion and impact of its products and services	C3.2	Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• describing the ethical concerns facing the communities in which a selected business operates.	C3.3	Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• using ICT and non-ICT sources to search for relevant ethical behaviour information	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• preparing a presentation for the chosen business clearly identifying the stakeholders of the business and the ethical practices that the business supports, ensuring that images are used appropriately	ICT3.2 Enter and develop the information and derive new information.
• completing a presentation relating to a chosen business's ethical practices.	ICT3.3 Present combined information such as text with image, text with number, image with number.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning how the assignment(s) will be carried out, clearly identifying what information is required, where information can be obtained from and setting targets for the information	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• clearly annotating their plan and completing as information is obtained, showing how time has been managed and that independent learning has taken place. Keeping a reflective log to support the evidence	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• clearly identifying what learning has taken place and how targets were achieved on completion of the assignment(s) and showing how their performance could be further improved using supporting evidence and feedback from the appropriate people.	LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	PS3.1 Explore a problem and identify different ways of tackling it.
	PS3.2 Plan and implement at least one way of solving the problem.
	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• working as part of a group investigating the same organisations for completion of the unit.	WO3.1 Plan work with others.
	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Unit 39: Exploring Business and the Economic Environment

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Businesses operate in an environment influenced by the way the UK Government operates and reacts to changes, particularly in prices, employment and output in the economy. Economics is a social science that explores the production and distribution of goods and services. The focus is on measurable variables, using theoretical models and past data for analysis.

Learners will be given the opportunity to examine the impact on businesses of changes in monetary and fiscal policy, and in local and national public spending. Global factors capable of shaping business trading conditions are reviewed along with opportunities for pan-European expansion.

These factors are external to businesses but affect the way they operate. All British markets are regulated to promote free and fair competition and both the UK Government and the EU seek to protect the interests of consumers as well as businesses. All countries suffer fluctuations in the level of activity within their economies. At times spending, output and employment may rise, and sometimes the opposite may occur. As the economy recovers from recession, production and employment both increase and this prosperity leads to consumer confidence and job security, so consumer spending increases. In times of boom businesses are likely to invest more and increase spending, to sustain this it is necessary to have a skilled workforce and this may increase wages.

The business cycle describes the regular fluctuations in economic activity, and the government intervenes to ensure that the highs and lows in the cycle are monitored and the effects minimised.

Learning outcomes

On completion of this unit a learner should:

1 Understand the impact on businesses of changes in the economic environment

2 Know how government spending impacts on businesses

3 Understand fiscal and monetary policies and the effects on spending

4 Know how the global economy affects UK businesses and competition.

Unit content

1 **Understand the impact on businesses of changes in the economic environment**

The economic environment: business cycle (growth, recession); indicators, eg changes in Gross Domestic Product (GDP), rates of inflation, employment rates, growth rates, trade surpluses/deficits, balance of payments; 'ripple effects' of downturns in particular industries, eg housing, construction and manufacturing

2 **Know how government spending impacts on businesses**

Government spending: public services via central and local government agencies; private and voluntary sector business organisations; deficit funding; Government spending and the multiplier mechanism; local impacts of funding

3 **Understand fiscal and monetary policies and the effects on spending**

Fiscal policy: direct and indirect taxation; impact of changes on costs, aggregate demand and tax-free allowances; potential annual revision; public finances; public sector borrowing

Monetary policy: aggregate demand and trading conditions; monetary policy (interest rate changes); inflation, employment levels; investment decisions; impacts of actual and anticipated changes

4 **Know how the global economy affects UK businesses and competition**

Global issues: stock market fluctuations; corporate failures; war; terrorism; political instability, eg Middle East, ex-Soviet republics; industry-specific developments, eg avian flu, gas supply; Organization of the Petroleum Exporting Countries (OPEC); environmental concerns, eg Kyoto Protocol, Rio Earth Summit, genetically modified products; outsourcing; international trade agreements

European developments: growth of European Union (EU); performance of European Union economies; the Euro; mobility of labour; European trade policy; Common Agricultural Policy (CAP); regional development; European Social Fund

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the likely effects on a selected business of variations in the economic environment	M1 analyse the implications of Government policies for a selected business	D1 evaluate the impact of changes in the economic environment on a selected business.
P2 identify the impact of Government spending on a selected business	M2 analyse the effects of fiscal and monetary policies for a selected business in terms of the market in which it operates	
P3 outline how both fiscal and monetary policy decisions have affected a selected business	M3 assess the impact of changes in the global and European business environment on a selected business.	
P4 describe the impact on a selected business of developments in the global and European economies.		

Essential guidance for tutors

Delivery

This unit situates the business in a national economic context where its operational plans may be significantly affected by changes in the business cycle, as reflected by indicators such as quarterly changes in Gross Domestic Product (GDP) or as heralded by variations in the housing market or the state of the construction industry (which is sensitive to the effects of the business cycle and normally one of the first industries to be affected by the recession). The emphasis in this unit is on the accurate interpretation of changes in the economic climate by business decision-makers. There will always be fluctuations in the level of activity within the national economy; this is because spending, output and employment are not constant. Learners can explore the effects of these changes on the economy and explore the GDP in relation to the economic activity and how rising economic activity will cause a higher level of GDP. Learners will need to be able to understand the terminology relating to the business cycle and explore the impact this has on businesses.

The taxation side of public finance may also be reviewed in terms of its impact on particular industries, eg the drinks and motor industries, and its contribution to demand for business services. Fixed-term projects are increasingly being used to regulate public sector expenditure and these can provoke significant short-term expansions without underlying long-term guarantees of growth. These situations may lead to reliance on subcontractors and avoidance of unnecessary fixed investment. There will, therefore, be a need for careful planning to accommodate the life cycle of the project.

Some businesses that supply public sector facilities would be significantly disadvantaged if the funding that pays their invoices was to be axed. A fall in public spending would, therefore, depress the revenues of these businesses, which is dependent on the extent of their participation in the contracts. This is a further opportunity for learners to evaluate contrasting scenarios, supporting their judgements with evidence and weighing a variety of considerations. State funding can constitute both an injection and a withdrawal into a national, regional or local circular flow of income when viewed in Keynesian terms. The termination of a funding agreement can have disastrous consequences for infrastructure and welfare projects in private, public and voluntary sectors, as the state plays the role of major investor.

Local newspapers may prove to be useful information sources in identifying specific local or regional case studies, especially where local councils change hands. If local examples prove unhelpful, recourse may be made to local newspapers, radio stations or chambers of commerce in regions of declining traditional industry. The interdependence of major players in the local economy should then become apparent.

Fiscal policy explores the Government's use of taxation as a measure to stabilise the economy, revenue raising activities and government expenditure. Learners can explore the Budget, which the Chancellor of the Exchequer announces in March each

year. This can then be applied to national organisations, where learners can discuss and examine the impact of these decisions on business activities over the coming year.

Monetary policy actions are undertaken by the Government in order to affect macroeconomic variables, such as output, employment and inflation. The Bank of England (Monetary Policy Committee) meets monthly to look at the Retail Price Index (RPI) and Consumer Price Index (CPI) along with other indicators, and attempts to keep the economy stable through changes in interest rates. This then affects the level of spending in the UK. The MPC acts independently of the Treasury, but works in close consultation with the Government regarding its decisions. Learners should be able to understand the effects that rising and falling interest rates have on businesses.

The concept of 'aggregate demand' is a useful model for forecasting demand-led implications for business and industry. The use of interest rates as a regulator for fine-tuning the economy can be analysed in terms of its impact upon business indebtedness. The subsequent impacts on investment decisions can also be considered. The elusive, and subjective, indicators of 'business and consumer confidence' may be considered in terms of their potential impact on industry-related business plans. Monetary policy also considers the money supply and the effect that an increase in the money supply has on prices and inflation.

Businesses may also be critically affected by a wide range of external influences, competition or shocks. Learners should appreciate the implications for global business interdependence of strategic business failures such as that of Enron and WorldCom in 2002. A financial crisis in a supplier nation or export market may equally have a dramatic impact upon costs, sales and profits or break-even levels. Even longer-term structural changes such as the extension of European Union boundaries can have serious implications for nations such as the Republic of Ireland which may well see its state funding redirected to Slovakia. Without needing to engage in detailed discussion about the relative merits of a single European currency, learners can be helped to understand the implications of its use. Simple numerical examples may be used to link rising exchange rates to rising export prices, and hence to falling export sales and therefore earnings.

Business decision-makers operate in fragile interdependence with a range of local, national and international stakeholders to whom public welfare competes with private profit-seeking and to whom business activities are seen as accountable. The capacity of globally mobile capital to disrupt whole towns, regions and even nations as production activities are downsized, outsourced and restructured is well documented. Since communities depend on businesses for tax revenues, decent working conditions and clean environments, it is crucial that businesses engage in constructive dialogue with other stakeholder groups. This is in order to review the winners and losers arising from business activity and constantly re-assess the relationship between businesses and the community.

Learners can be introduced to this topic through current affairs or television material relating to different regions, periods and countries in the grip of unemployment, slump and depression and the associated knock-on effects. The responsibility of the state to provide stable trading conditions, to the benefit of all concerned, may then be discussed prior to a detailed review of the impact of interest rate variations. This topic can involve numerical complexities as learners need support in understanding the concepts of percentages and significant changes in debt service costs.

Case studies reflecting different scales of indebtedness can be used to highlight the fragility of business finances. There will be different perspectives on these situations and they will vary between employees and trade unions anxious to protect jobs, bankers anxious to ensure effective credit management, suppliers anxious to see contracts fulfilled and community leaders anxious to see investment plans realised. The numerical dimension of simple investment return calculations may then be introduced, as learners gain confidence in balancing present-known costs with less certain future returns. This offers an opportunity to evaluate the two sets of considerations based upon probabilities of outcome.

Expansion into the European export market will clearly offer an increased opportunity for sales and promotion, as long as difficulties of product transfer can be overcome and as long as the business can be sustained (as Marks & Spencer, for example, has found). The need to set up supply chains and to market products in a different culture and language will present challenges that could involve substantial investment. An increasing and sustained reliance on European operations could lead to a relocation of significant sections of the business, especially if European growth begins to outstrip domestic operations. Increased reliance on the euro and increased use of visual as opposed to linguistic themes in marketing will be evident, as will the human resource management task of recruiting multilingual staff. A pan-European haulage company, for example, would have to make calculated judgements about the likely future growth of the export sector in order to balance UK with European operations and retain control of an increasingly complex business. Ignoring Europe may not be an option, especially with a potential market of over 600 million consumers opening up. This decision, like all investment decisions, involves careful calculation of the relative probabilities of market growth in order to avoid the risk of overstretching production and supply capacity. The auction markets are full of assets sold off cheaply by firms unable to fulfil overly ambitious plans in the face of volatile market conditions.

Assessment

For P1, learners should describe the likely effect on a selected business of a variation in the economic environment, exploring the business cycle and indicators that affect it, such as inflation and unemployment rates. Learners should choose an appropriate business to examine the impact of any changes.

P2 requires learners to identify the impact on a selected business of changes to Government spending at a local, national or European level. If Government spending is declining, demand for a business's product or services will fall accordingly. This will have predictable consequences on the revenues, profits and employment of both the individual business and the economy as a whole. Learners can also analyse the likely impact on a selected business organisation of a significant change in the level of public spending in terms of not only altered demand but also adjusted output, purchases, overheads and long-term growth. A key feature of the analytical skills learned would be logical tracing of knock-on effects in response to these changes. This then leads to the first merit criterion where the learners should analyse the factors that government decisions have on a selected business and the possible reactions of the business to the decisions.

P3 enables learners to examine fiscal and monetary policies in relation to their chosen business. This will involve analysis of the possible impact of interest rate

changes on a selected business organisation's financial situation. Interest rate rises can be explored in terms of increased dependence on banks and therefore a loss of independence. Managers might respond by curtailing investment decisions with subsequent impact on employment and expansion in communities where business facilities are based. M2 requires the learners to analyse the effects of the fiscal and monetary policy decisions in relation to the business and the market in which it operates, eg industrial, service, commodity and consumer.

For P4, learners should describe the major implications for a selected business organisation of global economic changes. This can progress to merit level (M3) where learners assess the impact on a selected business of changes in the global business environment. This will show an awareness of the implications for the business of an environment which is beyond its control, possibly involving a restructuring of operations nearer to their target market. The business will need to increase its market intelligence by basing some staff in the target area or by the increased use of foreign agents, sub-contractors, concessionaires and possibly the hiring of additional staff able to facilitate such operations, eg freight forwarders, perhaps by virtue of their commercial language skills. Analysis will clearly link cause and effect in relation to the selected business.

At distinction level, learners are expected to evaluate the impact of the economic environment on a selected business in relation to Government decisions, policies and global environment. Learners should evaluate, examining all the information and drawing appropriate conclusions, the impact on the business of a significant change in the level of public spending, perhaps under circumstances where supply contracts might become more open and less monopolised by preferred contractors. Lower public spending might also reflect reductions in taxation and, therefore, reduced costs along with increased private demand. Some industries such as construction and production of capital goods are affected proportionally more by economic turbulence than consumer goods industries.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 1: Exploring Business Activity.*

This unit also links with the following specialist unit:

- *Unit 40: International Business.*

Essential resources

The Budget Report — available in broadsheet newspapers or websites for HM Treasury, HM Customs & Excise or larger accountancy firms such as Deloitte & Touche or PricewaterhouseCoopers.

Indicative reading for learners

Textbooks

Gillespie A — *Business in Action* (Hodder Arnold, 2002) ISBN 0340848200

Marcouse I and Lines D — *Business Case Studies — AS and A level, 3rd Edition* (Longman, 2002) ISBN 0582406366

Newspapers

Business sections of broadsheet newspapers

The Financial Times (Pearson)

Websites

www.bankofengland.co.uk	The Bank of England
www.deloitte.com	Deloitte & Touche
www.direct.gov.uk	Website of the UK Government
www.europe.gov.uk	The Government's website on the European Union
www.marksandspencer.com	Marks & Spencer online
www.opec.org	Organization of the Petroleum Exporting Countries (OPEC)
www.pwc.com	PricewaterhouseCoopers
www.theredbox.gov.uk	HM Treasury — The Red Box (Tax and Public Spending)
www.un.org	The United Nations (UN)

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing and exploring the impact of growth and recession on selected national and global businesses	C3.1a Take part in a group discussion.
• researching the impact of government policies on a selected business and presenting this information using appropriate images	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• researching news articles relating to the economic environment and the impact on national businesses, choosing two articles and synthesising the information into a written article	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• producing a written report for the assignment(s) and developing information from the presentation for the second document.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• using ICT and non-ICT sources to search for relevant economic information relating to a selected business	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• developing the information relating to government policies	ICT3.2 Enter and develop the information and derive new information.
• writing a report for their assignment(s) and using appropriate images to clearly illustrate your findings.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Unit 40: Investigating International Business

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The international nature of business is evident to anyone who, for example, buys an iPod from Apple or insurance from Aviva. Many brand names are recognised throughout the world as organisations increase demand for their products by expanding from a national to an international market. Initially, the nature of the international business environment will be considered by looking at the size and importance of international markets. Governments encourage businesses to trade internationally but protectionism is also common. International business is regulated not just by national governments but also by transnational trading arrangements promoted by trading blocs such as the European Union and global agencies such as the World Trade Organization (WTO).

Both large and small businesses trade internationally but doing business internationally is often more complex than doing business in the home market. Consideration will be given to the issues facing a domestic (UK) business when it expands its operations into the international sphere. However, some insights can be made by considering issues faced by overseas businesses as they have expanded their operations by moving into the UK market. Tesco has had very limited success in extending operations into France and Carrefour has had similar problems in establishing operations in the UK. However, they both have had more success in Malaysia and China respectively.

Working internationally requires businesses to look at strategies and techniques that promote international working. Functional business activities need to be developed and put into an international context. Activities such as production, sales, marketing, human resource management and purchasing will need to be adapted.

A range of support is available to businesses that want to work internationally. It ranges across trade associations (voluntary industry-specific groups) to government assistance, to help from institutions, eg on how to finance international business activities. The business environment and culture in international markets in areas such as customs, language, ideology, politics, technology and legal frameworks have an impact on the operation of an international business.

Learning outcomes

On completion of this unit a learner should:

1 Understand the international business environment

2 Know how cultural differences affect international business

3 Understand how international business is financially supported

4 Understand the strategies used by international businesses.

Unit content

1 **Understand the international business environment**

International business: globalisation; multinational corporations; competition; exports; imports; economies of scale; foreign investment; developing countries

Economic activities that encourage/restrict international trade: the concept of free trade; barriers to trade; embargoes; quotas; economic alliances

2 **Know how cultural differences affect international business**

Environment: ideology; political; economic; technology; social; legal; ethics

Culture: language; religion; values; attitudes; customs; manners; education; material culture; institutions; infrastructure; work attitudes; cross-cultural training

3 **Understand how international business is financially supported**

International monetary environment: foreign exchange system; the European Monetary System (EMS); balance of payments; international money markets; international banking; international debt; methods of protection against exchange rate fluctuations

4 **Understand the strategies used by international businesses**

Marketing: identifying markets; data analysis; marketing information systems; promotion; advertising; adaptation/standardisation of product and promotion

Production and distribution: standardisation of products; product differentiation; product pricing; distribution channels; transportation; supply chain; logistics

Human resource management: staff; foreign personnel; expatriate personnel; recruitment; induction and training; cross-cultural training.

Technological: internet; industrial development; transfer of technology; adapting technology to conditions

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the international business environment in which a selected organisation operates	M1 compare the methods for increasing trade between countries and methods to restrict trade between countries	D1 evaluate the potential problems faced by businesses that trade internationally when entering new markets
P2 describe the mechanisms that regulate international trade	M2 compare how cultural differences and foreign business environments affect multinational corporations	D2 evaluate the impact of cultural differences on international business performance in the market.
P3 describe how the environment and culture of another country affects a business operating internationally	M3 explain and analyse the business strategies used by a business operating internationally.	
P4 describe how the monetary environment affects businesses that trade internationally		
P5 describe the business strategies used by a business operating internationally.		

Essential guidance for tutors

Delivery

Learners will develop an understanding of key terms through relevant case studies, textbooks and web-based resources. Use should be made of live examples reported in the news (TV, internet or newspaper) to add a contemporary and relevant element and to illustrate the dynamics of international business

Much of the material in this unit can be delivered actively through the use of case studies from recognised international businesses such as IKEA and McDonalds. Case studies can be used as a means of encouraging individual and group learning and providing a vehicle for assessment.

To understand the context of international business learners should build on their knowledge base by looking at environmental factors which affect all business organisations within this unit the context is international and the learner needs to explore how cultures and cultural differences can affect businesses operating internationally and their performance in foreign markets. For example McDonalds used to use beef flavouring in their fries and failed to inform Hindus.

Small group, tutor-led workshops can be used to develop the learners' understanding of individual cultures to given scenarios and their conclusions may be used to develop their knowledge base when exploring how these factors affect international trade.

When exploring the international business environment, learners will be introduced to the effects of the globalisation of business organisations and the development of businesses operating internationally. Small group, tutor-led workshops can be used to develop the learners' understanding of the international environment to given scenarios which be taken from the media or online sources such as at www.sustainability.com/sa-services/emerging_article.asp?id=326 which provides information on differing countries and the cultural and economic environment. The learners' conclusions may be used to develop their knowledge base when exploring how these factors affect international trade.

Learners will also look at how countries can affect international business through the use of free trade and barriers to international business such as embargoes. Learners will develop their understanding of this aspect of international business by exploring the effect of foreign investment in developing countries. Linked to this aspect of the unit the learner will be encouraged to develop their understanding of the international monetary environment. In this part of the unit, learners will be introduced to exchange rates and international banking, and develop an understanding of how these environmental issues have an impact upon international business. In addition, learners should be encouraged to understand that international business is not static and as such they need to be aware of developments within this area.

When exploring international business strategies, learners should be made aware that the functional activities of businesses operating internationally are essentially the same as other business organisations with the emphasis on international business. The activities used in the unit are intended to highlight and focus on potential

problems when trading in other countries. This part of the unit can be used to tie all the outcomes together and improve the learners' understanding of international business as a whole.

Assessment

P1 is similar to performing a SWOT analysis but for a multinational corporation.

For P2, learners must explain the concept of free trade and the barriers which may be used by governments to restrict their markets to international competition such as embargoes and quotas.

P3 relates to the impact of culture, rather than how the business environment affects a multinational corporation. Because they are both concerned with environmental factors it may be advantageous to combine P1 and P3 through assignments.

For P3, learners will be expected to be able to describe how cultures can differ from each other. Learners are not expected to write lengthy descriptions to achieve this criterion. Ideally this will be built on P1 where the learner has described the business environment in which a selected organisation operates to produce evidence. This also leads to M2 where the learner compares how cultural differences and foreign business environments affect multinational corporations.

The barriers aspect of P2 can be further explored through P4 by concentrating on exchange rates. Both P2 and P4 can be used as a basis to achieve M1. P2 and P4 can be combined and built upon to provide evidence that the learner has achieved M1.

For the distinction criteria, the tutor could allocate different countries or groups of countries to individual learners or groups of learners and could ask learners to feed back to the class as presentations.

A method used to show attainment of M1 could be the use of those countries used by the learner to assess P1, P3, M2 and D2 if appropriate, or comparisons could be made with other countries that use quota systems or embargoes with those who actively encourage multinational corporations into their countries.

P5 is broadly speaking those elements which international businesses need to take into account when moving into other countries. These are related to functional activities found in any business organisation. As with the other pass criteria the learner may be given a country or countries to study, allowing them the opportunity to develop their understanding of international business. P5 can be built upon by the learner to demonstrate that they have achieved all the merit and distinction criteria where they are required to assess the impact of cultural and institutional differences on business functions such as marketing, advertising and logistics. Learners are therefore afforded a second opportunity to attain the merit and distinction criteria.

A method used to show attainment of M1 could be the use of those countries used by the learner to assess P1, P3 and M2, D2, if appropriate. Alternatively, comparisons could be made with other countries which use quota systems or embargoes with those who actively encourage multinational corporations into their countries.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to other business units which cover marketing, production, finance and human resource management as functional activities, eg *Unit 2: Investigating Business Resources*. The emphasis on this unit is to increase the learners' understanding of these functional activities but to place them in an international context. The unit therefore links well with other business units and builds upon the learners understanding and provides a platform to study international business at a higher level.

Indicative reading for learners

Textbooks

Most textbooks cover all of the unit content.

Czinkota M R, Ronkainen I A and Moffett M H — *International Business* (Thompson Learning, 1998) ISBN 0030223784

The book above includes a number of cases studies and diagrammatic representations, but tends to focus on higher-level qualifications.

Morrison J — *International Business Environment: Global and Local Marketplaces in a Changing World* (Palgrave Macmillan, 2006) ISBN 1403936919

The book above provides an accessible introduction to key concepts relating to international business and covers the unit well.

Journal

Journal of International Business Studies (Palgrave Macmillan)

Websites

www.direct.gov.uk	Website of the UK Government
www.europe.gov.uk	The Government's website on the European Union
www.ikea.com	IKEA
www.imf.org	The International Monetary Fund (IMF)
www.mcdonalds.com	McDonald's
www.taforum.org	The Trade Association Forum
www.wto.org	The World Trade Organization

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• considering cultural differences	C3.1a Take part in a group discussion.
• looking at trade alliances	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• comparing how countries may restrict international business.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• looking at multinational corporations	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment evidence.	LP3.1 Set targets using information from appropriate people and plan how these will be met.
	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
	LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning and monitoring the preparation of their assessment.	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 41: Understanding Retailing

NQF Level 3: **BTEC National**

Guided learning hours: 60

Unit abstract

Retailing has become a significant force over the past century. In the UK, it employs around ten per cent of the workforce in over 200,000 businesses. It is the primary point at which most people have contact with the world of business and consequently it is such a common part of people's daily lives that its institutions are taken for granted. The scope of the industry has steadily expanded. Retailers have grown into some of the world's largest companies, rivalling and in some cases exceeding manufacturers in terms of global reach.

The retail industry has undergone a many-sided revolution, from which it has emerged as a leader in business innovation and the management of complexity. The retail system plays an important role in our lives because retailing involves all of the business activities concerned with selling goods and services directly to ultimate consumers. Retail firms are business organisations that sell goods and services to customers for their personal or household use and a fundamental aspect of retailing is an ability to engage and interact with customers.

Customer service and sales activities are a critical element of effective retailing and their functionality needs to be identified across different retail sectors. Retailers provide the customer with the opportunity to make transactions conveniently and, in a more general sense, they also function as a source of information to both manufacturers and the consumers. Retailing continues to be a dynamic industry and this unit enables learners to place effective retailing in the context of change.

Learning outcomes

On completion of this unit a learner should:

1 Know the structure of the retail industry

2 Understand the role of retailing in the distribution of goods and services

3 Understand the sales and service functions in retailing

4 Know how the retail sector responds to internal and external change.

Unit content

1 **Know the structure of the retail industry**

Organisation: definition of retailing; classification of types of store; emerging store types; hybrid stores, eg combined coffee and book shops; online and physical stores, eg 'clicks' and 'bricks'; service versus product retailing; classification of retailers, eg size, number of employees, sales area, number of enterprises, turnover, type of activity; product strategy; location, eg in town, local, out of town, retail parks, regional centres; ownership, eg independent, multiple, voluntary chains, franchised retailers

Structure: size; trends in sales; profitability; store size; location; independent retailers; multiple retailers; not for profit and public places, eg museums; 'third' places; employment characteristics

2 **Understand the role of retailing in the distribution of goods and services**

Distribution channels: availability of products (time, place, quantity); movement of goods from manufacturer to retailer to consumer; distribution channels for different types of goods, eg food, clothing; wholesalers as intermediaries; retail control of the supply chain (own-brands, e-retailing); provision of product enhancing functions, eg transport, storage, after-sales service

Distribution process: supply chain; moving goods in the UK and Europe; sourcing (UK and internationally); suppliers; distributors; logistics process (types of transport, carriers; storage locations, eg warehouses, distribution centres, stock rooms); use of ICT in the supply chain; distribution of e-retail products and services (fulfilment, stock locations, home delivery); non-conventional channels, eg parallel trading, grey markets

3 **Understand the sales and service functions in retailing**

Customer focus: customer satisfaction (new, repeat); collection and uses of customer information; uses of ICT in communication with customers; Customer Relationship Management (CRM)

Customer service: customer service as an objective; advantages; problems; target marketing; identifying needs; customer service (pre-transaction, transaction, post-transaction); product offer, after-sales service; service quality; sales process, selling skills; sales support; sales techniques

4   **Know how the retail sector responds to internal and external change**

The retail environment: macro environment; government policy, eg trading hours, planning guidance, implementation of legislation; social changes, eg demographics, household structures, mobility; new technologies; information management; economic growth; recession

The competitive environment: competitors; market position; barriers to entry; pricing; product development; new products and services; new retailing concepts, eg football club shops; development of shopping for a mobile population, eg airport retailing

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe structure and organisation of the retail sector	M1 compare the function of four formats and locations of retailing	D1 evaluate the distribution systems in delivering goods and services for a selected organisation
P2 describe the process of distributing goods through different channels from the manufacturer to the customer	M2 compare the methods used to distribute two selected products and services	D2 assess the impact of different sales techniques and customer service in a selected organisation.
P3 outline how focusing on the customer by providing good customer service is essential to retailing	M3 explain the ways in which sales techniques and customer service have developed in a selected retail organisation.	
P4 identify the competitive factors faced in the retail environment by a selected organisation.		

Essential guidance for tutors

Delivery

Retailing is one of the most important industries in the UK and one which plays a role in everyone's life. This unit provides an opportunity to assess what makes retailing effective, including aspects such as location, products and service. Since the industry never stands still these have to be wrapped up with a sense of its dynamics as the industry continually adapts to its environment. Therefore, the intention is for learners to see the industry holistically. This does not require a detailed or an in-depth understanding of, for example, supply chains and service parameters, but rather to see how these fit together to create effective retailers. The unit can to be taught using practical examples that draw on learners' own experiences of shops and shopping, the goods and services they provide and the changes that are evident through the year and over a longer period.

Effective retailing requires that learners know about the different types of store and their function. The structure of the industry has become increasingly more complex in the recent past and this trend has created many opportunities to attract customers and expand consumption. The ways in which places to shop have become more diverse can be mapped on a timeline over the past 100 years which shows the large increase in different types of location and outlets.

Learners need to be able to understand the different ways in which retailing takes place. They should know that the industry structure has become concentrated into the hands of fewer retailers at the expense of many independent and small multiple retailers. At the same time, the average store size and employment have increased. The places where we can shop have become more diverse. Central, local and out-of-town shopping have distinct patterns of development which explain why different sizes of stores with different specialisations are found where they are.

Individual sectors of the industry should be explored through visits to different types of store so that learners understand the structure of each sector. For example, in food retailing learners could visit their local shops to explain the decline of specialist butcher's, baker's and greengrocer's, the growth of discounters and the diversification of large store multiples into other products and services in superstores. E-retailing sites can be explored through computer-based learning, and comparisons made between online and physical stores such as Marks & Spencer and purely online operators such as Amazon.

Learners will understand that retailing has an essential economic function with a primary role in the breakdown of bulk supplies into small lots for individual customers. Effective retailing requires organisations to create and manage effective distribution channels with their suppliers. Goods and services must be delivered on time, in the required quantities and in the most efficient and effective ways. The role of manufacturer, wholesaler and distributor in distribution must be placed in context. The decline of the wholesaler to many retailers has been matched by increasing retailer control over the supply chain. Sourcing of own-brand goods and

the retailer's need to manage own brand supplies has led to sophisticated logistics operations. Transport, distribution centres and stock rooms link the flow of goods towards the retailer and information back down the chain to the supplier.

A guest speaker from a logistics company such as Excel or a retail logistics manager would add a more detailed, practical understanding of distribution and its significance to the retail industry. A site visit to the stockroom of a superstore, department store or other large store will provide learners the opportunity to assess types of storage for different products, amount of stockholding, information flows and delivery schedules to meet customer demand. Different retail sectors have different requirements and learners can compare distribution processes between sectors such as food retailing, clothing, and electrical goods by referencing to individual products or product groups. E-retail distribution can draw on learners' individual experiences and could be considered appropriate for a 'live' project tracking an actual purchase. Access to unofficial, parallel markets, sometimes referred to as 'grey markets' should be discussed in terms of supplier-retailer control of markets and distribution. Learners will often be aware of these markets through fake products and non-standard distributors.

Retail transactions clearly require customers and customer relationships are fundamental to effective retailing. Learners should understand customer service and sales activities at different levels in the organisation. Learners need to focus on the operational and experiential aspects of service at store level. The retailer's position in the market and its corporate objectives determine the type of service it offers. Luxury goods retailers offer different levels of service to discount warehouses but both can be acceptable. Learners should be clear about this matching of service with customer expectations by reference to different market sectors and retail formats, so a good understanding of the retail industry structure is helpful.

The distinction between customer service and selling is important. Investigating and discussing the measurement of service levels will make the subject less abstract. Service level parameters can be drawn from academic texts, inferred from company literature and learners can observe them from personal experience in different types of store and for different types of transaction. These can include sales of self-service items, more complex items requiring product information and expert sales assistance, dealing with returns and telephone or internet enquiries. Soft skills have been identified as being particularly important in face-to-face retail sales situations. These too can be explored through experience and role play.

The unit also addresses the dynamics of the retail industry. The aim is to enable learners to think about the causes of change in the industry and respond positively to, or even initiate, future developments. Effective retailing is responsive and flexible to new opportunities as well as threats from the competitive and wider environment. There should be focus on the role of government in determining the future of the industry. Among the main issues will be planning guidance determining where stores can be built or modified and legislation concerning opening hours, employment and competition. This information can be accessed online from government websites and industry bodies such as the British Retail Consortium.

Technological change should examine the role of ICT in the capture of customer information for marketing purposes and for managing the flow and sales of goods. Social changes similarly should relate to the retail industry, specifically concerning changes in demographics, household size and structure and issues of independence, individuality and mobility.

Economic forces should be considered from the perspective of the impact of economic growth and decline, and management of the economy to control consumption. Competition in retailing is generally very strong and learners should understand how it drives change in the industry. This could be linked to learners' visits to their local shops and comparisons with superstores and out of town shopping. The industry's need to innovate should be evident through learners studying new products, services and retail concepts. Mobile phone retailers have provided consistent examples of innovation and their stores and online sites offer good opportunities for learners to identify innovative practices.

Current issues and retail trends are frequently reported in both the national media and retail trade press. New developments reported on TV, newspapers or magazines could form the basis of a project with online or physical site visits, product comparisons, and interviews with store staff, customers and consumers.

By the end of the unit learners should understand the retail industry, its place in the distribution of goods and how these goods are sold to customers. Learners should also understand that the industry is continually changing and be able to understand the causes of change.

Assessment

For P1, learners will need to define retailing from a number of perspectives and should develop an ability to synthesise information, as definitions are not necessarily exclusive. It is important that they demonstrate the many ways and places in which retail is conducted and the changes that are taking place in the industry structure. This links to learning outcome 4 because to explain the dynamics of the industry learners firstly need to be able to clearly understand the scope of retailing. Therefore they should be able to categorise the industry using the various specified frameworks. Learners can refer to their local shopping environment, such as the high street and shopping centres, but also critically appraise other environments including local shopping parades, out of town retail parks and regional centres. This criterion could be assessed by individual or group presentation using visual materials to identify different types of store.

P2 requires learners to look at distribution channels for different types of retailers and consider their different characteristics. Learners should distinguish between channels used by large multiple retailers that source direct from their suppliers and smaller, independent retailers who still use wholesalers. The use of distribution channels by retailers in different sectors, such as clothing and food, should also be understood. The means of moving goods through distribution channels and the logistics function should be explored in relation to retailers' demand for goods, with specific reference to storage locations and methods of transportation. Learners should demonstrate an ability to use information from retailers, logistics organisations and from critical observation of independent and multiple retailers. The evidence is likely to be in the form of a report into the diversity of distribution channels in the industry.

For P3, learners will demonstrate how retailers relate to their customers. Customer service is highly formalised and demanding in some organisations, while others have a lower standard of service. Learners should identify organisational service policies and how these are applied at an operational (store) level. They should show how

different organisations require different levels of service, and achievement of this criterion will depend on their understanding of the industry structure. After-sales service is significant in some retail sectors and the elements of this aspect of customer service should be identified. Similarly, a range of service standards and quality should be identified through store visits. Selling skills and the sales process can be observed and experienced in a range of stores. A suitable assessment would involve a customer service survey in a sample of retailers.

For P4, learners will need to understand key elements in the retailing environment that drive change in the industry. Learners should identify aspects of Government policy concerning planning guidance for new store locations, specifically the influence of Planning Policy Statement 6, 'Town Centres and Retail Developments' (PPG6, 1996) and its successors (eg PPS6, 2005) from the Office of the Deputy Prime Minister (ODPM). They should know how the Competition Commission engages with the industry and more broadly how retailers' costs and ways of working may be determined by government policy.

The use of ICT to drive change should be understood through studies of contrasting stores and its application in marketing and stock management. Social and demographic trends can be evidenced through store based customer surveys and/or observations. Broader economic trends can be tied into a study of the current fortunes of the industry as reported in the press. Competition should be explained though a study of a shopping location such as a high street or shopping centre, in the context of the retail industry structure. Innovative products and services should be identified in one retailer and learners should explain their role in creating a dynamic industry. Assessment could be a report based on an innovative retailer, the ways in which it has adapted to its environment and uses change factors to drive its business.

For M1, learners must move beyond accurately describing different types of retailer, to explaining their purpose and the rationale for their location. The number of different types of format has developed rapidly: retail parks, superstores and centres, regional shopping centres, factory outlet centres characterise out of town retailing. These are destination, rather than convenience stores, that provide extensive product assortments and services. They can also offer a wide range of leisure opportunities. With more restrictive planning guidance in the 1990s, many of these formats and characteristics have been sought in new developments and re-developments in urban and brownfield locations. Urban locations continue to create opportunities for smaller or specialised retailers. In comparing the different formats, learners should identify why retailers prefer different locations and explain the retail functions they perform.

For M2, learners must distinguish between distribution systems in different sectors. The food and clothing sectors provide good examples of different product requirements. Food retailers source largely from the UK, have short lead times and can be very responsive to customer demand. The design of the distribution chain requires a capacity for frozen, chilled and fresh foods as well as packaged products. Smaller independent and voluntary group retailers continue to use wholesalers. With clothing retailers, most products are sourced overseas, require longer lead times for delivery are less immediately responsive to customer demand and require flat-pack or hanging facilities. Learners should demonstrate how the configuration of these distribution activities creates more effective retailers in terms of responsiveness, currency (being up to date/having fresh foods), choice and cost efficiencies.

For M3, learners must demonstrate knowledge of the key elements of service and selling skills. For example, customer expectations of luxury goods retailing are consistently high. The service dimensions can be compared with other clothing stores. Department stores provide a good opportunity to study differences in service for example between Harrods, John Lewis and Debenhams. These in turn can be compared with multiple variety stores, typically Marks & Spencer and Bhs, and fashion specialists, such as TopShop/Man. Customer service in the clothing sector can be compared with other sectors where product knowledge is valued, electrical goods, and where convenience and efficiency is important, eg food.

Learners must be able to define the types of changes taking place in the industry, ie whether they are short term or have longer-term implications. They will explain the causes of these types of change by differentiating the key factors in the macro environment and the competitive environment. Key factors and their significance are partly dependent on the industry sector: planning restrictions impact more on food, DIY and electrical retailers than clothing and toiletries and cosmetics ones. Economic trends on the hand will impact on consumer spending and have an industry-wide effect; that some retailers may be better able to withstand recessions and take advantage of growth opportunities should be explained. Competitive trends should be explained with reference to market concentration, power of multiple retailers, low barriers to entry and innovative practices, including new types of store, refits and introduction of new products and services, including online provision.

For D1, learners must demonstrate their comprehensive knowledge of the structure of the retail industry and make judgments about the role of distribution systems in effective retailing.

For D2, learners will demonstrate an ability to make judgments about the most significant elements of service and selling skills in the industry, and the ways in which they are sustained. They should think creatively about new service solutions that can realistically evolve from current practices.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following specialist units:

- *Unit 21: Aspects of Contract and Business Law*

- *Unit 22: Aspects of Civil Liability for Business*

- *Unit 24: Aspects of Criminal Law Relating to Business.*

This unit links with the following Level 3 National Occupational Standards.

Retail:

- Cluster A: Determine the organisation's intended commercial position

- Cluster B: Maintain the supply of goods and services

- Cluster D: Provide effective customer service.

Marketing:

- Unit 4: Manage and provide marketing communications.

This unit also links with the following Level 3 NVQ in Customer Service units:

- Unit 7: Understand customer service to improve service delivery

- Unit 15: Deal with customers in writing or using ICT

- Unit 18: Use customer service as a competitive tool

- Unit 26: Improve the customer relationship.

Indicative reading for learners

Textbooks

There is a useful introduction to the retail industry in:

Kent T and Omar O — *Retailing* (Palgrave Macmillan, 2002) ISBN 0333997697

The first three chapters include a brief history of retail development, detailed definitions of retailing wholesaling and e-commerce developments, and a thorough review of the retail environment.

Brittain P and Cox R — *Retailing: An Introduction* (FT Prentice Hall, 2004)
ISBN 0273678191

Varley R and Rafiq M — *Principles of Retail Management* (Palgrave Macmillan, 2003)
ISBN 0333792971

An older American text, that provides a useful background to the industry:

Berman B and Evans JR — *Retail Management: A Strategic Approach* (Prentice Hall, 2006) ISBN 0131870165

Skillsmart produce learning materials to support Modern Apprenticeships at Level 3, in different aspects of retailing. The supporting materials for the technical certificate at this level are available on a CD, and can be adapted for classroom and training centre use.

Websites

www.arcadia.co.uk	Arcadia Group Ltd — for Evans, Wallis, Dorothy Perkins, Burton, TopShop, TopMan, Miss Selfridge and Outfit
www.bhs.co.uk	Bhs (British Home Stores)
www.brc.org.uk	The British Retail Consortium for information on environmental, transport and planning issues
www.communities.gov.uk/pub/821/ PlanningPolicyStatement6Planningfor TownCentres_id1143821.pdf	Planning Policy Statement 6: Planning for Town Centres (PPS6, 2005)
www.debenhams.com	Debenhams
www.harrods.com	Harrods
www.johnlewis.com	John Lewis

www.marksandspencer.com   Marks & Spencer

www.retail-week.com   *Retail Week* — an informative trade weekly
                                 that provides information on current retail
                                 developments

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating the retail industry structure	N3.1 Plan an activity and get relevant information from relevant sources.

• explaining the retail industry structure	N3.2 Use your information to carry out multi-stage calculations to do with:
	
	     a amounts or sizes
	
	     b scales or proportion
	
	     c handling statistics
	
	     d using formulae.

• explaining the retail industry structure and factors that contribute to a dynamic industry.	N3.3 Interpret the results of your calculations, present your findings and justify your methods.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• discussing the structure of the retail industry, the role of retailing in distribution, different types of customer service, and the dynamics of the industry	C3.1a Take part in a group discussion.
• making a presentation about customer service	C3.1b Make a formal presentation of at least eight minutes using an image or other support material.
• investigating the factors that have determined the structure of the industry, its dynamics and the principles of customer service	C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.
• producing reports about the retail industry.	C3.3 Write **two** different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.
Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• investigating the retail industry structure	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• producing reports about the retail industry, its structure, and customer services	ICT3.2 Enter and develop the information and derive new information.
• producing reports and making presentations about the retail industry and its structure and customer services.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Unit 42: Exploring Computer Applications for Financial Management

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Computerised accounting provides instant, up-to-date and accurate financial information to managers and users within organisations to allow them to monitor and control business operations. A growing number of business organisations routinely use computer accounting software to record transactions rather than relying on a manual book-keeping system. The original double-entry system of book-keeping provides all the information needed to prepare the final accounts. Final accounts can be designed to suit the business and then previewed on the screen before being printed. The ease of producing reports allows organisations to calculate net profit on a monthly basis or as often as the owner requires.

Far more popular than computerised accounting software is the computerised spreadsheet, which has become an all-purpose computer package for many organisations. With its grid of columns and rows, and facility to use formulas and functions to carry out calculations, the spreadsheet appears to be an ideal medium for storing and presenting accounting information digitally. Data stored on a spreadsheet can easily be changed, and the immediate updating of totals makes the spreadsheet ideal for carrying out 'what-if' analysis.

Database software is far more powerful than the simple database facility on a spreadsheet and there is no limit to the amount of data that can be stored. Databases have many uses in an organisation, and despite the presence of computerised accounting software and spreadsheets, they can be invaluable in the accounting environment. The use of appropriate software is the key factor and accounting staff need an appreciation of the functions and uses of each package.

The stakeholders and managers of organisations need to see relevant accounting information clearly presented. Organisations can make effective use of presentation software to communicate facts and figures in an interesting, dynamic and even exciting manner. Computerised presentations can incorporate pictures, sounds and moving images to convey information or a message. Such presentation is not the essence of financial management but it is a growing part of the move to inform and motivate the workforce. The value of expertise in the use of computer applications in a financial environment cannot be overstated and this unit will help learners to develop a high level of competency and a desire to develop ICT skills further.

Learning outcomes

On completion of this unit a learner should:

1 Be able to use software to record accounting information

2 Be able to produce information abstracted from computerised accounting software

3 Be able to analyse information from software applications

4 Be able to use computer software to present and communicate financial information.

Unit content

1 **Be able to use software to record accounting information**

Software: spreadsheets; accounting programmes; databases; reasons for use; advantages; disadvantages

Transactions: sales; purchases, cash transactions; income; expenditure; budgets; coding of data; report production, eg invoicing, profit and loss account and balance sheet, aged debtors, aged creditors, asset register; inventory control; customer records; supplier records

2 **Be able to produce information abstracted from computerised accounting software**

Information: expenses; income; assets; liabilities; cash; bank; invoices; credit notes; customer accounts; supplier accounts; trial balance; profit and loss account; balance sheet; budget reports

Formats: view; print; export data, eg to spreadsheet, PowerPoint, Word; save (native, comma separated variable (csv), hypertext mark-up language (html))

3 **Be able to analyse information from software applications**

Summarise: filter (automatic filter, criteria, exceptional data); spreadsheet formulas and functions; pivot tables and outlines; information in tables and databases; speed, large volume of information

Analyse: interpretation of final accounts (profitability, liquidity, efficiency); departmental and branch comparisons; actual currency and percentage terms

4 **Be able to use computer software to present and communicate financial information**

Communicate: report; presentation; tables; charts; graphs; digital images; sounds; visual appeal, eg font colour, style, size; volume of information

Interested parties: expert; inexpert

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 record three accounting transactions using a computerised accounting system	M1 compare the software types used to record accounting information	D1 assess the value to an organisation of using software for financial transactions
P2 produce information abstracted from a computerised accounting system in a suitable format	M2 explain how computerised accounting systems produce summaries and analysis of accounting information	D2 evaluate the effectiveness of the presentation features of software.
P3 produce analytical summaries of the information held in a computerised accounting system	M3 compare the presentation features of the software used to communicate financial information.	
P4 report the results of information held in a computerised accounting system to interested parties.		

Essential guidance for tutors

Delivery

Effective financial management is vital in any organisation and it does not require the use of computer applications. However, it does rely on clear, precise and up-to-date information about the organisation and its finances. Computer applications for accounting make the process of gathering information far more efficient, as relevant accounting reports and analysis can be extracted promptly and with accuracy. This unit will show learners how accounting data can be entered into the appropriate packages and how further information can be derived and analysis carried out. Specialist accounting software offers a variety of preset reports as well as the facility to amend or completely redesign their content and structure. The computerisation of accounting systems is increasingly common in the workplace and learners should be given practical experience and an appreciation of the many accounts-related activities that can be processed in this way.

Computerised spreadsheets are ideal for tasks involving presentation of text and figures in columns and rows which is a feature of accounting information. For learning outcome 1, learners will learn how to use spreadsheets, computerised accounts and databases. Emphasis will be given to the appropriate choice of software based on the accounting requirements. Learners will use spreadsheets to record data that is historical, current or forecast and attention will be paid to good spreadsheet design, correct use of formulas or functions for calculations and appropriate formatting of data and cells to enhance the appearance. Good examples of spreadsheets will be studied and discussed to develop learners' appreciation of effective presentation.

Learners may have studied the introduction to accounting unit and will be familiar with expenditure types, cash flow forecasts, profit and loss accounts, balance sheets and the use of ratio analysis to interpret accounts. Some techniques will be demonstrated to learners using a data projector, enabling them to work on accounting tasks that will allow them to use and demonstrate their learning. Interactive whiteboards may allow learners to record and store spreadsheet routines using the board and the files may be stored on the student net or learning platform. Large group discussions and demonstrations of spreadsheets produced by learners will enhance skills and engender the sharing of good practice. Advantages of using spreadsheets will be discussed.

The use of commercial computerised accounting software will be demonstrated and discussed. Learners who have taken *Unit 8: Investigating Accounting Systems* will already have a good understanding of the manual system. Demonstrations will be used to show learners how to input income and expenditure data and how to extract reports. Learners will be encouraged to work in small groups to experiment with software and to discover how transactions are entered and how required information is found using the reports. Using case studies and pre-saved files of accounting transactions, learners will explore the data and produce relevant reports to give defined information such as the total expenditure on wages and salaries or analysis of sales. Advantages of using computerised accounting software will be discussed.

Learners will consider appropriate accounting uses for a database and will see demonstrations of how to create tables by defining the fields and then how to input data to a table. Case studies will be used to allow discussion of appropriate use of databases, and learners will work in groups to design database tables and to input data. Advantages of using databases will be discussed.

Computerised accounting software has many pre-designed reports that may be viewed or printed. It may be possible to export reports to spreadsheet software. Learning outcome 2 relates to the abstraction of information from computerised accounting software. In the workplace, accounting data may be copied or exported from the computerised accounts software to a spreadsheet so that it can be used for other purposes. A demonstration of the various techniques will be necessary. Some reports may not be easily exported to the spreadsheet but by saving them as comma separated variable (csv) files they can be opened by a computerised spreadsheet. Reports saved as hypertext mark-up language (html) files may be displayed on a computer and can be linked to presentation software for learning outcome 4. Learners will complete tasks where they transfer data in a variety of ways so that the data may be included in a spreadsheet. This will include information from income, expense, asset and liability accounts, from the various day books and a profit and loss account, a balance sheet and a budget report.

Learning outcome 3 requires learners to know how to use the spreadsheet to filter, summarise and analyse accounting information from software applications. Information may have been entered onto a spreadsheet or it may have been exported or copied from computerised accounts software or from a database. Learners will learn how to set out the spreadsheet format to suit the purpose and how to enter formulae or functions that allow the interpretation of the information. Automatic filters will be used to filter the data that meets required criteria such as information for different branches or exceptional data such as expenses that are over budget. Pivot tables and outlines will be used with databases to summarise accounting information held in tables or databases. Learners will appreciate the effectiveness of speedy summary of large volumes of information. From profit and loss accounts and balance sheets, organisations assess profitability, liquidity and efficiency by applying the appropriate formulas. Learners will discover how to analyse final accounts on a spreadsheet by adding formulas and labelling the results. Exceptional results, such as a very low return on capital employed, can be highlighted by changing the colour, style or size of the font. Organisations will use conditional formatting to achieve this. Where a sheet is used to present the results for different branches or departments, comparisons will be made in actual terms (currency) and comparative terms (percentage).

The effective communication of financial information to staff, managers and stakeholders depends on the presentation skills of the messenger. It is more than simply issuing a copy of the latest figures. Learning outcome 4 is about the software used to present and communicate the information and learners will want to develop their understanding of good communication in front of an audience. Today's technology enables the use of sounds and moving images as well as the written word and pictures. Learners will be shown how to use presentation techniques, such as the graphical features in a spreadsheet or a dedicated presentation package such as PowerPoint, to deliver the information. Internet-based learning modules and paper-based workbooks will allow learners to work at their own pace, and making an interactive whiteboard recording facilities will allow them to collect examples of good practice.

Presentation of charts and graphs to illustrate the figures will improve the clarity and appearance and the use of the learners' own digital photographs on some slides will make the tasks more interesting. Learners might use other office software to make the presentation, such as a word-processing, spreadsheet, publishing or even the notebook available on interactive whiteboards. The emphasis should be on presenting effectively with visual appeal that will hold the attention of any observer, expert or inexpert. Attention will be paid to the volume of information that is presented, as presentations that have too much information are usually ineffective. Learners will prepare and deliver presentations in small groups and will discuss how improvements might be made. More detailed information will be presented by learners in a brief report, which will have been compiled using word processing and spreadsheet software.

Assessment

While one assignment could be used to cover the range of assessment criteria, it may be preferable to have two or three assignments. For example, the first one could cover P1 and M1. Another assignment could be used to cover P2, P3, M2 and D1. A third assignment could cover P4, M3 and D2, although this could be linked with the second assignment.

For P1, learners could, for example, be given a case study for which they discuss and agree on the appropriate use of computerised accounts software, a spreadsheet and a database to record accounting data. Individually they could then input information as agreed. Existing data may already be set up where computerised accounting software is used. Learners could input information accurately and use appropriate formulas on the spreadsheet to carry out any calculations. Information could be saved to appropriate storage media and a hard copy printed. Learners will be assessed on the accuracy and design of the spreadsheet, as well as the use of formulas. (P1 is linked with M1.)

For P2, learners could work in a small group, using a case study and a pre-saved file of accounting data from computerised accounting software. Initially, learners could draw up a plan showing how to abstract the information based on the nature of the reports and the computerised accounting software itself. Learners could then abstract the required information using the correct method(s) and place it into a spreadsheet. More than one sheet may be used. (P2, P3, M2 and D1 are linked and the assignment can easily be extended to include P4, M3 and D2.)

The spreadsheet makes it very simple to analyse and summarise any numerical information. Appropriate formulae or functions are used to compare figures. Interpretation of final accounts, including profit and loss accounts and balance sheets, involves calculations that measure profitability, liquidity and activity. The results of these calculations may be compared with those of other organisations or with the results from previous accounting periods. Where the information relates to different branches or departments each can be expressed as a percentage of the total. Where different accounting periods are involved, percentage changes can be calculated. Provided the formulae are entered accurately, the analysis will also be precise. Exceptional figures can be highlighted by changing font type, style, size or colour and spreadsheets usually have a conditional format that can be set. The spreadsheet has a simply graph or chart feature, so the results of any analysis can be displayed in that format.

For P3, learners could work on the same case study as for P2 and carry out calculations and analysis by using formulas, functions and automatic filtering. Learners could also summarise information by using pivot tables and outlines. The results could be saved to a storage medium and a hard copy printed. (P2, P3, M2 and D1 are linked, and the assignment can easily be extended to include P4, M3 and D2.)

For P4, learners could initially use the internet and other available sources to discover hints on presenting information effectively on the computer. They could work in small groups on a case study, preparing a spoken presentation accompanied by appropriate presentation software, to summarise financial information. The financial information can be extracted from computerised accounts software and include the profit and loss account and balance sheet of a business organisation. The presentation should be suitable for expert and inexpert listeners. (P4, M3 and D2 are linked and the assignment can be extended to include P2, P3, M2 and D1.)

For M1, learners could compare the use made of computerised accounting software, spreadsheet and database, identifying the reasons for each one's use. Choice of software and justification are paramount and learners should show an understanding of the nature and uses of the software.

For M2, learners could write a report detailing the formulas, functions and other features that they have used, or could have used, to summarise and analyse accounting information. They could demonstrate an understanding of automatic filtering based on required criteria and for exception reporting. They should demonstrate an understanding of their use and an explanation of how pivot tables and outlines make summarising more effective particularly in dealing speedily with large volumes of information.

For M3, learners could consider and compare different computer packages. They might consider the readability, the ease of adding movement, sound and images, the availability of colourful and attractive designs and the ease of using and navigating through the presentation. Word-processing software could be magnified but it is designed for paper documents rather than projected images and it is more difficult to build in links to move from page to page. Presentation software has a slide show mode and a wide variety of backgrounds and slide designs. Slide layouts can include graphs, organisation charts and links to moving images or clips. Movement of text and images is routine and the initial text size makes it more difficult to put too much detail on each slide. Comparison should address these issues.

For D1, learners will need to identify the benefits that accrue from using computerised accounting software to produce good quality information to interested parties. Learners should also consider the cost associated with implementing such systems in order to be able to make a judgement based on both the costs and the benefits.

For D2, learners should consider how well information is communicated to those who need it. For example, finance staff may be happy with tabulations of data but an owner may want an easily assimilible broad-brush picture that uses graphics to convey the key features of important information.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the following core unit:

- *Unit 2: Investigating Business Resources*.

This unit links with the following specialist units:

- *Unit 5: Introduction to Accounting*
- *Unit 6: Understanding Financial Accounting*
- *Unit 7: Introducing Management Accounting*
- *Unit 8: Investigating Accounting Systems*.

This unit may be delivered at the same time as *Unit 8: Accounting Systems*.

This unit also links to the following units of the Level 3 National Occupational Standards for Accounting:

- Unit 21.1: Use computer systems and software.

Essential resources

Personal computers or notebook computers, office software and computerised accounting software are essential for the delivery of this unit.

Indicative reading for learners

Textbooks

Fardon M — *Computer Accounting* (Osborne Books, 2002) ISBN 1872962270

Oulton N — *Killer Presentations: Power the Imagination to Visualise your Point with PowerPoint* (How To Books, 2005) ISBN 1845280407

Websites

www.accountingweb.co.uk	Accounting website with useful articles and information about the use of IT in accounting
www.bized.ac.uk	Educational website with information about using spreadsheets in accounting
http://office.microsoft.com/training	Microsoft's website for Office software, which includes training

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**

• planning to extract key information from computerised accounting software
 	
• analysing information from a computerised spreadsheet.
	N3.1 Plan an activity and get relevant information from relevant sources.
	
	N3.2 Use your information to carry out multi-stage calculations to do with:
	
	    a amounts or sizes
	
	    b scales or proportion
	
	    c handling statistics
	
	    d using formulae.

Communication Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the extraction of key accounting information from an organisation's computerised accounting system, through a small group discussion • reporting the results of an analysis of financial information in a spoken presentation, using appropriate software.	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least eight minutes using an image or other support material.

Information and communication technology Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• using the internet to discover hints on presenting information on the computer	ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.
• preparing a spreadsheet and database using accounting information	ICT3.2 Enter and develop the information and derive new information.
• preparing and printing a spreadsheet and a database table.	ICT3.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• preparing for assignments to be worked in small group	LP3.1 Set targets using information from appropriate people and plan how these will be met.
• working on assignments	LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.
• reviewing assignment progress with tutor.	LP3.3 Review progress and establish evidence of your achievements.

Problem solving Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning how to extract information from computerised accounts software	PS3.1 Explore a problem and identify different ways of tackling it.
• planning and the working on how to extract information from computerised accounts software	PS3.2 Plan and implement at least one way of solving the problem.
• extracting information from computerised accounts software.	PS3.3 Check if the problem has been solved and review your approach to problem solving.

Working with others Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• planning the presentation in a small group	WO3.1 Plan work with others.
• reviewing progress on group assignments with group members	WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.
• reviewing the results of group work on assignments, with tutor.	WO3.3 Review work with others and agree ways of improving collaborative work in future.

Assessment and grading

The purpose of assessment is to ensure that effective learning has taken place.

Assignments constructed by centres should be reliable and fit for purpose, and should build on the application of the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to emphasise the practical application of the grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to learners' achievement and their importance cannot be over-emphasised.

All of the criteria listed in the grading grid for each unit must be covered by one assignment, or by a series of assignments. It is advisable that criteria are clearly indicated on each assignment to provide a clear focus for learners and to assist with internal verification and standardisation processes. This will also help to ensure that feedback is specific to the criteria. Tasks and activities should enable learners to produce evidence that relates directly to the specified criteria.

When reading the grading grids and designing assignments, centres should note that for learners to achieve a merit/distinction grade they will be required to provide evidence that is qualitative, not quantitative, in its nature. Centres are encouraged to look across the units' grading grids to identify common topics.

Grading domains

The grading criteria are developed in relation to grading domains which provide for the assessment of the learning outcomes of the unit. There are four BTEC National grading domains which underpin the grading criteria:

- application of knowledge and understanding

- development of practical and technical skills

- personal development for occupational roles

- application of generic and key skills.

The qualitative nature of the merit and distinction grading criteria is based on indicative characteristics of the evidence to fulfil the higher grades. Please refer to *Annexe B*.

A grading scale of pass, merit and distinction is applied to all units.

In Edexcel BTEC Nationals all units are internally assessed.

All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are to be used for grading. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria

- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria

- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Quality assurance

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Edexcel operates an independent, external quality assurance process which is designed to ensure that these standards are maintained by all internal verifiers and external verifiers. It achieves this through the following activities.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

Centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile helps to determine how the programme will be externally verified and will also be used to initiate other quality control measures by Edexcel.

Internal verification

Centres are required to have processes in place that review each assessor's decisions. This ensures that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this is a matter for individual centres and Edexcel fully supports the use of the centre's own quality assurance systems where they ensure robust internal standardisation.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1–3) Handbook (updated annually). This information can also be found on our website www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

External verification

Edexcel will sample assessors' decisions using sector-specialist external verifiers. For BTEC Nationals this process will follow the National Standards Sampling (NSS) protocol.

Learners' work **must** be internally assessed. Additionally, at least 50 per cent of submitted work **must** be internally verified.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1–3) Handbook (updated annually). This updated information can also be found on our website, go to www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

Calculation of the qualification grade

Awarding a qualification grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. The number of points available will be dependent on the unit grade achieved and the size of the unit as determined by the stipulated guided learning hours.

For the calculation of a qualification grade for a BTEC National a learner must:

- complete all designated units
- achieve a minimum points score of
    - 36 points for a National Award
    - 72 points for a National Certificate
    - 108 points for a National Diploma
- achieve a pass (or above) grade for units with a combined total of
    - 300 guided learning hours for a National Award
    - 600 guided learning hours for a National Certificate
    - 900 guided learning hours for a National Diploma.

Unit points

Size of unit (GLH)	Pass grade	Merit grade	Distinction grade
10	1	2	3
30	3	6	9
60	6	12	18
90	9	18	27
120	12	24	36

Grade boundaries and UCAS points (as of 1 January 2007)

Grade boundaries BTEC National Award	Overall grade BTEC National Award		UCAS points
36–59	Pass	P	40
60–83	Merit	M	80
84–108	Distinction	D	120

Grade boundaries BTEC National Certificate	Overall grade BTEC National Certificate	UCAS points
72–95	PP	80
96–119	MP	120
120–143	MM	160
144–167	DM	200
168–216	DD	240

Grade boundaries BTEC National Diploma	Overall grade BTEC National Diploma	UCAS points
108–131	PPP	120
132–155	MPP	160
156–179	MMP	200
180–203	MMM	240
204–227	DMM	280
228–251	DDM	320
252–324	DDD	360

Programme design and delivery

BTEC National qualifications consist of core units (which are mandatory) and specialist units. Specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are set out clearly in relation to each qualification in the defined qualification structures in this document.

In BTEC Nationals each unit is 30, 60, 90 or 120 guided learning hours (GLH). The GLH includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Nationals. Centres are free to offer the qualifications using any mode of delivery that meets their learner's needs. This may be through traditional classroom teaching, open learning, distance learning or a combination of the three. Whichever mode of delivery used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Nationals are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Where specific resources are required these have been indicated in individual units under the *Essential resources* section.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC National qualifications. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experiences through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should map this evidence against the grading criteria in the specification and make this evidence available to the external verifier. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the learning outcomes of the unit have been met.

Full guidance on Edexcel's policy on APL is provided on our website, go to www.edexcel.org.uk then click on 'About Us' and then 'Policies for Centres'.

Meeting local needs

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres and employers, particularly the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment. Centres should make maximum use of the choice available to them within the specialist units in these specifications to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the local Learning and Skills Council.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, centres can seek approval from Edexcel to make use of units from other standard NQF BTEC National specifications. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification has not been diluted. Units that have externally set assignments cannot be imported into other qualifications.

There may be exceptional circumstances where even this flexibility does not meet a particular local need. In this case, centres can seek permission from Edexcel to develop a unit with us to meet this need. There are very few cases where this will be allowed. Centres will need strong evidence of the local need and the reasons why our standard units are inappropriate. Edexcel will need to submit these units for accreditation by QCA.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Nationals and/or develop unique units is limited to a total of:

- $^2/_9$ (for example four 60 GLH units) in a BTEC National Diploma qualification

- $^1/_6$ (for example two 60 GLH units) in a BTEC National Certificate qualification

- $^1/_6$ (for example one 60 GLH unit) in a BTEC National Award qualification.

The use of these units cannot be at the expense of the core units in any qualification.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC First qualification in Business or a related vocational area

- an Intermediate GNVQ in an appropriate vocational area

- a GCSE equivalent to four passes at grade C

- other related Level 2 qualifications

- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC National qualifications are accredited on the NQF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for a BTEC National qualification.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Edexcel Level 3 BTEC Nationals are listed on the DfES funding lists Section 96 and Section 97.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy 'Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications', which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

The Edexcel BTEC Qualification Framework for the business sector

Progression opportunities within the framework are available vertically, diagonally and horizontally.

NQF Level	General Qualifications	BTEC full VRQ courses	BTEC Short Courses	NVQ/occupational
8				
7			BTEC Advanced Professional Award/ Certificate/Diploma in Management Studies	
6				
5		BTEC Higher National Certificate/Diploma in Business BTEC Foundation Degree in Business	BTEC Professional Award/Certificate/ Diploma in Management Studies	NVQ in Management
4				NVQ in Business and Administration NVQ in Customer Service NVQ in Management
3	GCE Applied Business GCE Economics	**National Award/Certificate/Diploma in Business**	BTEC Award/Diploma in Business and Administration BTEC Award in Customer Service BTEC Award in Introducing Management BTEC Award/Certificate in Management BTEC Award in Law and Legal Work	NVQ in Business and Administration NVQ in Business Start Up NVQ in Customer Service NVQ in Management
2	GCSE Business Studies GCSE Applied Business Studies	BTEC First Certificate/Diploma in Business	BTEC Award/Diploma in Business and Administration BTEC Award in Customer Service BTEC Award in Introducing Team Leading BTEC Award in Team Leading BTEC Award in Law and Legal Work	NVQ in Business and Administration NVQ in Customer Service NVQ in Team Leading
1		BTEC Introductory Certificate/Diploma in Business, Retail and Administration	BTEC Award in Customer Service	NVQ in Business and Administration NVQ in Customer Service

Further information

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes) or visit our website at www.edexcel.org.uk.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com

Related information and publications include:

- *Accreditation of Prior Learning* available on our website: www.edexcel.org.uk

- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* — (Edexcel, distributed to centres annually)

- key skills publications — specifications, tutor support materials and question papers

- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* — (QCA, 2004)

- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Accounting
AOSG (Accountancy Occupational Standards Group)
154 Clerkenwell Road
London EC1R 5AD

Telephone: 020 7415 7507
Email: info@aosg.org
Website: www.aosg.org

Business and Administration
CfA (Council for Administration)
6 Graphite Square
Vauxhall Walk
London SE11 5EE

Telephone: 020 7091 9620
Email: info@cfa.uk.com
Website: www.cfa.uk.com

Business Enterprise
SFEDI (Small Firms Enterprise Development Initiative)

Telephone: 020 7490 1115
Email: SFEDI@managers.org.uk
Website: www.sfedi.co.uk

Business Enterprise/Management and Leadership
MSC (Management Standards Centre)
3rd Floor
17-18 Hayward's Place
London EC1R 0EQ

Telephone: 020 7240 2826
Email: management.standards@managers.org.uk
Website: www.management-standards.org

Customer Service
ICS (Institute of Customer Service)
2 Castle Court
St Peter's Street
Colchester
Essex CO1 1EW

Telephone: 01206 571716
Fax: 01206 546688
Email: enquiries@icsmail.co.uk
Website: www.instituteofcustomerservice.com

Health and Safety/NVQ Level 3 in Personnel
ENTO (The Employment National Training Organisation)
Kimberley House
47 Vaughan Way
Leicester LE1 4SG

Telephone: 0116 251 7979
Fax: 0116 251 1464
Email: info@ento.co.uk
Website: www.ento.co.uk

IT Users/IT Professionals

e-skills UK
1 Castle Lane
London SW1E 6DR

Telephone: 020 7963 8920
Fax: 020 7592 9138
Email: info@e-skills.com
Website: www.e-skills.com

Legal Advice

Skills for Justice
9 Riverside Court
Don Road
Sheffield S9 2TJ

Telephone: 0114 261 1499
Website: www.skillsforjustice.com

Marketing

MSSSB (The Marketing and Sales Standards Setting Body)
The Chartered Institute of Marketing
Moor Hall
Cookham
Berkshire SL6 9QH

Telephone: 01628 427106
Fax: 01628 427399
Website: www.msssb.org

Retail

Skillsmart Retail Ltd
The Retail Sector Skills Council
40 Duke Street
London W1A 1AB

Telephone: 020 7399 3450
Fax: 020 7399 3451
Email: contactus@skillsmartretail.com
Website: www.skillsmartretail.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building key skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on the Edexcel website (www.edexcel.org.uk). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services on telephone 0870 240 9800 (calls may be recorded for training purposes) to discuss your training needs.

The training we provide:

- is active — ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

Annexe A

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and 97 and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Level 3 BTEC National Award in Business	500/1471/7
Edexcel Level 3 BTEC National Certificate in Business	500/1470/5
Edexcel Level 3 BTEC National Diploma in Business	500/1480/8

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Annexe B

Grading domains: Level 3 BTEC generic grading domains

Grading domain 1	Indicative characteristics – Merit	Indicative characteristics – Distinction
Application of knowledge and understanding (Learning outcome stem *understand* or *know*)	• Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (eg explain why, makes judgements based on analysis). • Applies and/or selects concepts showing comprehension of often complex theories. • Applies knowledge in often familiar and unfamiliar contexts. • Applies knowledge to non-routine contexts (eg assessor selection). • Makes reasoned analytical judgements. • Shows relationships between p criteria.	• Synthesises knowledge and understanding across p/m criteria. • Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. • Uses analysis, research and evaluation to make recommendations and influence proposals. • Analyses implications of application of knowledge/understanding. • Accesses and evaluates knowledge and understanding to advance complex activities/contexts. • Shows relationships with p/m criteria. • Responds positively to evaluation.

Grading domain 2	Indicative characteristics – Merit	Indicative characteristics – Distinction
Development of practical and technical skills (Learning outcome stem *be able to*)	• Deploys appropriate advanced techniques/processes/skills. • Applies technical skill to advance non-routine activities. • Advances practical activities within resource constraints. • Produces varied solutions (including non-routine). • Modifies techniques/processes to situations. • Shows relationship between p criteria.	• Demonstrates creativity/originality/own ideas. • Applies skill(s) to achieve higher order outcome. • Selects and uses successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates new techniques/processes for new situations. • Shows relationship with p and m criteria.

Grading domain 3	Indicative characteristics – Merit	Indicative characteristics – Distinction
Personal development for occupational roles (Any learning outcome stem)	• Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence).	• Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.

Grading domain 4	Indicative characteristics – Merit	Indicative characteristics – Distinction
Application of generic skills (Any learning outcome stem)	• Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems.	• Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

Key skills

All BTEC National qualifications include mapping and/or signposting of key skills. These are transferable skills, which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Tutors will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques

- work well with others — individuals or teams — so that work can be properly planned and targets met

- manage their own development, so that they are always ready to take on the challenges of change and diversification

- use number, not just within routine tasks and functions but to help them be more effective and efficient in all they do

- use ICT in a range of applications to support all aspects of their role

- solve problems in a variety of circumstances.

Key skills mapping — summary of opportunities suggested in each unit

Key skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
N3.1		✓	✓	✓	✓	✓	✓	✓	✓	✓
N3.2		✓	✓	✓	✓	✓	✓	✓	✓	✓
N3.3		✓	✓	✓	✓	✓	✓		✓	✓
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.2	✓	✓		✓	✓	✓	✓			
C3.3	✓	✓		✓	✓	✓				
ICT3.1	✓	✓	✓	✓	✓	✓	✓	✓		
ICT3.2		✓		✓	✓	✓	✓	✓		
ICT3.3		✓		✓	✓	✓	✓	✓	✓	✓
LP3.1	✓		✓	✓		✓	✓	✓	✓	✓
LP3.2	✓		✓	✓		✓	✓	✓	✓	✓
LP3.3	✓			✓		✓	✓	✓	✓	✓
PS3.1	✓	✓		✓	✓	✓	✓	✓	✓	✓
PS3.2	✓	✓		✓	✓	✓	✓	✓		✓
PS3.3	✓	✓		✓	✓	✓	✓	✓		✓
WO3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key skills	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
N3.1						✓	✓	✓		✓
N3.2						✓	✓	✓		
N3.3						✓	✓	✓		
C3.1a	✓		✓	✓	✓	✓		✓	✓	✓
C3.1b			✓	✓	✓	✓	✓	✓	✓	
C3.2			✓	✓	✓	✓	✓	✓	✓	
C3.3			✓	✓		✓	✓	✓		
ICT3.1		✓	✓	✓	✓	✓	✓	✓		✓
ICT3.2			✓	✓		✓	✓	✓		
ICT3.3			✓	✓		✓	✓	✓		
LP3.1	✓	✓	✓		✓	✓	✓	✓	✓	✓
LP3.2	✓	✓	✓		✓	✓	✓	✓	✓	✓
LP3.3	✓	✓	✓		✓	✓	✓	✓	✓	✓
PS3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PS3.2	✓				✓	✓	✓	✓	✓	✓
PS3.3	✓				✓	✓	✓	✓	✓	✓
WO3.1	✓		✓	✓	✓	✓	✓	✓	✓	✓
WO3.2	✓		✓	✓	✓	✓	✓	✓	✓	✓
WO3.3	✓		✓	✓	✓	✓	✓	✓	✓	✓

Key skills	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30
N3.1						✓		✓		
N3.2						✓		✓		
N3.3						✓		✓		
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓		
C3.1b		✓			✓	✓	✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓	✓	✓	✓		
C3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.2	✓	✓			✓	✓	✓	✓	✓	
ICT3.3		✓				✓	✓	✓	✓	✓
LP3.1	✓	✓	✓	✓	✓		✓	✓	✓	✓
LP3.2	✓	✓	✓	✓	✓		✓	✓	✓	✓
LP3.3	✓	✓	✓	✓	✓		✓	✓	✓	✓
PS3.1	✓	✓	✓	✓	✓		✓	✓	✓	✓
PS3.2		✓	✓	✓	✓		✓	✓	✓	✓
PS3.3		✓	✓	✓	✓		✓	✓	✓	
WO3.1	✓	✓	✓		✓		✓	✓		
WO3.2	✓	✓	✓		✓		✓	✓		
WO3.3	✓	✓	✓		✓		✓	✓		

Key skills	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
N3.1	✓						✓				✓	✓
N3.2							✓				✓	✓
N3.3							✓				✓	
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b		✓	✓	✓	✓		✓	✓	✓	✓		✓
C3.2	✓	✓		✓			✓	✓	✓	✓	✓	
C3.3		✓					✓	✓	✓	✓	✓	
ICT3.1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.2		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
ICT3.3		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
LP3.1		✓	✓	✓	✓	✓	✓	✓		✓		✓
LP3.2		✓	✓	✓	✓	✓	✓	✓		✓		✓
LP3.3		✓	✓	✓	✓	✓	✓	✓		✓		✓
PS3.1	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
PS3.2		✓	✓	✓	✓	✓	✓	✓		✓		✓
PS3.3		✓	✓		✓	✓	✓	✓		✓		✓
WO3.1				✓				✓				✓
WO3.2				✓				✓				✓
WO3.3								✓				✓

Annexe D

National Occupational Standards/mapping with NVQs

The following grid maps the knowledge covered in the BTEC Nationals in Business against the underpinning knowledge of the Level 3 National Occupational Standards in Accounting, Business and Administration, Business Enterprise, Health and Safety, Legal Advice, Management and Leadership, Marketing, Personnel and Retail and Level 3 NVQ in Customer Service.

KEY

✓ indicates that the Edexcel Level 3 covers all of the underpinning knowledge of the NVQ unit

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Level 3 NOS for Accounting																																										
5.1					#																																					
5.3																																										
6.1						#																																				
6.2						#	#																																			
6.3							#	#																																		
7.1							#																																			
21.1	#																																									#

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Level 3 NOS for Business and Administration																																										
Unit 110 (ENTO)															#												#									✓						
Unit 301				#																#					#	#	#															
Unit 302																				#					#		#					#	#	#		#						
Unit 303		#																		#					#		#									#						
Unit 304																				#																						
Unit 308																										#																
Unit 309																												#														
Unit 310																										#																
Unit 311																		✓																								
Unit 313																		✓																		#						
Unit 316 (IT User)																																#	#									
Unit 317 (IT User)																																#		#								
Unit 318				#																												#										
Unit 320				#																																						
Unit 321 (MSC)																			#						#		#															

Level 3 NOS for Business Enterprise

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Unit BD1																																					#					
Unit BD2																																					#					
Unit BD3																																					#					
Unit BD9																																					#					
Unit LG1																																					#					
Unit MN1																																					#					
Unit MN2																																					#					
Unit MN3																																					#					

Level 3 NVQ in Customer Service

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Unit 7																																									#	
Unit 15											#																														#	
Unit 18											#																														#	
Unit 19									#																																	
Unit 26											#																														#	
Unit 43											#																															

Level 3 NOS for Health and Safety

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Unit A																																				#						
Unit B																																				#						
Unit C																																				#						
Unit D																																				#						
Unit E																																				#						
Unit G																																				#						

Level 3 NOS for Legal Advice

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
LA18														#							#		#													#						
LA22														#								#														#						
LA31																																										
LA32														#										#																		
LA34														#																												
LA45														#																												
LA46														#																												
LA48																					#																					

Units (Level 3 NOS for Management and Leadership)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
A01															#																											
A02															#																											
B01																		#																								
B05																			#																							
B08																																				#	#					
D01																#	#	#	#																							
D02													#			#	#		#																							
D03														#																												
D05																			#																							
E01																		#																								
E02																		#																								
E05																				#							#									#						
E06																																				#						
F01																		#										#														

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Level 3 NOS for Marketing																																										
Unit 1			#																																							
Unit 2									#	#		#																														
Unit 3										#	#																															
Unit 4									#			#																													#	
Unit 5									#	#	#	#																														
Unit 6												#																														
Unit 7												#																														

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Level 3 NOS in Personnel																																										
Unit P31													#																													
Unit P32													#																													
Unit P33														#																												
Unit P34														#																												

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Level 3 NOS for Retail																																										
Cluster A																																									#	
Cluster B																																									#	
Cluster D																																									#	

Annexe E

BTEC National in Business old (specification end date 31/08/07)/BTEC National in Business new (specification start date 01/09/07) — unit mapping overview

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33
Unit 1	P																																
Unit 2		P																															
Unit 3											P																						
Unit 4				P																													
Unit 5									P	P																							
Unit 6								P	P	P																							
Unit 7									P	P																							
Unit 8								P																									
Unit 9			P																														
Unit 10												P																					
Unit 11													P																				
Unit 12														P																			
Unit 13															P																		
Unit 14																P											P						

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33
Unit 15																	P																
Unit 16																P		P															
Unit 17																			P														
Unit 18																				P													
Unit 19																						P											
Unit 20																							P										
Unit 21																											P						
Unit 22																												P					
Unit 23																												P					
Unit 24																																	
Unit 25																								P									
Unit 26																					P			P									
Unit 27																								P			P						
Unit 28																				P													

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33
Unit 29																																	
Unit 30																																	
Unit 31																																	
Unit 32																																	
Unit 33																																	
Unit 34																																	
Unit 35																																	
Unit 36																									P								
Unit 37																																	
Unit 38																										P							
Unit 39																														P			
Unit 40																													P		P		
Unit 41																																	P
Unit 42																																	

See e-Business mapping on page 590

KEY

P — Partial mapping (Some topics from the old unit appear in the new unit)

F — Full mapping (Topics in old unit match new unit exactly or almost exactly)

X — Full mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC National in e-Business old (specification end date 31/08/07)/BTEC National in Business new (specification start date 01/09/07) — unit mapping overview

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Unit 1														
Unit 2														
Unit 3														
Unit 4														
Unit 5														
Unit 6														
Unit 7														
Unit 8														
Unit 9														
Unit 10														
Unit 11														
Unit 12		P												
Unit 13														
Unit 14														

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Unit 15														
Unit 16														
Unit 17														
Unit 18														
Unit 19														
Unit 20														
Unit 21														
Unit 22														
Unit 23														
Unit 24														
Unit 25														
Unit 26														
Unit 27														
Unit 28					P									

New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Unit 29	P			P		P							P	P
Unit 30								P						P
Unit 31												P		
Unit 32										P	P			
Unit 33			P					P						
Unit 34									P					
Unit 35							P							
Unit 36														
Unit 37														
Unit 38														
Unit 39														
Unit 40														
Unit 41										P				
Unit 42														

KEY

P — Partial mapping (Some topics from the old unit appear in the new unit)

F — Full mapping (Topics in old unit match new unit exactly or almost exactly)

X — Full mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC National in Business/e-Business old (specification end date 31/0/07)/BTEC National in Business new (specification start date 01/09/07) — unit mapping in depth

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Exploring Business Activity	Unit 1	Introduction to Business	Learning outcomes 1-3 remain. Survival and growth replaced by external factors.
Unit 2	Business Resources	Unit 2	Business and Management	Old learning outcome 2, management of resources — human, physical, financial and technological expanded to whole of new unit.
Unit 3	Introduction to Marketing	Unit 11	Introduction to Marketing	All of old Unit 11 now Unit 3 except that marketing strategies have been removed.
Unit 4	People, Communication and Information	Unit 4	Presenting Business Information	More emphasis on people and methods of communication.
Unit 5	Introduction to Accounting	Unit 9	Introduction to Accounting	Includes cash-flow forecast and simple ratio analysis and emphasises understanding accounting systems rather than preparing accounts.
		Unit 10	Final Accounts	
Unit 6	Financial Accounting	Unit 8	Profitability and Reporting	Regulatory framework, adjustments and cash flow for a limited company taken from old Units 8, 9 and 10.
		Unit 9	Introduction to Accounting	
		Unit 10	Final Accounts	
Unit 7	Management Accounting	Unit 8	Profitability and Reporting	Production costs, break even, reviewing/predicting performance and new budgetary techniques.
Unit 8	Accounting Systems	Unit 9	Introduction to Accounting	Understanding accounting systems, extracting trial balance and preparing profit and loss.
		Unit 10	Final Accounts	
Unit 9	Creative Product Promotion	Unit 3	Creative Product Promotion	All of old Unit 3 now Unit 9.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 10	Marketing Research	Unit 12	Marketing Research	All of old Unit 12 now Unit 10.
Unit 11	Relationship Marketing	Unit 13	Relationship Marketing	Same as old Unit 13 but without the emphasis on quality systems.
Unit 12	internet Marketing	Unit 14	E-Business and internet Marketing	Same as old Unit 14 with a little reorganisation of content.
Unit 13	Recruitment and Selection	Unit 15	Recruitment and Selection	Same as old Unit 15 with a little reorganisation of content but more active grading criteria.
Unit 14	Employment Law	Unit 16	Employer and Employee Relations	Rights, responsibilities, employee relationships and law, new dismissal procedures, old learning outcome 3 gone. Some of old Unit 27 on Employment Legislation in here.
Unit 15	Career Development Planning	Unit 17	Professional Development and Training	More emphasis on personal career development actions, eg development plan, transferable business skills, skills audit and continuing professional development for career plan.
Unit 16	Human Resource Management	Unit 16 / Unit 18	Employer and Employee Relations / Human Resource Management	Employee cooperation from old Unit 16, then motivation, planning and managing from old Unit 18.
Unit 17	Improving Performance in the Workplace	Unit 19	Improving Performance in the Workplace	Emphasis on training the workforce rather than individual, so content and emphasis very different from old unit.
Unit 18	Managing a Business Event	Unit 20	Managing a Business Project or Event	More emphasis on administration, management and follow-up of event rather than project plan.
Unit 19	Team Development	Unit 22	Managing Teams	Similar content.
Unit 20	Managing Physical Resources	Unit 23	Managing Facilities	Emphasis on physical resources rather than facilities, so includes equipment etc. Old learning outcome 4 replaced by monitoring quality and effectiveness of physical resources.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 21	Aspects of Contract and Business Law	Unit 27	Contracts and Legislation	Employment legislation and data protection in old unit replaced by requirements of contract and consumer protection.
Unit 22	Aspects of Civil Liability for Business	Unit 28	Civil Liability	Negligence, nuisance, occupiers' liability, employers' liability for employee wrongs all taken from old Unit 28.
Unit 23	Understanding Aspects of the Legal System and Law Making Process	Unit 28	Civil Liability	New unit on courts, personnel, precedent and some reference to civil courts structure from old Unit 28.
Unit 24	Aspects of Criminal Law Relating to Business	N/A	N/A	New unit.
Unit 25	Working in Administration	Unit 24	Setting up an Administrative System	New unit includes functional areas and international administration and then looks at the administration role rather than requirements of systems, databases and preparation for an event.
Unit 26	Managing Business Information	Unit 21	Managing Information	The new unit has a different emphasis on how organisations use information and how they use it to support decision making.
		Unit 24	Setting up an Administrative System	
Unit 27	Legal Aspects of Administration	Unit 24	Setting up an Administrative System	Old Unit 27 learning outcome on data protection in new unit together with some equal opportunity legislation, health and safety and risk assessment and management.
		Unit 27	Contracts and Legislation	
Unit 28	Supporting Projects	Unit 20	Managing a Business Project or Event	Similar content with some reorganisation.

| New units | | Old units | | Mapping/comments (new topics in italics) |
Number	Name	Number	Name	
Unit 29	Introduction to the Internet and e-Business	Unit 1	Introduction to the Internet and e-Business (e-Business specification)	History, use of internet, trends in use for e-Business and key features. Unit content is drawn from, and integrates material from a number of units.
		Unit 4	The internet – Past, Present and Future (e-Business specification)	
		Unit 6	Government, e-Business and Society (e-Business specification)	
		Unit 13	e-Business Planning (e-Business specification)	
		Unit 14	e-Business Implementation (e-Business specification)	
Unit 30	Web Design (Strategies)	Unit 8	Web Operation and Systems Analysis (e-Business specification)	Purposes and main elements of web design and issues for consideration on developing a website. New unit contains some material from the old e-Business specification.
		Unit 14	e-Business Implementation (e-Business specification)	
Unit 31	Supply Chain Management	Unit 12	Supply Chain Management (e-Business specification)	Similar content to old unit.

New units			Old units			Mapping/comments (new topics in italics)
Number	Name		Number	Name		
Unit 32	ICT Systems Security		Unit 10	Payment and Accounting in e-Business (e-Business specification)		ICT crime threats, measures for protection, organisational and ethical issues regarding use. Some material from old e-Business units used in new unit content.
			Unit 11	Security Issues in e-Business (e-Business specification)		
Unit 33	Website Production and Management		Unit 3	Website Design and Construction (e-Business specification)		Design and structure of websites and evaluation of interactive site. Some overlap of material from old e-Business specification.
			Unit 8	Web Operation and Systems Analysis (e-Business specification)		
Unit 34	Digital Graphics and Computers		Unit 9	Graphic Manipulation (e-Business specification)		Hardware, software and editing of graphic images.
Unit 35	Advanced Database Skills		Unit 7	Database Systems (e-Business specification)		Databases.
Unit 36	Health and Safety in the Workplace		Unit 25	Health and Safety in the Workplace		Similar content.
Unit 37	Starting a Small Business		Unit 1	Introduction to Business		Mostly new unit – a little of old Unit 1 (learning outcome 4) and some of old Unit 5.
			Unit 5	Business Enterprise		
Unit 38	Business Ethics		Unit 26	Business Ethics		Different emphasis – looks at meaning of ethics in business, implications for business and society and ethical concerns of different communities.
Unit 39	Business and the Economic Environment		Unit 30	Business and the Economic Environment		Some reduction in content, eg social implications removed.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 40	International Business	Unit 31	European Business Operations	Shift of emphasis and several areas of content change.
Unit 41	Effective Retailing	Unit 33	Effective Retailing	Change of emphasis to distribution, sale and service functions and how retail industry responds to change.
Unit 42	Computer Applications for Financial Management	N/A	N/A	New unit.

Annexe F

Wider curriculum mapping

Study of the Edexcel Level 3 BTEC Nationals in Business gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel Level 3 BTEC Nationals in Business makes a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- spiritual issues — when considering motivation and pursuing profit for private gain

- moral and ethical issues — eg *Unit 1: Exploring Business Activity* and *Unit 16: Human Resource Management* and when considering business ethics in Unit 38

- social and cultural issues — when considering human relationships in business activities and international business, eg *Unit 1: Exploring Business Activity, Unit 3: Introduction to Marketing, Unit 17: Improving Performance in the Workplace* and *Unit 40: International Business.*

Environmental issues

Learners are led to appreciate the importance of environmental issues through the experience of the business sector, in *Unit 26: Managing Business Information, Unit 27: Legal Aspects of Administration* and *Unit 37: Starting a Small Business.*

European developments

Much of the content of the Edexcel Level 3 BTEC Nationals in Business applies throughout Europe, even though the delivery is in a UK context. The European dimensions of business are specifically addressed in *Unit 40: International Business.*

Health and safety considerations

The Edexcel Level 3 BTEC Nationals in Business are practically based and health and safety issues are encountered throughout the units. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Learners will also explore health and safety issues across the business sector, particularly in Unit 36.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel Level 3 BTEC Nationals in Business.

Wider curriculum mapping

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Spiritual issues	✓	✓		✓	✓	✓				
Moral and ethical issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social and cultural issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓		✓	✓	✓	✓	
European developments			✓	✓		✓			✓	
Health and safety considerations	✓	✓	✓	✓	✓				✓	
Equal opportunities issues	✓	✓	✓	✓	✓				✓	

	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
Spiritual issues			✓	✓	✓	✓		✓		
Moral and ethical issues	✓		✓	✓	✓	✓	✓	✓	✓	
Social and cultural issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
European developments		✓	✓	✓	✓	✓		✓		
Health and safety considerations			✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues			✓	✓	✓	✓	✓	✓	✓	✓

	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30
Spiritual issues									✓	✓
Moral and ethical issues	✓	✓		✓					✓	✓
Social and cultural issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues			✓	✓	✓	✓	✓	✓	✓	✓
European developments	✓	✓	✓	✓		✓		✓	✓	✓
Health and safety considerations		✓		✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues				✓	✓	✓	✓	✓	✓	✓

	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40
Spiritual issues			✓	✓			✓	✓	✓	
Moral and ethical issues	✓	✓	✓	✓			✓	✓	✓	✓
Social and cultural issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
European developments	✓	✓	✓	✓		✓		✓	✓	✓
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Unit 41	Unit 42								
Spiritual issues										
Moral and ethical issues	✓	✓								
Social and cultural issues	✓	✓								
Environmental issues	✓	✓								
European developments	✓	✓								
Health and safety considerations	✓	✓								
Equal opportunities issues	✓	✓								