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4. Managing Financial Resources and Decisions
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9. Aspects of Contract and Negligence for Business
10. Business Decision Making
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14. Managing Business Activities to Achieve Results
15. Quality Management in Business
16. Operations Management in Business
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1.0 PROGRAMME AND MODULE INFORMATION

1.1 INTRODUCTION

This Course handbook contains brief description of the module(s) and the structure of the following Pearson BTEC Higher Nationals programmes:

**Pearson BTEC Level 4 HNC**

The Pearson BTEC Level 4 HNC in Business provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the business sector and also offers particular specialist emphasis through the choice of specialist units.

Pearson BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter. The Pearson BTEC Level 4 HNC in Business offers a progression route for learners who are employed in the business sector.

Learners studying the Pearson BTEC Level 4 HNC will be able to progress onto the HND in Business, which allows more specialisation; this then allows progression to degrees in business subjects.

**Pearson BTEC Level 5 HND**

The Pearson BTEC Level 5 HND provides greater breadth and specialisation than the Pearson BTEC Level 4 HNC. Edexcel BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the business sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND in Business provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the business sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in business or progress into higher education. Other learners may wish to extend the specialism that they followed on the Pearson BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the business sector where learners may work towards membership of a professional body.

The Pearson BTEC Level 5 HND in Business offers a progression route for learners who are studying on a Pearson BTEC Level 4 HNC in Business or a programme that includes business.

Learners studying the Pearson BTEC Level 5 HND will be able to progress to a degree in business or one of its specialist areas. The qualification also prepares learners for employment in the business sector. Some learners may wish to use this qualification in order to enter a specialist area of employment in the sector, where learners may work towards professional membership or study for professional body examinations.

1.2 LEARNING OBJECTIVES

The general purpose of WLCBMS's online programmes is to provide a balance of study and assessment that enables learners to consolidate, develop and demonstrate skills that enable them to work efficiently and effectively.

The aim is to enable and encourage participants to apply their learning in their work, and to take effective action using new knowledge and skills. By doing so the following objectives will be met:

- To increase personal effectiveness in action.
- To increase understanding of people, situations and management.
1.3 PROGRESSION OPPORTUNITIES

Students who pass all the modules contained in the HNC will have the opportunity to progress their studies onto the HND programme.

1.4 THE PROGRAMME STRUCTURE

The Pearson BTEC Level 4 HNC is a qualification with a minimum of 120 credits requiring students to complete eight 15-credit modules.

The Pearson BTEC Level 5 HND is a qualification with a minimum of 240 credits requiring students to complete fifteen 15-credit modules and one 20-credit Research Project.

- Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- Mandatory core unit credit: 60 credits.
- Specialist unit credit: 60 credits.

The structure of each programme is explained in the following sections.

1.5 PEARSON BTEC LEVEL 4 HNC DIPLOMA IN BUSINESS

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>MANDATORY CORE UNITS</th>
<th>UNIT LEVEL</th>
<th>UNIT CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Business Environment</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Managing Financial Resources and Decisions</td>
<td>4</td>
<td>15</td>
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<tr>
<td>3</td>
<td>Organisations and Behaviour</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Marketing Principles</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Personal and Professional Development</td>
<td>5</td>
<td>15</td>
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<tr>
<td>16</td>
<td>Managing Communications, Knowledge and Information</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Human Resource Management</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>31</td>
<td>E-Business Operations</td>
<td>4</td>
<td>15</td>
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</tbody>
</table>
The Pearson BTEC Level 5 HND in Business is a qualification with a minimum of 240 credits of which 125 are mandatory core. The Pearson BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

The Pearson BTEC Level 5 HND provides greater breadth and specialisation than the Pearson BTEC Level 4 HNC. WLCBMS offers HND pathways in Management. The programme provides opportunities for learners to apply their knowledge and practical skills in the workplace.

- Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 6.)
- Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- Mandatory core unit credit: 125 credits.
- Specialist unit credit: 115 credits.
- The requirements of the HNC have to be met.

<table>
<thead>
<tr>
<th>UNIT NUMBER</th>
<th>MANDATORY CORE UNITS (all eight units must be taken)</th>
<th>UNIT LEVEL</th>
<th>UNIT CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Business Environment</td>
<td>4</td>
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<td>Aspects of Contract and Negligence for Business</td>
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<td>15</td>
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<tr>
<td>6</td>
<td>Business Decision Making</td>
<td>5</td>
<td>15</td>
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<td>7</td>
<td>Business Strategy</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Research Project</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

**MANAGEMENT PATHWAY**

| 13          | Personal and Professional Development                | 5          | 15          |
| 14          | Working with and Leading People                      | 5          | 15          |
| 15          | Managing Business Activities to Achieve Results      | 4          | 15          |
| 16          | Managing Communications, Knowledge and Information   | 4          | 15          |
| 21          | Human Resource Management                            | 4          | 15          |
| 32          | Quality Management in Business                        | 5          | 15          |
| 34          | Operations Management in Business                     | 5          | 15          |
| 42          | Project Management for Business                       | 5          | 15          |
"Please note that modules and the order in which they are delivered are subject to change. Please note that assessment methods are subject to change.

Each module is equivalent to approximately 150 hours of study requiring approximately 10-15 hours of study per week. To gain the respective qualification, each module must be successfully completed.

Your entire programme of study must be completed within the programme maximum registration period of 2 years for the HNC and 4 years for the HND (see Student Handbook Section 5.2).

It is recommended that you study two modules at a time to allow you to progress through the programme in the shortest amount of time.

There are four study periods per year. Modules are typically studied and assessed over a period of 10-11 weeks.

A typical module delivery schedule is shown below.

### 1.7 MODULE DELIVERY SCHEDULE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Start Date</td>
<td>1</td>
<td>Official module start date. Your tutor will post a welcome message on the module and provide you with guidance on how to get started.</td>
</tr>
<tr>
<td>Assessment Release (assignment based modules only)</td>
<td>1</td>
<td>Assignment questions will be made available to you on Ulearn during the first week following the module start date.</td>
</tr>
<tr>
<td>Study Period</td>
<td>1-9</td>
<td>During weeks 1-9 you will focus on studying the module material and have the opportunity to take part in online discussions and tasks on Ulearn to help you prepare for your assessment.</td>
</tr>
<tr>
<td>Modules assessed</td>
<td>10-11</td>
<td>Assignment submissions will take place during week 10 and 11 of the module. Please see Ulearn for details of assessment dates.</td>
</tr>
<tr>
<td>Study Break</td>
<td>12</td>
<td>Once you have taken the assessment on the module, there will be a short break before the start of your next module. This is to enable the support team to complete maintenance on the Ulearn module pages. You are advised to use this time to ensure you have paid for your next module to avoid delays in receiving access and progressing with your study.</td>
</tr>
</tbody>
</table>
2.0 MODULE CONTENT

This section provides a summary of the content and learning outcomes for all of the modules offered. The full module specifications for each module can be found in the module areas on Ulearn.

2.1 MARKETING PRINCIPLES

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.

2.2 PERSONAL AND PROFESSIONAL DEVELOPMENT

Aim
This unit aims to help the learner become an effective and confident self-directed employee. This helps the learner become confident in managing own personal and professional skills to achieve personal and career goals.

Unit abstract
This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development.

It also aims to develop learners’ ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

The unit emphasises the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their own learning, be involved in teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

Learning outcomes
On successful completion of this unit a learner will:
1. Understand how self-managed learning can enhance lifelong development
2. Be able to take responsibility for own personal and professional development
3. Be able to implement and continually review own personal and professional development plan
4. Be able to demonstrate acquired interpersonal and transferable skills.
2.0 MODULE CONTENT (Continued)

This section provides a summary of the content and learning outcomes for all of the modules offered. Full module specifications for each module can be found in the module areas on Ulearn.

2.3 ORGANISATIONS AND BEHAVIOUR

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.

2.4 MANAGING FINANCIAL RESOURCES AND DECISIONS

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.
2.5 BUSINESS ENVIRONMENT

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.

2.6 MANAGING COMMUNICATIONS, KNOWLEDGE AND INFORMATION

Aim
The aim of this unit is to show how communications, knowledge and information can be improved within an organisation including making better use of IT systems.

Unit abstract
This unit recognises that communications do not automatically take place effectively in organisations and that both information and work-based knowledge is often insufficient when decisions are made. Learners will look at how managers can improve the planning of their communications processes as well as their communication skills. Learners will understand why managers need to adopt a more inclusive approach to stakeholders affected by the decisions they make and why they need to network on a more structured basis. The unit also looks at how managers can make the information and knowledge they gain accessible to other parts of the organisation.

The unit is designed to develop learner understanding of the interaction between communications, knowledge and information. It also covers how IT systems can be used as a management tool for collecting, storing, disseminating and providing access to knowledge and information.

Learning outcomes
On successful completion of this unit a learner will:
1. Understand how to assess information and knowledge needs
2. Be able to create strategies to increase personal networking to widen involvement in the decision-making process
3. Be able to develop communication processes
4. Be able to improve systems relating to information and knowledge.
2.7 HUMAN RESOURCE MANAGEMENT

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.

2.8 E-BUSINESS OPERATIONS

Aim
This unit provides learners with an understanding of e-business operations so they can develop the skill to use internet and electronic processes for supply chain activities and other business applications.

Unit abstract
The purpose of this unit is to develop learner understanding and skills in the complex processes and transactions which support e-business operations. An e-business infrastructure comprises a large number of business processes that are exposed through web and electronic services.

E-business operations concern how technologies are used to manage the procurement of products/services, supplies and transport, handling of goods and the fulfilment function. 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-businesses operate.

The unit considers the difference in transactions between business and consumers (b2c) and business to business (b2b), which is necessary in order to understand required operations.

It then looks at Electronic Data Interchange (EDI) which has been instrumental in the development of e-business over the internet, electronic marketplaces, networks and instruments for the electronic transfer of funds and payment systems.

E-business operations processes can be implemented through an entire industry supply chain linking suppliers with manufacturers, assemblers, distributors and customers. This interactive relationship between customers and suppliers has many benefits and learners will need to analyse the supply chain and its components.

Other essential topics in the study of this area include quality, trust and security, the use of the internet for recruitment and the development of internet communities.

Learning outcomes
On successful completion of this unit a learner will:
1. Understand how business and consumer purchase transactions differ
2. Understand EDI and electronic transactions
3. Be able to demonstrate the benefits of electronic transactions to supply chain management
4. Understand issues in e-business including quality, recruitment and security.
2.9 ASPECTS OF CONTRACT AND NEGLIGENCE FOR BUSINESS

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 activities 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.

2.10 BUSINESS DECISION MAKING

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.
2.11 BUSINESS STRATEGY

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 assess 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 and present a strategic plan based on previous analysis. They will also learn how to evaluate possible alternative strategies such as market entry, substantive growth, limited growth or retrenchment and then justify the selection of a strategy for a given organisation.

Finally, learners will assess the roles and responsibilities for strategy implementation and analyse estimated resource requirements for the implementation of a new strategy for a given organisation. Learners will then be able to evaluate the contribution of specific, measurable, achievable, realistic and time constrained (SMART) targets for the achievement of strategy implementation 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
4. Understand how to implement a chosen strategy.

2.12 RESEARCH PROJECT

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.
2.13 WORKING WITH AND LEADING PEOPLE

**Aim**
The aim of this unit is to develop the skills and knowledge needed for working with and leading others, through understanding the importance of recruiting the right people for the job.

**Unit abstract**
An organisation's success depends very much on the people working in it, and recruiting the right people is a key factor. Organisations with effective recruitment and selection processes and practices in place are more likely to make successful staffing appointments. In competitive labour markets this is a major advantage that well-organised businesses will have over their competitors. It is important, therefore, for learners to appreciate that the processes and procedures involved in recruitment and selection to meet the organisation's human resource needs are legal. This unit aims to develop learner knowledge and understanding of the impact of the regulatory framework on the recruitment process.

There are many benefits for both the individual and the organisation of working in teams for both the individual and the organisation, most importantly that the task is carried out better and more efficiently. An understanding of team development and the leadership function is crucial when working with others. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. In this unit learners will examine these key areas and appreciate how an effective team leader can motivate and develop individuals within teams.

Sometimes when people work in teams they have their own types of communication, which can affect others and cause conflict or tension. In this unit learners will have the opportunity to develop their own leadership skills as well as building on the skills and knowledge needed to manage and lead people and teams in an organisation. Learners will explore ways to manage teams and individuals as well as motivating staff to perform better whilst meeting the aims of the organisation.

**Learning outcomes**
On successful completion of this unit a learner will:
1. Be able to use recruitment, selection and retention procedures
2. Understand the styles and impact of leadership
3. Be able to work effectively in a team
4. Be able to assess the work and development needs of individuals.

2.14 MANAGING BUSINESS ACTIVITIES TO ACHIEVE RESULTS

**Aim**
The aim of this unit is to provide learners with the understanding and skills to manage their activities in the business workplace to improve their effectiveness and efficiency.

**Unit abstract**
This unit focuses on the effective and efficient planning and management of business work activities. It gives learners with understanding and skills needed to design and implement operational systems to improve their effectiveness and efficiency and achieve the desired results for the business.

Learners are encouraged to consider the importance and interrelationship of business processes and the implementation of operational plans, together with quality systems and health and safety, in achieving satisfactory results.

**Learning outcomes**
On successful completion of this unit a learner will:
1. Understand the importance of business processes in delivering outcomes based upon business goals and objectives
2. Be able to develop plans for own area of responsibility to implement operational plans
3. Be able to monitor appropriate systems to improve organisational performance
4. Be able to manage health and safety in the workplace.
2.15 QUALITY MANAGEMENT IN BUSINESS

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.

2.16 OPERATIONS MANAGEMENT IN BUSINESS

Aim
To provide learners with an understanding of the role and importance of operations management (OM) in the efficient and effective production of goods and services.

Unit abstract
Operations management is the area of business activity concerned with the production of goods and services. It includes the responsibility of ensuring that all business/organisational operations are efficient in terms of minimising costs by using as few resources as possible, and effective in terms of maximising quality and meeting customer requirements. It is concerned with managing the transformational processes that convert inputs (in the form of materials, labour and energy) into outputs (in the form of goods and services).

It is important therefore that learners seeking employment in the business world realise that the ‘proper’ organisation of productive systems, and their interfaces with internal as well as external customers and suppliers, is essential if goods/services are to be produced on time, to cost and within the law.

Learning outcomes
On successful completion of this unit a learner will:
1. Understand the nature and importance of operations management
2. Understand the link between operations management and strategic planning
3. Understand how to organise a typical production process
4. Be able to apply relevant techniques to the production of an operational plan for an organisation.
2.17 PROJECT MANAGEMENT FOR BUSINESS

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.