
Edexcel BTEC Levels 4 and 5 Higher Nationals specification in Business

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Unit 1: Business Environment

Unit code: Y/601/0546

QCF level: 4

Credit value: 15 credits

Aim

The aim of this unit is to provide learners with an understanding of different organisations, the influence of stakeholders and the relationship between businesses and the local, national and global environments.

Unit abstract

Organisations have a variety of purposes that depend on why they were established. Some operate for profit, whilst others do not. Organisations structure themselves and operate in ways that allow their objectives to be met. Every organisation has a range of stakeholders whose interests need to be satisfied, but stakeholders have competing interests that may be hard to reconcile.

Businesses operate in an environment shaped by the government, competitors, consumers, suppliers, and international factors. Learners will understand that some influences on the business environment are direct and clear, for example taxation policies on corporate activities. Other influences are less clear, perhaps coming from the international arena and sometimes with only an oblique impact on the national business environment.

It is within this business environment that organisations function and have to determine strategies and a modus operandi that allow them to meet their organisational purposes in ways that comply with the relevant legal and regulatory frameworks. In addition, business markets take various forms and the structure of a market enables an understanding of how organisations behave. In this unit learners will consider how different market structures shape the pricing and output decisions of businesses, as well as other aspects of their behaviour.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the organisational purposes of businesses
- 2 Understand the nature of the national environment in which businesses operate
- 3 Understand the behaviour of organisations in their market environment
- 4 Be able to assess the significance of the global factors that shape national business activities.

Unit content

1 Understand the organisational purposes of businesses

Categories of organisation: legal structure; type eg private company, public company, government, voluntary organisation, co-operative, charitable; sector (primary, secondary tertiary)

Purposes: mission; vision; aims; objectives; goals; values; profits; market share; growth; return on capital employed (ROCE); sales; service level; customer satisfaction; corporate responsibility; ethical issues

Stakeholders: owners; customers; suppliers; employees; debtors; creditors; financial institutions (banks, mortgage lenders, credit factors); environmental groups; government agencies (central government, local authorities); trade unions

Responsibilities of organisations: stakeholder interests; conflict of expectations; power-influence matrix; satisfying stakeholder objectives; legal responsibilities eg consumer legislation, employee legislation, equal opportunities and anti-discriminatory legislation, environmental legislation, health and safety legislation; ethical issues eg environment, fair trade, global warming, charter compliance eg Banking Code

2 Understand the nature of the national environment in which businesses operate

Economic systems: the allocation of scarce resources; effective use of resources; type of economic system eg command, free enterprise, mixed, transitional

The UK economy: size (gross domestic product, gross national product); structure; population; labour force; growth; inflation; balance of payments; balance of trade; exchange rates; trading partners; public finances (revenues, expenditure); taxation; government borrowing; business behaviour eg investment, objectives, risk awareness; cost of capital; consumer behaviour; propensity to save; propensity to spend; tastes and preferences

Government policy: economic goals; fiscal policy: control of aggregate demand; central and local government spending; Public Sector Net Borrowing (PSNB) and Public Sector Net Cash Requirement (PSNCR); euro convergence criteria, monetary policy; interest rates; quantitative easing; private finance initiative (PFI); competition policy (up-to-date legislation including Competition Act 1998, Enterprise Act 2002); Competition Commission, Office of Fair Trading; Directorate General for Competition); European Commission); sector regulators eg Ofgem, Ofwat, Civil Aviation Authority; Companies Acts; regional policy; industrial policy; enterprise strategy; training and skills policy

3 Understand the behaviour of organisations in their market environment

Market types: perfect competition, monopoly, monopolistic competition, oligopoly, duopoly; competitive advantage, strategies adopted by firms; regulation of competition

Market forces and organisational responses: supply and demand, elasticity of demand; elasticity of supply; customer perceptions and actions, pricing decisions; cost and output decisions; economies of scale, the short run; the long run, multi-national and transnational corporations; joint ventures, outsourcing; core markets; labour market trends; employee skills, technology; innovation; research and development; core competencies; business environment (political, economic, social, technical, legal, environmental); cultural environment

4 Be able to assess the significance of the global factors that shape national business activities

Global factors: international trade and the UK economy; market opportunities; global growth; protectionism; World Trade Organisation (WTO); emerging markets (BRIC economies – Brazil, Russia, India, China); EU membership; EU business regulations and their incorporation in to UK law; EU policies eg agriculture (CAP), business, competition, growth, employment, education, economics and finance, employment, environment, science and technology, regional); labour movement; workforce skills; exchange rates; trading blocs (eg monetary unions, common markets; customs unions, free trade areas); labour costs; trade duties; levies; tariffs; customs dues; taxation regimes; international competitiveness; international business environment (political, economic, social, technical, legal, environmental); investment incentives; cost of capital; commodity prices; intellectual property; climate change eg Kyoto Protocol, Rio Earth Summit; third world poverty; the group of 20 (G-20); global financial stability

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the organisational purposes of businesses	1.1 identify the purposes of different types of organisation 1.2 describe the extent to which an organisation meets the objectives of different stakeholders 1.3 explain the responsibilities of an organisation and strategies employed to meet them
LO2 Understand the nature of the national environment in which businesses operate	2.1 explain how economic systems attempt to allocate resources effectively 2.2 assess the impact of fiscal and monetary policy on business organisations and their activities 2.3 evaluate the impact of competition policy and other regulatory mechanisms on the activities of a selected organisation
LO3 Understand the behaviour of organisations in their market environment	3.1 explain how market structures determine the pricing and output decisions of businesses 3.2 illustrate the way in which market forces shape organisational responses using a range of examples 3.3 judge how the business and cultural environments shape the behaviour of a selected organisation
LO4 Be able to assess the significance of the global factors that shape national business activities	4.1 discuss the significance of international trade to UK business organisations 4.2 analyse the impact of global factors on UK business organisations 4.3 evaluate the impact of policies of the European Union on UK business organisations.

Guidance

Links

This unit has links with other business and economics-focused units such as *Unit 3: Organisations and Behaviour*, *Unit 7: Business Strategy*, *Unit 35: European Business* and *Unit 45: Business Ethics*.

This unit also links to the Management and Leadership NOS as mapped in *Annexe B*.

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Centres can develop links with local employers. Many businesses look to employ learners when they finish their programmes of study and may provide information about the business environment which they operate in. They will have a view about the impact of the governmental and EU factors that shape how they behave.

Many learners are, or have been, employed and will be able to draw on their experience of employment and will have had experience of the nature of the business environment and the ways in which organisations respond to and determine the nature of that environment.

Unit 2: Managing Financial Resources and Decisions

Unit code: H/601/0548

QCF level: 4

Credit value: 15 credits

Aim

The unit aim is to provide learners with an understanding of where and how to access sources of finance for a business, and the skills to use financial information for decision making.

Unit abstract

This unit is designed to give learners a broad understanding of the sources and availability of finance for a business organisation. Learners will learn how to evaluate these different sources and compare how they are used.

They will learn how financial information is recorded and how to use this information to make decisions for example in planning and budgeting.

Decisions relating to pricing and investment appraisal are also considered within the unit. Finally, learners will learn and apply techniques used to evaluate financial performance.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the sources of finance available to a business
- 2 Understand the implications of finance as a resource within a business
- 3 Be able to make financial decisions based on financial information
- 4 Be able to evaluate the financial performance of a business.

Unit content

1 Understand the sources of finance available to a business

Range of sources: sources for different businesses; long term such as share capital; retained earnings; loans; third-party investment; short/medium term such as hire purchase and leasing; working capital stock control; cash management; debtor factoring

Implications of choices: legal, financial and dilution of control implications; bankruptcy

Choosing a source: advantages and disadvantages of different sources; suitability for purpose eg matching of term of finance to term of project

2 Understand the implications of finance as a resource within a business

Finance costs: tangible costs eg interest, dividends; opportunity costs eg loss of alternative projects when using retained earnings; tax effects

Financial planning: the need to identify shortages and surpluses eg cash budgeting; implications of failure to finance adequately; overtrading

Decision making: information needs of different decision makers

Accounting for finance: how different types of finance and their costs appear in the financial statements of a business; the interaction of assets and liabilities on the balance sheet and on international equivalents under the International Accounting Standards (IAS)

3 Be able to make financial decisions based on financial information

Budgeting decisions: analysis and monitoring of cash and other budgets

Costing and pricing decisions: calculation of unit costs, use within pricing decisions; sensitivity analysis

Investment appraisal: payback period; accounting rate of return; discounted cash flow techniques ie net present value; internal rate of return

Nature of long-term decisions: nature of investment importance of true value of money; cash flow; assumptions in capital investment decisions; advantages and disadvantages of each method

4 Be able to evaluate the financial performance of a business

Terminology: introduction to debit, credit, books of prime entry, accounts and ledgers, trial balance, final accounts and international equivalents under the International Accounting Standards (IAS)

Financial statements: basic form, structure and purpose of main financial statements ie balance sheet, profit and loss account, cash flow statement, notes, preparation not required; changes to reporting requirements under the International Accounting Standards (IAS) eg statement of comprehensive income, statement of financial position; distinctions between different types of business ie limited company, partnership, sole trader

Interpretation: use of key accounting ratios for profitability, liquidity, efficiency and investment; comparison both external ie other companies, industry standards and internal ie previous periods, budgets

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the sources of finance available to a business	1.1 identify the sources of finance available to a business 1.2 assess the implications of the different sources 1.3 evaluate appropriate sources of finance for a business project
LO2 Understand the implications of finance as a resource within a business	2.1 analyse the costs of different sources of finance 2.2 explain the importance of financial planning 2.3 assess the information needs of different decision makers 2.4 explain the impact of finance on the financial statements
LO3 Be able to make financial decisions based on financial information	3.1 analyse budgets and make appropriate decisions 3.2 explain the calculation of unit costs and make pricing decisions using relevant information 3.3 assess the viability of a project using investment appraisal techniques
LO4 Be able to evaluate the financial performance of a business	4.1 discuss the main financial statements 4.2 compare appropriate formats of financial statements for different types of business 4.3 interpret financial statements using appropriate ratios and comparisons, both internal and external.

Guidance

Links

This unit links with the following units within this specification *Unit 6: Business Decision Making, Unit 9: Management Accounting: Costing and Budgeting, Unit 10: Financial Accounting and Reporting, Unit 11: Financial Systems and Auditing and Unit 12: Taxation.*

This unit also covers some of the underpinning knowledge and understanding for the NVQ in Accounting as set out in *Annexe B.*

The unit covers financial topics essential for learners who would like a career in this field and wish to gain membership of a professional accounting body.

Essential requirements

Learners will require access to financial and company reports.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business and are often willing to provide work placements, visit opportunities, information about businesses and the local business context and guest speakers.

www.businessbritainuk.co.uk provides information about business in Britain and has extensive links to other business and business news sites.

www.fsb.org.uk The Federation of Small Businesses provides information, support and guidance about small businesses in the UK.

Unit 3: Organisations and Behaviour

Unit code: H/601/0551

QCF level: 4

Credit value: 15 credits

Aim

The aim of this unit is to give learners an understanding of individual and group behaviour in organisations and to examine current theories and their application in managing behaviour in the workplace.

Unit abstract

This unit focuses on the behaviour of individuals and groups within organisations. It explores the links between the structure and culture of organisations and how these interact and influence the behaviour of the workforce. The structure of a large multi-national company with thousands of employees worldwide will be very different from a small local business with 20 employees. The way in which an organisation structures and organises its workforce will impact on the culture that develops within the organisation. This system of shared values and beliefs will determine and shape the accepted patterns of behaviour of an organisations workforce. The culture in organisations that differ in size, for example, or are from different sectors of the economy can be very different.

The structure and culture of an organisation are key factors which contribute to motivating the workforce at all levels of the organisation. The Japanese were instrumental in developing a culture of 'continuous improvement through teamwork' in their manufacturing industry. This culture has now been exported around the world and encapsulates the way in which structure and culture contribute to patterns of behaviour in the workplace. This unit will develop learner understanding of the behaviour of people within organisations and of the significance that organisational design has on shaping that behaviour.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the relationship between organisational structure and culture
- 2 Understand different approaches to management and leadership
- 3 Understand ways of using motivational theories in organisations
- 4 Understand mechanisms for developing effective teamwork in organisations.

Unit content

1 Understand the relationship between organisational structure and culture

Types of organisation and associated structures: functional, product-based, geographically based, multi-functional and multi-divisional structures, matrix, centralisation and de-centralisation; organisational charts; spans of control; internal and external network structures; flexible working

Organisational culture: classification of organisational culture – power culture, role culture, task culture, person culture; cultural norms and symbols; values and beliefs; development of organisational culture

Diagnosing behavioural problems: concepts; principles; perspectives; methodology

Perception: definition; perceptual selection; perception and work behaviour; attitude; ability and aptitude; intelligence

Significance and nature of individual differences: self and self-image; personality and work behaviour; conflict

Individual behaviour at work: personality, traits and types; its relevance in understanding self and others

2 Understand different approaches to management and leadership

Development of management thought: scientific management; classical administration; bureaucracy; human relations approach; systems approach; contingency approach

Functions of management: planning; organising; commanding; coordinating; controlling

Managerial roles: interpersonal; informational; decisional

Nature of managerial authority: power; authority; responsibility; delegation; conflict

Frames of reference for leadership activities: opportunist; diplomat; technician; achiever; strategist; magician; pluralistic; transformational; change

3 Understand ways of using motivational theories in organisations

Motivation theories: Maslow's Hierarchy of Needs; Herzberg's Motivation – Hygiene theory; McGregor's Theory X and Y; Vroom and Expectancy theories; Maccoby, McCrae and Costa – personality dimensions

Motivation and performance: rewards and incentives; motivation and managers; monetary and non-monetary rewards

Leadership: leadership in organisations; managers and leaders; leadership traits; management style; contingency approach; leadership and organisational culture

Leadership and successful change in organisations: pluralistic; transformational; communications; conflict

4 Understand mechanisms for developing effective teamwork in organisations

Teams and team building: groups and teams; informal and formal groups; purpose of teams; selecting team members; team roles; Belbin's theory; stages in team development; team building; team identity; team loyalty; commitment to shared beliefs; multi-disciplinary teams

Team dynamics: group norms; decision-making behaviour; dysfunctional teams; cohesiveness

Impact of technology on team functioning: technology; communication; change; networks and virtual teams; global and cross-cultural teams

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the relationship between organisational structure and culture	1.1 compare and contrast different organisational structures and culture 1.2 explain how the relationship between an organisation's structure and culture can impact on the performance of the business 1.3 discuss the factors which influence individual behaviour at work
LO2 Understand different approaches to management and leadership	2.1 compare the effectiveness of different leadership styles in different organisations 2.2 explain how organisational theory underpins the practice of management 2.3 evaluate the different approaches to management used by different organisations
LO3 Understand ways of using motivational theories in organisations	3.1 discuss the impact that different leadership styles may have on motivation in organisations in periods of change 3.2 compare the application of different motivational theories within the workplace 3.3 evaluate the usefulness of a motivation theory for managers
LO4 Understand mechanisms for developing effective teamwork in organisations	4.1 explain the nature of groups and group behaviour within organisations 4.2 discuss factors that may promote or inhibit the development of effective teamwork in organisations 4.3 evaluate the impact of technology on team functioning within a given organisation.

Guidance

Links

This unit links to the following units within this specification *Unit 21: Human Resource Management, Unit 22: Managing Human Resources, Unit 23: Human Resources Development and Unit 24: Employee Relations.*

This unit also links to the Management and Leadership NOS as mapped in *Annexe B.*

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business and are often willing to provide guest speakers, visit opportunities and information about the operation of their businesses.

Unit 4: Marketing Principles

Unit code: F/601/0556

QCF level: 4

Credit value: 15 credits

Aim

This unit aims to provide learners with understanding and skills relating to the fundamental concepts and principles that underpin the marketing process.

Unit abstract

This is a broad-based unit which gives learners the opportunity apply the key principles of marketing.

Firstly, the unit looks at the definitions of marketing, and what is meant by a marketing orientation and the marketing process.

Next, learners consider the use of environmental analysis in marketing and carry out their own analyses at both macro and micro levels. They will also investigate the importance of market segmentation and how this leads to the identification and full specification of target groups. Learners then consider buyer behaviour and positioning.

The unit looks at the main elements of both the original and the extended marketing mix. This includes an introduction to the concept of the product life cycle, new product development, pricing strategies, distribution options and the promotion mix.

Finally, learners will develop their own marketing mixes to meet the needs of different target groups. This includes considering the differences when marketing services as opposed to goods. A range of other contexts is examined including marketing to businesses instead of consumers and the development of international markets.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the concept and process of marketing
- 2 Be able to use the concepts of segmentation, targeting and positioning
- 3 Understand the individual elements of the extended marketing mix
- 4 Be able to use the marketing mix in different contexts.

Unit content

1 Understand the concept and process of marketing

Definitions: alternative definitions including those of the Chartered Institute of Marketing and the American Marketing Association; satisfying customer needs and wants; value and satisfaction; exchange relationships; the changing emphasis of marketing

Marketing concept: evolution of marketing; marketing orientations; societal issues and emergent philosophies; customer and competitor orientation; efficiency and effectiveness; limitations of the marketing concept

Marketing process overview: marketing audit; integrated marketing; environmental analysis; SWOT analysis; marketing objectives; constraints; options; plans to include target markets and marketing mix; scope of marketing

Costs and benefits: links between marketing orientation and building competitive advantage; benefits of building customer satisfaction; desired quality; service and customer care; relationship marketing; customer retention; customer profitability; costs of a too narrow marketing focus

2 Be able to use the concepts of segmentation, targeting and positioning

Macro environment: environmental scanning; political, legal, economic, socio-cultural, ecological and technological factors

Micro environment: stakeholders (organisation's own employees, suppliers, customers, intermediaries, owners, financiers, local residents, pressure groups and competitors); direct and indirect competitors; Porter's competitive forces

Buyer behaviour: dimensions of buyer behaviour; environmental influences; personal variables – demographic, sociological, psychological – motivation, perception and learning; social factors; physiological stimuli; attitudes; other lifestyle and life cycle variables; consumer and organisational buying

Segmentation: process of market selection; macro and micro segmentation; bases for segmenting markets, (geographic, demographic, psychographic and behavioural); multi-variable segmentation and typologies; benefits of segmentation; evaluation of segments and targeting strategies; positioning; segmenting industrial markets; size; value; standards; industrial classification

Positioning: definition and meaning; influence over marketing mix factors

3 Understand the individual elements of the extended marketing mix

Product: products and brands – features, advantages and benefits; the total product concept; product mix; product life cycle and its effect on other elements of the marketing mix; product strategy; new product development; adoption process

Place: customer convenience and availability; definition of channels; types and functions of intermediaries; channel selection; integration and distribution systems; franchising; physical distribution management and logistics; ethical issues

Price: perceived value; pricing context and process; pricing strategies; demand elasticity; competition; costs, psychological, discriminatory; ethical issues

Promotion: awareness and image; effective communication; integrated communication process (SOSTT + 4Ms); promotional mix elements; push and pull strategies; advertising above and below the line including packaging; public relations and sponsorship; sales promotion; direct marketing and personal selling; branding, internet and online marketing

The shift from the 4Ps to the 7Ps: product-service continuum; concept of the extended marketing mix; the significance of the soft elements of marketing (people, physical evidence and process management)

4 Be able to use the marketing mix in different contexts

Consumer markets: fast moving consumer goods; consumer durables; coordinated marketing mix to achieve objectives

Organisational markets: differences from consumer markets; adding value through service; industrial; non-profit making; government; re-seller

Services: nature and characteristics of service products (intangibility, ownership, inseparability, perishability, variability, heterogeneity – the 7Ps); strategies; service quality; elements of physical product marketing; tangible and intangible benefits

International markets: globalisation; cultural differences; standardisation versus adaptation; the EU; benefits and risks; market attractiveness; international marketing mix strategies

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the concept and process of marketing	1.1 explain the various elements of the marketing process 1.2 evaluate the benefits and costs of a marketing orientation for a selected organisation
LO2 Be able to use the concepts of segmentation, targeting and positioning	2.1 show macro and micro environmental factors which influence marketing decisions 2.2 propose segmentation criteria to be used for products in different markets 2.3 choose a targeting strategy for a selected product/service 2.4 demonstrate how buyer behaviour affects marketing activities in different buying situations 2.5 propose new positioning for a selected product/service
LO3 Understand the individual elements of the extended marketing mix	3.1 explain how products are developed to sustain competitive advantage 3.2 explain how distribution is arranged to provide customer convenience 3.3 explain how prices are set to reflect an organisation's objectives and market conditions 3.4 illustrate how promotional activity is integrated to achieve marketing objectives 3.5 analyse the additional elements of the extended marketing mix
LO4 Be able to use the marketing mix in different contexts	4.1 plan marketing mixes for two different segments in consumer markets 4.2 illustrate differences in marketing products and services to businesses rather than consumers 4.3 show how and why international marketing differs from domestic marketing.

Guidance

Links

Learners who have achieved a BTEC Higher Nationals in Business have, for many years, been given entry to and exemptions from some parts of the Chartered Institute of Marketing's professional examinations. Further information can be found in the *Professional Body Recognition* booklet available from the Edexcel website.

This unit forms the basis of the Higher National marketing pathway linking with other marketing units: *Unit 17: Marketing Intelligence*, *Unit 18: Advertising and Promotion in Business*, *Unit 19: Marketing Planning* and *Unit 20: Sales Planning and Operations*. There is also a link to *Unit 1: Business Environment* in relation to the areas of stakeholders, effects of demand elasticity on pricing and external market factors. The unit also provides links to *Unit 30: Internet Marketing* and *Unit 41: Contemporary Issues in Marketing Management*.

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business and are often willing to provide work placements, visit opportunities, information about businesses and the local business context and guest speakers.

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www.fsb.org.uk The Federation of Small Businesses provides information, support and guidance about small businesses in the UK.

Unit 5: Aspects of Contract and Negligence for Business

Unit code: Y/601/0563

QCF level: 4

Credit value: 15 credits

Aim

The aim of this unit is to provide learners with an understanding of aspects of the law of contract and tort and the skill to apply them, particularly in business situations.

Unit abstract

The unit introduces the law of contract, with a particular emphasis on the formation and operation of business contracts. Learners are encouraged to explore the content of these agreements and then develop skills relating to the practical application of business contracts, including offer, acceptance, intention, consideration and capacity. Relevant case law examples will be covered. Learners will consider when liability in contract arises, the nature of the obligations on both sides of the contract, and the availability of remedies when a contract is not fulfilled in accordance with its terms.

Additionally, the unit will enable learners to understand how the law of tort differs from the law of contract and examine issues of liability in negligence relating to business and how to avoid it.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the essential elements of a valid contract in a business context
- 2 Be able to apply the elements of a contract in business situations
- 3 Understand principles of liability in negligence in business activities
- 4 Be able to apply the principles of liability in negligence in business situations.

Unit content

1 Understand the essential elements of a valid contract in a business context

Essential elements: offer and acceptance; intention to create legal relations; consideration; capacity; privity of contract (**note vitiating factors are included in Unit 27: Further Aspects of Contract and Tort**)

Types of contract: face to face; written; distance selling; impact

Types of terms: condition; warranty; innominate term; express; implied; exclusion clauses and their validity

2 Be able to apply the elements of a contract in business situations

Elements: application of relevant principles and case law to business scenarios

Specific terms: contents of standard form business contracts; analysis of express terms, implied terms and exclusion clauses in a given contract

Effect of terms: breach of condition, warranty and innominate terms; legality of exemption clauses; outline of remedies; damages

3 Understand principles of liability in negligence in business activities

Negligence: differences to contract; duty of care; breach of duty; damage – causation and remoteness of damage; personal injuries; damage to property; economic loss; occupier liability

Liability: employer's liability; vicarious liability; health and safety issues

4 Be able to apply principles of liability in negligence in business situations

Negligence: application of the legal principles of negligence and relevant statutory and case law to business scenarios including: personal injuries, damage to property, economic loss, occupier liability; defences; contributory negligence; remedies

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the essential elements of a valid contract in a business context	1.1 explain the importance of the essential elements required for the formation of a valid contract 1.2 discuss the impact of different types of contract 1.3 analyse terms in contracts with reference to their meaning and effect
LO2 Be able to apply the elements of a contract in business situations	2.1 apply the elements of contract in given business scenarios 2.2 apply the law on terms in different contracts 2.3 evaluate the effect of different terms in given contracts
LO3 Understand principles of liability in negligence in business activities	3.1 contrast liability in tort with contractual liability 3.2 explain the nature of liability in negligence 3.3 explain how a business can be vicariously liable
LO4 Be able to apply principles of liability in negligence in business situations	4.1 apply the elements of the tort of negligence and defences in different business situations 4.2 apply the elements of vicarious liability in given business situations.

Guidance

Links

This unit links with all the law units in the BTEC Higher Nationals in Business.

Essential requirements

Learners will require access to law reports and contractual documents, such as existing business standard form contracts.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business and are often willing to provide visit opportunities, guest speakers or information about their business and the local business context.

Unit 6: Business Decision Making

Unit code: D/601/0578

QCF level: 5

Credit value: 15 credits

Aim

The aim of this unit is to give learners the opportunity to develop techniques for data gathering and storage, an understanding of the tools available to create and present useful information, in order to make business decisions

Unit abstract

In business, good decision making requires the effective use of information. This unit gives learners the opportunity to examine a variety of sources and develop techniques in relation to four aspects of information: data gathering, data storage, and the tools available to create and present useful information.

ICT is used in business to carry out much of this work and an appreciation and use of appropriate ICT software is central to completion of this unit. Specifically, learners will use spreadsheets and other software for data analysis and the preparation of information. The use of spreadsheets to manipulate numbers, and understanding how to apply the results, are seen as more important than the mathematical derivation of formulae used.

Learners will gain an appreciation of information systems currently used at all levels in an organisation as aids to decision making.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to use a variety of sources for the collection of data, both primary and secondary
- 2 Understand a range of techniques to analyse data effectively for business purposes
- 3 Be able to produce information in appropriate formats for decision making in an organisational context
- 4 Be able to use software-generated information to make decisions in an organisation.

Unit content

1 Be able to use a variety of sources for the collection of data, both primary and secondary

Primary sources: survey methodology; questionnaire design; sample frame; sampling methods; sample error

Secondary sources: internet research; government and other published data; by-product data

Storage: security of information; data protection issues; ethical issues

2 Understand a range of techniques to analyse data effectively for business purposes

Representative values: mean, median, mode; calculation from raw data and frequency distributions using appropriate software; using the results to draw valid conclusions

Measures of dispersion: standard deviation for small and large samples; typical uses (statistical process eg control, buffer stock levels)

Calculation: use of quartiles, percentiles, correlation coefficient

3 Be able to produce information in appropriate formats for decision making in an organisational context

Creation and interpretation of graphs using spreadsheets: line, pie, bar charts and histograms

Scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability)

Presentations and report writing: use of appropriate formats; presentation software and techniques

4 Be able to use software-generated information to make decisions in an organisation

Management information systems: computers and information processing tools for operational, tactical and strategic levels of the organisation

Project management: networking and critical path analysis, Gantt and Pert charts

Financial tools: net present value; discounted cash flow; internal rates of return

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to use a variety of sources for the collection of data, both primary and secondary	1.1 create a plan for the collection of primary and secondary data for a given business problem 1.2 present the survey methodology and sampling frame used 1.3 design a questionnaire for a given business problem
LO2 Understand a range of techniques to analyse data effectively for business purposes	2.1 create information for decision making by summarising data using representative values 2.2 analyse the results to draw valid conclusions in a business context 2.3 analyse data using measures of dispersion to inform a given business scenario 2.4 explain how quartiles, percentiles and the correlation coefficient are used to draw useful conclusions in a business context
LO3 Be able to produce information in appropriate formats for decision making in an organisational context	3.1 produce graphs using spreadsheets and draw valid conclusions based on the information derived 3.2 create trend lines in spreadsheet graphs to assist in forecasting for specified business information 3.3 prepare a business presentation using suitable software and techniques to disseminate information effectively 3.4 produce a formal business report
LO4 Be able to use software-generated information to make decisions in an organisation	4.1 use appropriate information processing tools 4.2 prepare a project plan for an activity and determine the critical path 4.3 use financial tools for decision making.

Guidance

Links

This unit should be linked to the other core units in the programme in particular: *Unit 1: Business Environment, Unit 2: Managing Financial Resources and Decisions; Unit 7: Business Strategy and Unit 8: Research Project.*

There are also links with the following specialist units: *Unit 9: Management Accounting: Costing and Budgeting, Unit 15: Managing Business Activities to Achieve Results, Unit 16: Managing Communications, Knowledge and Information; Unit 19: Marketing Planning and Unit 34: Operations Management in Business.*

This unit also links to the Management and Leadership NOS as mapped in *Annexe B.*

Essential requirements

It is essential that learners have access to computers and the internet and specialist packages for statistical analysis and network planning.

Employer engagement and vocational contexts

Centres should try to develop links with local businesses. Many businesses and chambers of commerce are keen to promote local business and are often willing to provide visit opportunities, guest speakers, information about business and the local business context.

Unit 7: Business Strategy

Unit code: A/601/0796

QCF level: 5

Credit value: 15 credits

Aim

The aim of this unit is to give learners the knowledge and understanding of how a business unit can strategically organise and plan for likely future outcomes in order to be successful.

Unit abstract

One of the aims of this unit is to build on learners' existing knowledge of the basic tools of business analysis such as PESTLE and draw it together so that the learners think strategically.

Learners will be introduced to further analysis tools needed for the process of strategic planning. They will be able to explain the significance of stakeholder analysis and carry out an environmental and organisational audit of a given organisation.

Learners will learn how to apply strategic positioning techniques to the analysis of a given organisation and prepare a strategic plan based on previous analysis. They will also learn how to evaluate possible alternative strategies (such as substantive growth, limited growth or retrenchment) and then select an appropriate future strategy for a given organisation.

Finally, learners will compare the roles and responsibilities for strategy implementation and evaluate resource requirements for the implementation of a new strategy for a given organisation. Learners will then be able to propose targets and timescales for implementation and monitoring of the strategy in a given organisation.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the process of strategic planning
- 2 Be able to formulate a new strategy
- 3 Understand approaches to strategy evaluation and selection
- 4 Understand how to implement a chosen strategy.

Unit content

1 Understand the process of strategic planning

Strategic contexts and terminology: role of strategy; missions; visions; strategic intent; objectives; goals; core competencies; strategic architecture; strategic control

Strategic thinking: future direction of the competition; needs of customers; gaining and maintaining competitive advantage; Ansoff's growth-vector matrix; portfolio analysis

Planning systems: informal planning; top-down planning; bottom-up planning; behavioural approaches

Strategic planning issues: impact on managers; targets; when to plan; who should be involved; role of planning

Strategic planning techniques: BCG growth-share matrix; directional policy matrices; SPACE, PIMS

2 Be able to formulate a new strategy

Stakeholder analysis: stakeholder significance grid; stakeholder mapping

Environment auditing: political, economic, socio-cultural, technological, legal and environmental analysis (PESTLE); Porter's 5 force analysis; the threat of new entrants; the power of buyers; the power of suppliers; the threat of substitutes; competitive rivalry and collaboration

Strategic positioning: the Ansoff matrix; growth; stability; profitability; efficiency; market leadership; survival; mergers and acquisitions; expansion into the global marketplace

The organisational audit: benchmarking; SWOT analysis; product positions; value-chain analysis; demographic influences; scenario planning; synergy culture and values

3 Understand approaches to strategy evaluation and selection

Market entry strategies: organic growth; growth by merger or acquisition; strategic alliances; licensing; franchising

Substantive growth strategies: horizontal and vertical integration; related and unrelated diversification

Limited growth strategies: do nothing; market penetration; market development; product development; innovation

Disinvestment strategies: retrenchment; turnaround strategies; divestment; liquidation

Strategy selection: considering the alternatives; appropriateness; feasibility; desirability

4 Understand how to implement a chosen strategy

The realisation of strategic plans to operational reality: communication (selling the concepts); project teams; identification of team and individual roles, responsibilities and targets; programme of activities; benchmark targets at differing levels of the organisation

Resource allocation: finance; human resources; materials; time

Review and evaluation: an evaluation of the benchmarked outcomes in a given time period in relation to corporate, operational and individual targets

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the process of strategic planning	1.1 explain strategic contexts and terminology – missions, visions, objectives, goals, core competencies 1.2 review the issues involved in strategic planning 1.3 explain different planning techniques
LO2 Be able to formulate a new strategy	2.1 produce an organisational audit for a given organisation 2.2 carry out an environmental audit for a given organisation 2.3 explain the significance of stakeholder analysis
LO3 Understand approaches to strategy evaluation and selection	3.1 analyse possible alternative strategies relating to substantive growth, limited growth or retrenchment 3.2 select an appropriate future strategy for a given organisation
LO4 Understand how to implement a chosen strategy	4.1 compare the roles and responsibilities for strategy implementation 4.2 evaluate resource requirements to implement a new strategy for a given organisation 4.3 discuss targets and timescales for achievement in a given organisation to monitor a given strategy.

Guidance

Links

This unit should be linked with the other core units in the programme. It draws on the underpinning knowledge gained in the core and specialist units in the programme. Pre-requisites for this unit are core *Unit 1: Business Environment*, *Unit 2: Managing Financial Resources and Decisions*, *Unit 3: Organisations and Behaviour* and *Unit 4: Marketing Principles*.

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Centres should try to develop links with local businesses. Many businesses and chambers of commerce are keen to promote local business and are often willing to provide visit opportunities, guest speakers and information about business and the local business context.

Unit 8: Research Project

Unit code: K/601/0941

QCF level: 5

Credit value: 20 credits

Aim

To develop learners' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their Higher Education programme and professional development.

Unit abstract

This unit is designed to enable learners to become confident using research techniques and methods. It addresses the elements that make up formal research including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The actual research depends on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting their research project.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how to formulate a research specification
- 2 Be able to implement the research project within agreed procedures and to specification
- 3 Be able to evaluate the research outcomes
- 4 Be able to present the research outcomes.

Unit content

1 Understand how to formulate a research specification

Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources eg questionnaires, interviews; secondary sources eg books, journals, internet; scope and limitations; implications eg resources

Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues

Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy

Research design: type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables

2 Be able to implement the research project within agreed procedures and to specification

Implement: according to research design and method; test research hypotheses; considering test validity; reliability

Data collection: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability

Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting

3 Be able to evaluate the research outcomes

Evaluation of outcomes: an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s)

Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

4 Be able to present the research outcomes

Format: professional delivery format appropriate to the audience; use of appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how to formulate a research specification	1.1 formulate and record possible research project outline specifications 1.2 identify the factors that contribute to the process of research project selection 1.3 undertake a critical review of key references 1.4 produce a research project specification 1.5 provide an appropriate plan and procedures for the agreed research specification
LO2 Be able to implement the research project within agreed procedures and to specification	2.1 match resources efficiently to the research question or hypothesis 2.2 undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 record and collate relevant data where appropriate
LO3 Be able to evaluate the research outcomes	3.1 use appropriate research evaluation techniques 3.2 interpret and analyse the results in terms of the original research specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the research outcomes	4.1 use an agreed format and appropriate media to present the outcomes of the research to an audience.

Guidance

Links

This unit may be linked to single or several units in the programme, depending on the research topic and the context of the area of learning. It can be linked to *Unit 49: Work-based Experience* and gives learners the opportunity to carry out research in the same organisation where they undertook their placement.

Essential requirements

Tutors will need to establish the availability of resources to support independent study before learners proceed with their proposal.

Employer engagement and vocational contexts

Centres should try to establish relationships with appropriate organisations in order to bring realism and relevance to learners' research projects

Unit 21: Human Resource Management

Unit code: K/601/1264

QCF level: 4

Credit value: 15 credits

Aim

This unit provides an introduction to the concepts and practices of human resource management within the United Kingdom and focuses on the management of recruitment, retention and employment cessation.

Unit abstract

Recruiting and retaining staff of the right caliber contributes to the achievement of organisational purposes. Staff must make a valued contribution to the work of the organisation. Eventually they will leave, more often than not because they find alternative employment or retire. Occasionally, however, employment has to be terminated. This unit considers how human resource management deals with these aspects of working. However, the focus of human resource management has moved beyond personnel management towards a more proactive approach that, in addition to the traditional roles associated with staff management, also considers how to get the best people and the best out of people so that they work in roles and ways that are closely aligned to organisational objectives. This often leads to the assertion by many senior managers that 'Our employees are our most valuable resource'.

Human resource management takes place against a background of organisational needs, policies and procedures that are themselves shaped by legal and regulatory requirements. The unit therefore gives consideration to the national and European legislation that has, for example, seen the introduction of a range of anti-discriminatory legislation, the significance of which can be seen regularly in high profile and often very expensive court cases. Organisations with effective human resource management policies, processes and practices will have committed, skilled employees who contribute effectively to the organisation. In competitive business contexts this is a significant contribution to maintaining a competitive advantage.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the difference between personnel management and human resource management
- 2 Understand how to recruit employees
- 3 Understand how to reward employees in order to motivate and retain them
- 4 Know the mechanisms for the cessation of employment.

Unit content

1 Understand the difference between personnel management and human resource management

Personnel management and human resource management: development of personnel management; change in contexts leading to human resource management

Human resource management function: tasks (selection, recruitment, payroll administration, employee motivation, reward management, employment termination); training and development; performance management (planning, monitoring, recording, actioning); employee relations; working in partnership with functional areas; involvement of line managers (selection, recruitment, training, coaching, mentoring, appraisal, grievance, discipline, termination); ethical issues; equality of opportunity

Employment legislation: Sex Discrimination Act 1995/97; Race Relations Act 1992; Race Relations Amendment Act 2000; Equal Pay Act 1970; Disability Discrimination Acts 1995 and 2005; European Working Time Directive; Employment Act 2008; Employment Relations Act 2004; Work and Families Act 2006; national minimum wage; Data Protection Act 1998; employment tribunals

2 Understand how to recruit employees

Human resource planning: definition, links (organisational purposes, organisational strategy, senior management); purpose (increased volume of business, changes to the required skills sets, employee turnover; labour cost control); time horizon (short term, medium term, long term); internal planning factors (organisational needs, demand for products and services, new products and services, new markets, technological change, location of production); workforce profiles (age, gender, ethnicity, ability, skills); external planning factors (supply and demand for labour (local, national international); government policy; labour market competition; changing nature of work; impact of technology

Recruitment and selection: recruitment policies, recruitment procedures, aims and objectives of the selection process; job analysis, job description (eg purpose, standard formats, responsibilities, scope of post, education and qualifications, experience); person specification (purpose, standard formats, job title, location in management line; essential and desirable attributes); recruitment methods (advertising vacancies, application methods including web-based methods, agencies, head hunters); interviews; assessment centres; tests (psychological, psychometric, aptitude, practical); resumés (CV); letters of application; references

3 Understand how to reward employees in order to motivate and retain them

Motivation: theories of motivation eg F Taylor, E Mayo, A Maslow, F Herzberg, D McGregor, D McClelland, V Vroom; relationship between motivation theories and reward; employee involvement techniques; membership of work groups board, works councils, quality circles, intra-organisational groups (transnational, national, site specific); devolved authority and responsibility; open communications; organisational culture (ethos, values, mission); national accreditation (Investors in People (IIP), Charter Mark, International Standards Organisation (ISO))

Monitoring: probation; appraisal, feedback; performance indicators (achievement against targets); goal theory; SMART (specific, measurable, achievable, realistic, time-constrained) targets (sales, growth, financial, waiting times, pass rates, punctuality, attendance); benchmarking

Reward management: job evaluation; factors determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing; employee share options; mortgage subsidies; relocation 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; contracts of employment

4 Know the mechanisms for the cessation of employment

Reasons: dismissal (wrongful, unfair, justified); termination of employment (resignation, retirement, termination of contract); redundancy; redeployment; retraining

Management of exit: procedures (retirement, resignation, dismissal, redundancy); legal and regulatory framework; counselling, training; employment tribunals (role, composition, powers and procedures)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the difference between personnel management and human resource management	1.1 distinguish between personnel management and human resource management 1.2 assess the function of the human resource management in contributing to organisational purposes 1.3 evaluate the role and responsibilities of line managers in human resource management 1.4 analyse the impact of the legal and regulatory framework on human resource management
LO2 Understand how to recruit employees	2.1 analyse the reasons for human resource planning in organisations 2.2 outline the stages involved in planning human resource requirements 2.3 compare the recruitment and selection process in two organisations 2.4 evaluate the effectiveness of the recruitment and selection techniques in two organisations
LO3 Understand how to reward employees in order to motivate and retain them	3.1 assess the link between motivational theory and reward 3.2 evaluate the process of job evaluation and other factors determining pay 3.3 assess the effectiveness of reward systems in different contexts 3.4 examine the methods organisations use to monitor employee performance
LO4 Know the mechanisms for the cessation of employment	4.1 identify the reasons for cessation of employment with an organisation 4.2 describe the employment exit procedures used by two organisations 4.3 consider the impact of the legal and regulatory framework on employment cessation arrangements.

Guidance

Links

The unit links with other human resource units such as *Unit 3: Organisations and Behaviour*, *Unit 22: Managing Human Resources*, *Unit 23: Human Resources Development* and *Unit 24: Employee Relations*.

The unit also has links with the Management and Leadership NOS as mapped in *Annexe B*.

Essential resources

Access to business HR documentation, speakers and relevant legislation will be required.

Employer engagement and vocational contexts

Centres can develop links with local employers. Many businesses look to employ learners when they finish their programmes of study and may provide advice on recruitment, selection and employment practices. Colleges and universities will be responsible for all aspects of their own recruitment and selection so will have a human resources department on site that can provide first-hand information. Many learners are, or have been, employed and will be able to draw on their experience in employment and their dealings with the human resource management function.

Unit 29: The Internet and E-Business

Unit code: J/601/1109

QCF level: 4

Credit value: 15 credits

Aim

The aim of this unit is to give learners an understanding of the internet and how e-business can be used in organisations.

Unit abstract

This unit introduces learners to the scope of e-business and the benefits it offers to an organisation through the different business models. It enables sufficient understanding of internet technology for learners to appreciate the potential, and the limitations, of using the internet for business. The features of good website design are also covered.

Learners new to studying e-business may already be familiar with e-business through having dealt with them as buyers and/or sellers. One of the aims of this unit is to help learners build on these experiences and look at them more objectively as viable and productive business organisations.

Learners will examine the scope of e-business and the inherent models it can follow. The unit will give learners the ontology of the internet and business requirements for usable website design. They will have an in-depth knowledge of the technology behind the HCI of e-business.

By studying online business environments learners will gain insight into how business is evolving within the virtual marketplace in order to remain competitive; how the development of a global marketplace impacts on all businesses; and how businesses can take advantage of these opportunities whilst meeting customer expectations.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the scope of e-business
- 2 Understand how the internet works
- 3 Be able to use different e-business models
- 4 Be able to use good website design.

Unit content

1 Understand the scope of e-business

Definitions: the internet; the worldwide web (www); intranets; extranets; the distinction between e-business and e-commerce; stakeholder transaction types eg business-to-consumer (B2C), business-to-business (B2B), customer-to-customer (C2C), customer-to-business (C2B)

Benefits to businesses of e-business: why a company should have a web presence eg 24/7 trading, global marketplace; overt and covert information collection; how the use of internet technology can reduce transaction costs

Barriers to businesses caused by e-business: set-up costs; impact of staff; difficulty of changing processes; ongoing maintenance eg lack of skill, security and protection concerns; managing a 24/7 global marketplace response eg language, demand, logistics; the importance of trust for e-business transactions

Security and legislation: methods and role of physical security in e-business eg passwords, access; methods and role of electronic security in e-business eg firewalls, digital signatures, digital certificates, anti-virus software; impacts of national and international legislation eg staff training, taxation

Mode of communication: devices to communicate online, fixed and portable; business communications eg shopping cart, FAQs, customer follow-up

2 Understand how the internet works

Internet technology: the importance of agreed non-proprietary standards; how messages are transferred across the global communications network using packet switching eg TCP/IP; internet protocols eg FTP, HTTP, SHTTP, IMAP; and the role of URLs; bandwidth as a measure of capacity; why this is an important consideration

Introduction to HTML: the main features of HTML as the language of the www, defines format of the information and how it is presented, but not its content as in EDI; (elements (<Tags>) – head, body, title, break, headings, forms, paragraphs, lists, tables, links and images); highlight the number of software packages available to users who can now build pages without learning HTML; brief overview of XML and XHTML

Clients, servers and browsers: the functions of servers and clients and use of two-tier and three-tier architectures; the nature and role of search engines; the role of the browser in interpreting the HTML and presenting the data to fit the user's device screen

Intranets and extranets: the differences between the use of the internet; an intranet and an extranet; explain how they can improve security and efficiency within business communication

3 Be able to use different e-business models

Business models: the different ways in which the internet may be used to generate revenue by supporting the sale of a product eg CDs; by charging per transaction for the provision of a service eg airline booking; by supplying electronic media information or services eg music downloads; by subscription-based information services eg consumer advice; advertising revenue eg from linked websites, suppliers; by the growing provision of individualised customer-centric products and services requiring customer interaction eg auction sites, photographic services

4 Be able to use good website design

Structure of web-pages: the elements of a web page that may be used by search engines comprising head/title; description; keywords; metatags; body; navigation; download considerations eg images

Effective web pages: the design features to engage the visitor ie site stickiness; consistent page layout; corporate colour scheme; consistent with image of the business (brand) and customer expectation; pictures and links; clear; intuitive; informative; builds trust; encourages visitor to return; repeat business

Website usability: stakeholder accessibility by meeting the needs of different audiences eg parents, children; multi-sensory access eg visually impaired, colour blind; legal responsibilities eg discrimination legislation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the scope of e-business	1.1 describe the environment in which e-business is conducted and business transaction types 1.2 explain the benefits and barriers to businesses considering an online presence 1.3 assess the security and legislative issues facing an online business organisation 1.4 state the modes of communication available to an e-business and their applications
LO2 Understand how the internet works	2.1 explain the internet technologies and their importance in making an e-business successful 2.2 explain the main features of HTML 2.3 analyse the functions of client servers and browsers, and the role of the search engine 2.4 evaluate the use of intranets and extranets within business communication
LO3 Be able to use different e-business models	3.1 illustrate the different e-business models that can be used to generate revenue for a business 3.2 analyse each model in terms of its capacity to generate revenue 3.3 report on future developments in e-business models
LO4 Be able to use good website design	4.1 use the key elements of good web design structure 4.2 evaluate the impact of a well designed website to an e-business 4.3 report on the issues concerning website usability.

Guidance

Links

This unit links with *Unit 30: Internet Marketing* and *Unit 31: E-Business Operations*. Aspects of this unit also link with the following units: *Unit 1: Business Environment*, *Unit 3: Organisations and Behaviour* and *Unit 7: Business Strategy*.

Essential requirements

Texts must be supported by the use of websites and case studies, for example www.bized.ac.uk which provides business case studies.

For part-time learners working in business, their work experience must be used in comparing the approaches that are adopted.

Employer engagement and vocational contexts

It would be useful for learners to engage with a local business that has an online presence or is considering one. How the business decided on a certain layout would help learner understanding.

It might also be useful to consider a cross-curricular approach with, perhaps, an IT-based unit to create a website for a real or fictitious business, or to support an enrichment activity within the centre.

Unit 30: Internet Marketing

Unit code: D/601/1102

QCF level: 5

Credit value: 15 credits

Aim

This unit provides learners with an understanding of internet marketing so they can develop the skills to use the internet for promotion, advertising, interactive communications, market research, developing customer relationships and an internet marketing plan.

Unit abstract

Internet marketing refers to the application of marketing principles and techniques via electronic media and more specifically the internet. The purpose of this unit is to develop learner understanding of, and skills in, the use of the complex interactive digital media which comprise the tools of internet marketing. This area of study is subject to rapid rates of change with an immense array of continually developing technology converging and impacting on how e-business operates.

Internet marketing encompasses all the activities a business conducts via the worldwide web with the aim of attracting new business, retaining current business and developing its brand identity. Being able to use the internet for promotion is a core skill and this is covered in detail through search engine marketing. The topic of public relations through the internet is outlined as is the concept of the internet as a community.

This unit also addresses the utility and importance of the internet for market research. Data from customer relationship management can be used to support internet market research. This research can, in turn, lead to improvements in customer relations by enabling the company to supply better products and services. An understanding of these areas is therefore required.

To be able to research and design an internet marketing plan is an essential skill and learners will explore, the steps involved in drawing up these plans. This activity will bring together the skills covered in this unit.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand marketing through the internet
- 2 Be able to use the internet for promotion using digital marketing communications
- 3 Be able to produce market research to support customer relationship management
- 4 Be able to design an internet marketing plan.

Unit content

1 Understand marketing through the internet

The elements of internet marketing: definition of digital marketing; definition of e-commerce and e-business; the internet micro- and macro-environment; benefits of internet marketing eg reach, scope, immediacy, interactivity, targeting; adaptive and closed loop marketing

The internet marketing mix: product and branding; place eg channels, virtual organisations; price eg auctions; promotions; people; processes; physical evidence; digital marketing tools/e-tools; the online marketing matrix including business and consumer markets; the online customer

Interactive order processing: choosing a supplier; selecting a product; check stock availability; placing order; authorisation of payment; input of data; data transfer; order processing; online confirmation and delivery information; tracking of order; delivery; data integrity and security systems; technology eg three-tier architecture (client-server-database); webforms

2 Be able to use the internet for promotion using digital marketing communications

Search engine marketing (SEM): definition of SEM, definition of search engine optimisation (SEO); advantages and disadvantages of SEO; best practice in SEO; paid search engine marketing, pay per click advertising (PPC); landing pages; long tail concept; geo-targeting eg Google AdWords; opt in email and email marketing

Online public relations (OPR): definition; advantages and disadvantages; best practice in OPR; online partnerships and affiliation; interactive display advertising; mobile commerce; viral marketing; using offline techniques to support online media

The internet as a community: customer 'ownership' of sites via interactivity, instant messaging (IM); chatrooms; discussion groups; blogs; portals eg yahoo; social media networks eg Facebook; file sharing sites eg YouTube; Flickr, Twitter; how businesses can use these media; online reputation management tactics

3 Be able to produce market research to support customer relationship management

Market research: secondary research data eg published surveys and reports, online research communities; Google insights and trends; blogs; government information eg census; types of research eg researching customer needs; types of information required eg quantitative data or qualitative data; primary market research methods eg online surveys; open and closed questions; focus groups; listening labs

Steps in online market research: establish the project goals eg secondary research – background to a business problem, primary research – new product for existing customers; determine your sample; choose research methodology eg survey sent via email or advertised online; create your questionnaire eg www.surveymonkey.com; pre-test the questionnaire; conduct interviews; enter data; analyse data; produce the reports

Relationship marketing: benefits of relationship marketing eg loyalty, lower costs, easier targeting; electronic customer relationship marketing (eCRM); operational CRM; analytical CRM and data mining eg Amazon past purchase suggestions – collaborative filtering; web analytics; conversion optimisation; segmenting customers eg by value, by loyalty; eCRM technology eg Salesforce software; implementing eCRM eg attracting new and existing customers, incentivising customers, embrace, capturing information; collaborative CRM; maintaining dialogue online and offline; vendor relationship management VRM

Security and trust issues: 'permission marketing'; value of orders; lead times; payment authorised in advance; consumer trust; transaction security eg data, financial details; UK Data Protection Act

4 Be able to design an internet marketing plan

The internet marketing plan: situational analysis, key performance indicators in internet marketing eg click through rates, churn rates, sessions; SWOT eg examination of business strengths eg, customer data, weaknesses, opportunities eg opt in email campaigns, threats; environmental analysis; competitors analysis; channel analysis eg texting; set objectives; target markets eg segmenting by channel; decide media eg pay per click; control; feedback

Creating an online pay per click campaign: preplanning eg online and offline analysis of the business (as above); customer demographics; the industry and competitors; goal definition eg branding campaigns; set budget, Cost Per Action (CPA) and targets; keyword research; copywriting; bidding; measure; analysing; testing; optimising

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand marketing through the internet.	1.1 explain the elements of internet marketing 1.2 evaluate the internet marketing mix 1.3 compare internet marketing tools – e-tools 1.4 examine interactive order processing
LO2 Be able to use the internet for promotion using digital marketing communications	2.1 demonstrate the mechanics of search engine marketing 2.2 write the copy for a suitable opt-in email marketing newsletter 2.3 follow guidelines for best practice in online public relations 2.4 demonstrate how businesses can use new digital media communities, eg file-sharing sites
LO3 Be able to produce market research to support customer relationship management	3.1 conduct secondary market research 3.2 design an online survey 3.3 demonstrate the use of electronic customer relationship marketing
LO4 Be able to design an internet marketing plan	4.1 produce an outline internet marketing plan 4.2 create a presentation on pay per click advertising.

Guidance

Links

This unit links with Unit 1: Business Environment and follows on from *Unit 29: The Internet and E-Business*. Aspects of this unit link with the following units: *Unit 3: Organisations and Behaviour*, *Unit 7: Business Strategy*, *Unit 17: Marketing Intelligence* and *Unit 18: Advertising and Promotion in Business*. There are also links with *Unit 31: E-Business Operations*.

Essential requirements

Access to the web in class to illustrate the required topics is required.

Tutors must build a bank of case studies and other resource materials to ensure there is a sufficient supply of relevant information across a range of the elements of the internet marketing mix. Textbooks must be supported by website examples and case studies.

For part-time learners working in business, their experience of work must be used in comparing the approaches adopted.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business and are often willing to provide work placements, visit opportunities, information about businesses and guest speakers. Local businesses may also be interested in being the subject of an assignment for example 'develop an online marketing plan for High St Car Hire' and therefore learners can gain advice from the business.

Unit 32: Quality Management in Business

Unit code: R/601/1100

QCF level: 5

Credit value: 15 credits

Aim

The aim of this unit is to enable learners to understand the concept of quality and quality management and define it in the context of business and service operations.

Unit abstract

Quality has a wide range of meanings and is a term that can be used in a variety of contexts, as a result it is hard to define. 'Total Quality Management' seeks to ensure that all processes relating to the production of goods and services are of the highest quality. Quality control is concerned with maintaining quality standards by monitoring and taking action when quality falls below those standards. 'Quality assurance' is a term used where a supplier guarantees the quality of goods and allows the customer access during the production period.

Customer satisfaction is at the heart of quality management, but this, in itself, implies a different concept of quality. Customers are becoming more sophisticated and more demanding, requiring superior performance from goods or services and quicker responses from suppliers. Quality has been defined as 'fitness for purpose' but needs to be aimed at the needs of the consumer, driven by what the consumer wants and will pay for.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the different approaches to quality management appropriate to commercial operations
- 2 Understand the benefits of quality management in a business and services context
- 3 Understand a range of quality controls and how service to the customer can be improved
- 4 Be able to apply the principles of quality management to improve the performance of an organisation.

Unit content

1 Understand the different approaches to quality management appropriate to commercial operations

Define quality: identifying customer needs and providing systems to meet/exceed expectations, notion of self-assessment to establish the current position of an organisation

Inspection and assurance: mass production and mass inspection, the early years of quality control, quality systems and accreditation, the race for awards eg BS 5750, ISO 9002, EN 29000, EFQM, Qest, Chartermark, Citizen's Charter, Investors in People, the middle years of quality assurance

Approaches: the works of Deming, Juran, Feigenbaum, Crosby, Ishikawa, etc, quality planning, quality control and continuous quality improvement through teams and facilitators, measurements as an aid to rational decision making, self-assessment, costs and benefits of quality, communication channels, macro issues of theory and prescription

Similarities and differences: structure of schemes, applications, costs, implementation periods, use of documentation, application of standards, identification of actions required, assessment methodology, orientation towards customer/staff or organisation, effectiveness as a means to improve service quality

2 Understand the benefits of quality management in a business and services context

Customer satisfaction: the voice of the customer, customer needs and expectations, understanding the customer, responding to customer demand, meeting or exceeding expectations, value for money, added value and repeat custom

Continuous improvement: from customer needs to customer needs and expectations, quality gaps, internal and external customers, moving quality into the service sector and its associated problems, the mature years of continuous quality improvement.

Added values: lower costs, reduced waste, saving time, reducing need for support activities, customer loyalty

Improved customer information: opening times, location, price lists, promotional material, raising awareness, creating true image, targeting all groups, value for money?

3 Understand a range of quality controls and how service to the customer can be improved

Measurement of quality: systems documentation, procedures for all operations, evaluating own procedures, comparisons with past performance/future plans (business aims and objectives), competitors, industry standards, priorities for action, benchmarking, emphasis of approach eg statistical quality control, quality circles, TQM, Six-sigma

User and non-user surveys: profile of users and non-users, visit regularity, facilities used, likes, dislikes, preferences, suggestions, expectations/perceptions of service, barriers to access, action required, encouraging and converting non-users

Consultation: questionnaires (distributed internally/externally), suggestion schemes, complaints procedures, focus groups, open meetings, direct approach to group leaders and groups

Complaints: distribution of forms (send out/collect), internal/external, framing questions, customer friendly/IT friendly, easy to analyse, areas for improvement, response time, period for remedial action, communication with complainants, measurement of customer satisfaction

4 Be able to apply the principles of quality management to improve the performance of an organisation

Self-assessment: validity of self-assessment, eg subjective, bias, one dimensional; judgement based on current practice, comparison, eg with past performance of organisation, against competition, against benchmarks for future; comparisons with similar organisations/industry standards

Communication and record keeping: importance of communication across whole organisation (vertical/horizontal), establishing agreement through consultation, notifying actions required, currency, accuracy and relevance of records kept, comparison with historical data, similar organisations elsewhere, industry standards, record keeping

Staff consultation: setting the scene, explaining rationale (objective of quality scheme), processes involved, requirements and commitment from staff, communication and reporting mechanisms, keeping team updated and engaged, implementation, feedback and review

Service improvements: application of concepts, documentation, administrative processes for communication, applying standards, monitoring, action on improvements, performance indicators, response times, feedback and review

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the different approaches to quality management appropriate to commercial operations	1.1 discuss definitions of quality in terms of business and services provision 1.2 illustrate the processes of inspection and assurance 1.3 discuss a range of approaches to quality management 1.4 explain the similarities and differences between the different methods
LO2 Understand the benefits of quality management in a business and services context	2.1 discuss what is meant by customer satisfaction 2.2 explain the meaning of continuous improvement 2.3 illustrate the type of added values to be gained. 2.4 describe the types of information made available to customers and the importance given to effective marketing
LO3 Understand a range of quality controls and how service to the customer can be improved	3.1 explain how quality management can be measured 3.2 evaluate the benefit of user and non-user surveys in determining customer needs 3.3 list the methods of consultation employed in one quality scheme to encourage participation by under-represented groups 3.4 identify the value of complaints procedures and analyse how they may be used to improve quality
LO4 Be able to apply the principles of quality management to improve the performance of an organisation	4.1 report on the role of self assessment in order to determine an organisation's current 'state of health' 4.2 evaluate the importance of communication and record keeping 4.3 follow guidelines on the stages of staff consultation necessary for effective implementation of a quality scheme 4.3 propose new systems or modifications to existing systems that could improve service quality.

Guidance

Links

This unit links with the management pathway units, especially: *Unit 15: Managing Activities to Achieve Results*; *Unit 16: Managing Communications, Knowledge and Information*; and it also links to *Unit 34: Operations Management in Business*.

Essential requirements

Quality management manuals, policies and strategies will be needed to support learners' work.

The use of case studies at this level will need careful preparation and management. There are numerous examples of case studies focusing on business excellence in the public domain, often in appropriate journals.

Learners must read the trade and specialist press and associated websites regularly.

Employer engagement and vocational contexts

Centres should try to develop links with local businesses. Many businesses and chambers of commerce are keen to promote local business and are often willing to provide visit opportunities, guest speakers, and information about business and the local business context.

Unit 42: Project Management for Business

Unit code: H/601/1036

QCF level: 5

Credit value: 15 credits

Aim

The aim of this unit is to provide the learner with understanding and skills relating to project management principles, methodologies, tools and techniques that are used in business.

Unit abstract

Learners will develop an understanding of what constitutes a project and the role of a project manager. They will develop the skills needed to plan the activities required to carry out the project, including how to set up a project, how to control and execute a project, and how to carry out project reviews. Learners will also understand how the project fits into the business or other organisational environment. Organisational and human resource factors are also included.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand project management principles
- 2 Be able to manage a project's human resources
- 3 Be able to apply project processes and procedures.

Unit content

1 Understand project management principles

Project management: principles; role of the project manager eg management of change, understanding of project management system elements and their integration, management of multiple projects; project environment and the impact of external influences on projects; identification of the major project phases and why they are required; an understanding of the work in each phase; the nature of work in the lifecycles of projects in various industries

Success/failure criteria: the need to meet operational, time and cost criteria, and to define and measure success eg develop the project scope, product breakdown structure (PBS), work breakdown structure (WBS), project execution strategy and the role of the project team; consideration of investment appraisal eg use of discount cash flow (DCF) and net present value (NPV); benefit analysis and viability of projects; determine success/failure criteria, preparation of project definition report, acceptance tests

Project management systems: procedures and processes; knowledge of project information support (IS) systems; how to integrate human and material resources to achieve successful projects

Terminating the project: audit trails; punch lists; close-out reports and post-project appraisals; comparison of project outcome with business objectives

2 Be able to manage a project's human resources

Organisational structure: functional, project and matrix organisational structures eg consideration of cultural and environmental influences; organisational evolution during the project lifecycle; job descriptions and key roles eg the project sponsor, champion, manager, integrators; other participants eg the project owner, user, supporters, stakeholders

Control and co-ordination: the need for monitoring and control eg preparation of project plans, planning, scheduling and resourcing techniques; use of work breakdown structure to develop monitoring and control systems; monitoring performance and progress measurement against established targets and plans; project reporting; change control procedures

Leadership requirements: stages of team development eg Belbin's team roles, motivation and the need for team building; project leadership styles and attributes; delegation of work and responsibility; techniques for dealing with conflict; negotiation skills

Human resources and requirements: calculation, specification and optimisation of human resource requirements; job descriptions

3 Be able to apply project processes and procedures

Project management plans: the why, what, how, when, where and by whom of project management eg contract terms, document distribution schedules, procurement, establishing the baseline for the project

Project organisation: the product breakdown structure (PBS) and the work breakdown structure (WBS), project execution strategy and the organisation breakdown structure (OBS) eg preparation of organisation charts, task responsibility matrix, statement of work (SOW) for project tasks

Scheduling techniques: relationship between schedules, OBS and WBS, bar charts, milestone schedules, network techniques, resourcing techniques, computer-based scheduling and resourcing packages, project progress measurement and reporting techniques, staff-hours earned value and progress 'S' curves, critical path analysis and reporting, milestone trending

Cost control: cost breakdown structure eg types of project estimate, resources needed, estimating techniques, estimating accuracy, contingency and estimation, bid estimates, whole-life cost estimates, sources of information, cost information sensitivity, computer-based estimating

Techniques: allocation of budgets to packages of work, committed costs, actual costs, cash flow, contingency management

Performance: cost performance analysis eg budgeted cost for work scheduled (BCWS) budgeted cost for work performed (BCWP); concept of earned value, actual cost of work performed (ACWP), cost performance indicators

Change control: the need for formal control of changes eg impact of changes on the project, principles of change control and configuration management; changes to scope, specification, cost or schedule; change reviews and authorisation, the formation of project teams, project initiation and start-up procedures

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand project management principles	1.1 describe the background and principles of project management 1.2 appraise the viability of projects, developing success/failure criteria 1.3 explain the principles behind project management systems and procedures 1.4 explain the key elements involved in terminating projects and conducting post-project appraisals
LO2 Be able to manage a project's human resources	2.1 identify the most appropriate organisational structure, roles and responsibilities of participants within a project 2.2 control and co-ordinate a project 2.3 assess project leadership requirements and qualities 2.4 plan and specify human resources and requirements for a project
LO3 Be able to apply project processes and procedures	3.1 prepare project plans and establish the project organisation 3.2 apply project scheduling, estimating and cost control techniques 3.3 analyse the methods used to measure project performance 3.4 explain project change control procedures evaluate the completed project.

Guidance

Links

This unit could be studied in parallel with, and complement, all the units in the specification, in particular, *Unit 8: Research Project*. It also has links to the Management and Leadership NOS.

Essential requirements

Appropriate software packages must be used to demonstrate project control and reporting techniques. Packages include:

- time and cost scheduling packages
- documentation and procurement control packages
- spreadsheet packages
- graphic presentation packages.

Other packages for items such as risk analysis, project accounting and procurement control must be used to illustrate particular techniques in specific industries.

Access to real project data in electronic spreadsheet form is also necessary.

Unit 45: Business Ethics

Unit code: M/601/1024

QCF level: 5

Credit value: 15 credits

Aim

The aim of this unit is to introduce learners to the concept of business ethics and to examine its relevance when considering business objectives and responsibilities.

Unit abstract

Most businesses today are concerned about the impact of their activities on the business environment. Ethical concerns and greater consumer awareness have resulted in many businesses promoting their social values to ensure competitive advantage. Business ethics embraces corporate social responsibility and ethics relating to accounting practices, marketing, human resource management, and production.

In this unit learners will examine the theoretical roots to the background and growth of business ethics. They will look at the different types of ethical issues a business needs to consider and how the development of ethical values impacts on business behaviour. It is important for learners to appreciate how taking an ethical stance affects businesses both internally and externally, including the effects on stakeholders. Learners will explore the social implications of business ethics for 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.

Learners will also examine how an individual's ethical stance impacts on the moral relationship between employer and employee, as well as considering the contractual responsibilities of both parties. This unit will give learners the opportunity to research how a business responds to ethical concerns and assess the extent to which its activities affect its behaviour, whilst ensuring business objectives are met.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand different ethical perspectives in business
- 2 Understand business objectives from an ethical perspective
- 3 Understand ethics in workplace relationships
- 4 Be able to assess a current ethical issue in a business.

Unit content

1 Understand different ethical perspectives in business

Ethical perspectives: deontological and teleological ethical theory; developments from these early approaches eg utilitarianism and other consequential approaches; early contributions of Kant and Mill; absolute and relative ethics; Institute of Business Ethics

Operational activities: definitions of business ethics; ethical activities; values of businesses; professional ethics

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 business objectives from an ethical perspective

Objectives: corporate governance; corporate social responsibility; environment; sustainability; human rights; corruption; trading fairly; legal and regulatory compliance; business practices; communicating ethical code

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 Understand ethics in workplace relationships

Working relationships: contractual responsibilities; moral obligations in employer/employee relationships; whistleblowing; the psychological contract; good practice in equal opportunities employment; organisational integrity; working conditions; individual ethical responsibilities; individual ethical behaviour

4 Be able to assess a current ethical issue in a business

Issues: corporate social responsibility; globalisation; cultural imperialism; ecology; environment; fair trade; corruption; animal testing; child labour; carbon footprint; sources of timber; outsourcing; personal attitudes; whistle blowing; contribution of business to the community; 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)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand different ethical perspectives in business	1.1 explain the background and development of theoretical ethical approaches 1.2 compare and contrast absolute and relative ethics 1.3 explain the ethical issues which can affect the operational activities of a business
LO2 Understand business objectives from an ethical perspective	2.1 explain how business objectives are affected by ethical considerations 2.2 evaluate the implications for a business and its stakeholders to operate ethically
LO3 Understand ethics in workplace relationships	3.1 assess the role of the company acting as moral agent 3.2 analyse the development of mechanisms for achieving employee involvement and empowerment
LO4 Be able to assess a current ethical issue in a business	4.1 research a current ethical issue affecting a selected business 4.2 report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships 4.3 design a suitable ethical code.

Guidance

Links

There are links between this unit and the management units within this specification.

The unit also links with the National Occupational Standards in Management and Leadership.

Essential requirements

For this unit learners must select an organisation and research its approach to ethical issues. They will require access to websites, newspaper articles and journals in order to conduct their research. Topical case studies will be needed to facilitate group work and discussions.

Employer engagement and vocational contexts

Centres should develop links with organisations such as local businesses, pressure groups and charities that can provide guest speakers to talk on various aspects of business ethics. The centre as an organisation can be a valuable resource both for guest speakers and as a vehicle for topical case studies related to ethical issues. Learners may be able to access information from their part-time jobs related to the organisation's ethical policies.

Unit 47: Employability Skills

Unit code: A/601/0992

QCF level: 5

Credit value: 15 credits

Aim

This unit provides learners with the opportunity to acquire honed employability skills required for effective employment.

Unit abstract

All learners at all levels of education and experience require honed employability skills as a prerequisite to entering the job market. This unit gives learners an opportunity to assess and develop an understanding of their own responsibilities and performance in, or when entering, the workplace.

It considers the skills required for general employment, such as interpersonal and transferable skills, and the dynamics of working with others in teams or groups including leadership and communication skills.

It also deals with the everyday working requirement of problem solving which includes the identification or specification of the 'problem', strategies for its solution and then evaluation of the results through reflective practices.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to determine own responsibilities and performance
- 2 Be able to develop interpersonal and transferable skills
- 3 Understand the dynamics of working with others
- 4 Be able to develop strategies for problem solving.

Unit content

1 Be able to determine own responsibilities and performance

Own responsibilities: personal responsibility; direct and indirect relationships and adaptability, decision-making processes and skills; ability to learn and develop within the work role; employment legislation, ethics, employment rights and responsibilities

Performance objectives: setting and monitoring performance objectives

Individual appraisal systems: uses of performance appraisals eg salary levels and bonus payments, promotion strengths and weaknesses, training needs; communication; appraisal criteria eg production data, personnel data, judgemental data; rating methods eg ranking, paired comparison, checklist, management by objectives

Motivation and performance: application and appraisal of motivational theories and techniques, rewards and incentives, manager's role, self-motivational factors

2 Be able to develop interpersonal and transferable skills

Effective communication: verbal and non-verbal – awareness and use of body language, openness and responsiveness, formal and informal feedback to and from colleagues; ICT as an effective communication medium; team meetings

Interpersonal skills: personal effectiveness; working with others; use of initiative; negotiating skills; assertiveness skills; social skills

Time management: prioritising workload; setting work objectives; making and keeping appointments; working steadily rather than erratically; time for learning; reliable estimate of task time

Problem solving: problem analysis; researching changes in the workplace; generating solutions; choosing a solution

3 Understand the dynamics of working with others

Working with others: nature and dynamics of team and group work; informal and formal settings, purpose of teams and groups eg long-term corporate objectives/strategy; problem solving and short-term development projects; flexibility/adaptability; team player

Teams and team building: selecting team members eg specialist roles, skill and style/approach mixes; identification of team/work group roles; stages in team development eg team building, identity, loyalty, commitment to shared beliefs, team health evaluation; action planning; monitoring and feedback; coaching skills; ethics; effective leadership skills, eg, setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

4 **Be able to develop strategies for problem solving**

Specification of the problem: definition of the problem; analysis and clarification

Identification of possible outcomes: identification and assessment of various alternative outcomes

Tools and methods: problem-solving methods and tools

Plan and implement: sources of information; solution methodologies; selection and implementation of the best corrective action eg timescale, stages, resources, critical path analysis

Evaluation: evaluation of whether the problem was solved or not; measurement of solution against specification and desired outcomes; sustainability

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to determine own responsibilities and performance	1.1 develop a set of own responsibilities and performance objectives 1.2 evaluate own effectiveness against defined objectives 1.3 make recommendations for improvement 1.4 review how motivational techniques can be used to improve quality of performance
LO2 Be able to develop interpersonal and transferable skills	2.1 develop solutions to work based problems 2.2 communicate in a variety of styles and appropriate manner at various levels 2.3 identify effective time-management strategies
LO3 Understand the dynamics of working with others	3.1 explain the roles people play in a team and how they can work together to achieve shared goals 3.2 analyse team dynamics 3.3 suggest alternative ways to complete tasks and achieve team goals
LO4 Be able to develop strategies for problem solving	4.1 evaluate tools and methods for developing solutions to problems 4.2 develop an appropriate strategy for resolving a particular problem 4.3 evaluate the potential impact on the business of implementing the strategy.

Guidance

Links

This unit links with the *Personal and Professional Development*, the *Work-Based Experience* and *Research Project* units. It also links with the following Asset Skills cross-sectoral Employability Matrix:

- B2.4: Plan and manage time, money and other resources to achieve goals
- B3.3: Find and suggest new ways to achieve goals and get the job done and achieve goals
- B4.5: Plan for and achieve your learning goals
- C1.1: Understand the roles people play in a group and how you can best work with them
- C1.7: Lead or support and motivate a team to achieve high standards
- C2.6: Find new and creative ways to solve a problem.

Essential requirements

Access to a range of work-related exemplars (for example, appraisal and development systems, team health checks, job descriptions, action plans, communication strategies) will help in delivering this unit. Case studies based on relevant sectors, workshops, career talks or work-based mentors will also be useful in the teaching and learning aspect of the unit.

Learners should generate assessment evidence through a range of possible activities including individual work placements, project management, research reports, development of case studies, working with others (for example employee-supervisor roles, teamwork, group work) and everyday communication within the workplace.

Unit 48: Project Design Implementation and Evaluation

Unit code: L/601/0995

QCF level: 5

Credit value: 20 credits

Aim

To develop learners' skills of independent enquiry by undertaking a sustained investigation of direct relevance to their vocational, academic and professional development.

Unit abstract

This unit provides opportunities to develop skills in decision making, problem solving and communication integrated with the skills and knowledge developed in many of the other units within the programme to complete a realistic project.

It requires the learner to select, plan, implement and evaluate a project and finally present the outcomes, in terms of the process and the product of the project. It also allows learners to develop the ability to work individually and/or with others, within a defined timescale and given constraints, to produce an acceptable and viable solution to an agreed brief.

If this is a group project, each member of the team must be clear about their responsibilities at the start of the project and supervisors must ensure that everyone is accountable for each aspect of the work and makes a contribution to the end result.

Learners must work under the supervision of programme tutors or work-based managers.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to formulate a project
- 2 Be able to implement the project within agreed procedures and to specification
- 3 Be able to evaluate the project outcomes
- 4 Be able to present the project outcomes.

Unit content

1 Be able to formulate a project

Project selection: researching and reviewing areas of interest; literature review; methods of evaluating feasibility of projects, initial critical analysis of the outline specification, selection of project option, initiating a project logbook/diary, estimating costs and resource implications, identifying goals and limitations; value of project, rationale for selection, agree roles and allocate responsibilities (individually with tutor/supervisor and within project group if appropriate)

Project specifications: developing and structuring a list of requirements relevant to project specifications eg costs, timescales, scale of operation, standards, legislation, ethics, sustainability, quality, fitness-for-purpose, business data, resource implications

Procedures: planning and monitoring methods; operating methods; lines of communication; risk analysis; structure of groups and collaborative working eg learner groups or roles and responsibilities within a work-based project; targets and aims

Project plan: production of a plan for the project including timescales, deliverables, milestones, quality assurance systems and quality plans; monitoring progress

2 Be able to implement the project within agreed procedures and to specification

Implement: proper use of resources, working within agreed time scale, use of appropriate techniques for generating solutions, monitoring development against the agreed project plan, maintaining and adapting project plan where appropriate

Record: systematic recording of relevant outcomes of all aspects and stages of the project to agreed standards

3 Be able to evaluate the project outcomes

Evaluation techniques: detailed analysis of results, conclusions and recommendations; critical analysis against the project specification and planned procedures; use of appropriate evaluation techniques; application of project evaluation and review techniques (PERT); opportunities for further studies and developments

Interpretation: use of appropriate techniques to justify project progress and outcomes in terms of the original agreed project specification

Further consideration: significance of project; application of project results; implications; limitations of the project; improvements; recommendations for further consideration

4 Be able to present the project outcomes

Record of procedures and results: relevant documentation of all aspects and stages of the project

Format: professional delivery format appropriate to the audience; appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to formulate a project	1.1 formulate and record possible outline project specifications 1.2 identify the factors that contribute to the process of project selection 1.3 produce a specification for the agreed project 1.4 produce an appropriate project plan for the agreed project
LO2 Be able to implement the project within agreed procedures and to specification	2.1 match resources efficiently to the project 2.2 undertake the proposed project in accordance with the agreed specification 2.3 organise, analyse and interpret relevant outcomes
LO3 Be able to evaluate the project outcomes	3.1 use appropriate project evaluation techniques 3.2 interpret and analyse the results in terms of the original project specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the project outcomes	4.1 produce a record of all project procedures used 4.2 use an agreed format and appropriate media to present the outcomes of the project to an audience.

Guidance

Links

This unit is suitable for use in all sectors and should utilise the full range of skills developed through study of other units in the programme. These include planning, practical work, data handling and processing, analysis and presentation skills. The knowledge applied may link to one particular unit or to a number of other units.

Essential requirements

The required resources will vary significantly with the nature of the project. The identification of the equipment and materials required, and their availability, is a vital part of the planning phase. Learners should therefore have access to a wide variety of physical resources and data sources relevant to the project. Tutors should ensure that learners do not embark on work that cannot succeed because of lack of access to the required resources.

Employer engagement and vocational contexts

Centres must establish relationships with appropriate organisations in order to bring realism and relevance to the project.