Level 3 Diploma in Business Management

Specification (For Centres)

February 2020

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 3 Diploma in Business Management 603/1102/2

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward those learners who are looking to or already have chosen a career in a business-related sector.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at Level 3 with a total equivalence of 60 credits. It is envisaged that learners completing the Level 3 Diploma will progress to the QUALIFI Level 4 Certificate in Business Management.

2.2 Rationale for the Diploma

The rationale for the programme is to provide a career path for learners who wish to develop their core capabilities within the business sector. The outcome of the Diploma, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the business sector. It also allows specialist development through the optional units.

The qualification provides a generic core of mandatory units that apply to all business contexts; and allows learners to select specialisms in the optional units.

The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the business sector, either directly on achievement of the awards or following further study to QUALIFI Level 4 Certificate in Business Management.

2.3 Aims of the Diploma

The programme provides the opportunity for individuals to forge a career in business by seeking a greater knowledge and understanding of industry, and to support the individual's development into senior positions. The course aims for the following:

- To equip individuals with the knowledge, understanding and skills required for success in employment
- To enable progression to the first year of a degree or related professional qualification
- To provide specialist study relevant to individual vocations and environments in which learners are currently working, or to which learners are aiming to work within the business sector
- To develop learner ability to contribute positively to good practice in the business environment through effective use and combination of the knowledge and skills gained in the qualification
- To develop skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment.

2.4 Learning Outcomes of the Diploma

Learners studying for the Diploma in Business Management will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognise the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business and service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists
6. Transferable skills and knowledge that will enable individuals to meet changes in business
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a Level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

QUALIFI Level 3 Diploma in Business Management:

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 2 and/or;
- work experience in a business environment and demonstrate ambition with clear career goals;
- Level 3 qualification in another discipline and want to develop their careers in business management.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme. In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Business Management is a Level 3 qualification made up of 60 credits.

All units are 10 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 10-credit unit approximates to a TQT of 100 hours incorporating 65 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

There are mandatory and optional units for this qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 10 credits.

Learners are required to complete six units to achieve the 60 credits required to gain the Level 3 Diploma in Business Management. Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

QUALIFI Level 3 Diploma in Business Management comprises 7 Units in total.

The Diploma requires four mandatory units and a minimum of two optional units.

Unit Reference	Mandatory Units	Level	TQT	GLH	Credits
BM301	An Introduction to the Business Environment	3	100	65	10
BM302	Business Resources	3	100	65	10
BM303	An Introduction to Marketing	3	100	65	10
BM304	Human Resource Management	3	100	65	10
Unit Reference	Optional Units	Level	TQT		Credits
BM305	Business Communication	3	100	65	10
BM306	Understanding Health and Safety in the Business Workplace	3	100	65	10
BM307	Recruitment and Selection in Business	3	100	65	10

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 3 Diploma in Business Management** can progress to:

- the QUALIFI Level 4 Certificate in Business Management, or
- the first year of undergraduate study in a related subject; or
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible. For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 8882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit BM301: An introduction to the Business Environment

Unit code: A/615/5045
RQF level: 3

Aim

This unit will explain different types of business and their ownership exist in an economy. Learners will understand role of owner and stakeholders to fulfil purpose of business.

The unit will help learners to understand how businesses are organised to achieve their targets. This unit will also help to understand the way in which the economic, political, legal and social environment can impact on businesses giving the learner an understanding of the range of businesses.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know different types of Businesses and their ownership and the different types of stakeholders	1.1: Describe two different types of business, and their ownership
	1.2: Describe different types of stakeholders whose presence affect the purpose of two organisations
2: Understand how businesses are organised	2.1: Identify how two different businesses are organised
3: Understand how businesses achieve their target purpose	3.1: Describe different types of business targets
	3.2: Identify how a business can achieve a target
4: Identify legal, political, and social factors that can affect businesses	4.1: Describe how political, legal, and social factors affect business

Delivery Guidance

Learning Outcome 1

Learners should be encouraged to focus on businesses they are already familiar with or have an interest in, for example through part-time employment, work experience or as customers.

The two businesses must contain different ownership, so careful consideration should be given when selecting them. For example, the contrast might be the ownership that the business operates in; one could be in sole trading and the other could be a private limited company. Alternatively, the contrast could be between a business in the private sector and one in the public sector. This could provide a good opportunity for group work, with each group investigating different businesses in the local area and using the information they find to produce wall charts or posters to build up a visual map of the local business environment.

Learners should be able to distinguish between internal stakeholders, such as employees and owners, and external stakeholders, such as customers and suppliers. They should examine the influence of the different stakeholders on businesses, especially in terms of possible conflicts of interest between different parties. It might be useful if learners focused on particular issues that illustrate such conflicts. The use of local newspaper articles highlighting local issues, such as planning applications, could be used to stimulate discussions about the impact on two contrasting businesses and how their different stakeholders might feel

Learning Outcome 2

Learners must understand how businesses are organised. They could be provided with the organisational charts of two businesses, and asked to identify the various functional areas that the businesses are organised into. Learners could then compare and contrast the two businesses, in terms of span of control and chain of command and discuss possible reasons for the differences. In order to develop their understanding learners could research using websites, leaflets and booklets produced by the businesses. It would also be helpful if the learners were able to visit the two businesses.

Learning Outcome 3

Learners need to appreciate that the organisation of businesses is not important for its own sake, but as a means of achieving aims and objectives. Learners could be provided with copies of mission statements from the two businesses and where a visit is possible they should try to find out as much as they can about how the two businesses organise their strategic planning. The use of examples from the public and voluntary sector should enable learners to see how certain businesses involve stakeholders formally in their organisational structure.

Learning Outcome 4

Learners could work in groups to research how a particular business has been affected by political, legal and social factors, and summarise their findings in a visual form.
In terms of the political environment, learners should consider how governments have different policies in relation to certain business activities.

Learners also need to research any additions to the law, or changes to the existing law that could impact on businesses.

Learners should also consider the social factors that can impact on the business activities of the selected organisations. For example, learners could consider how changes in demographics, such as the age of the population, could have a serious impact on many businesses.

Assessment Guidance

LO1-AC 1.1/1.2: Learners could write a newspaper article that describes the type of business, purpose and ownership of two contrasting businesses.
Tutor/learners should carefully select the two businesses to be compared as businesses that are very different may lead to a meaningless comparison. Ideally, the two businesses chosen should have some similarities but have sufficient differences to allow learners to progress to the merit and distinction requirements.

Learners could create a report that describes the different stakeholders, both internal and external, who can influence the purpose of the two contrasting businesses

LO2/3 AC 2.1 /3.1/: Learners could produce a leaflet that describes how two businesses are organised. Learners should include in their leaflet an explanation of how the style of organisation used by each business helps them to fulfil their purposes.

LO4 4.1: Learners could give a presentation in which they describe how political, legal and social factors are impacting on the business activities of selected organisations and its stakeholders. The presentation could be as a result of group work, with each learner taking responsibility for a particular area. However, tutors must record the contribution to the task of individual learners so that clear evidence of achieving the criteria is available for each learner.

Suggested Resources

Business Environment - Ian Worthington
Management and organisational behaviour - Laurie J.Mullins

Unit BM302: Business Resources

Unit code: F/615/5046
RQF level: 3

Aim

The unit will explain how a range of resources, including human, physical, technological and financial resources, are used and managed within business.

This unit will help the learner to have an understanding of how human resources are managed and of the employability and personal skills required of personnel in an organisation. Learners will gain an understanding of the purpose of managing resources effectively, not only in relation to human resources but also in terms of physical and technological resources.

Learners will also gain an understanding of how an organisation can gain access to sources of finance, both internally and externally and be able to interpret financial statements.

There are clear links between this unit and many of the other units; it serves as a useful introduction to areas that may be covered in depth in further units.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know how human resources are managed	1.1: Describe how organisations select their employees and what document are required
	1.2 Describe the importance of employability and personal and communication skills when choosing employees in an organisation
2: Understand the purpose of managing physical and technological resources	2.1: Describe importance of physical and technological resources required in selecting employees into an organisation
3: Identify ways to access different sources of finance	3.1: Describe importance of internal and external finances available for a selected company
4: Understand financial statements	4.1 Describe importance of content of financial statements in a selected organisation

Delivery Guidance

Learning Outcome 1

Learners could be asked to use a job advertisement for an organisation with which they are already familiar, such as through part-time employment, work experience or as a customer. They could then

work in small groups to identify all of the stages involved in the process prior to issuing the job advertisement, as well as a list of the stages involved after the job has been advertised. This could be followed up with research and the collection of various examples of recruitment documents.

Learners could then use these to create a set of documents that could be used by the organisation advertising the job. A great deal of information is likely to be available on the organisation's website, but it would be helpful if a visit from someone who works in a Human Resources department could be arranged.

Learners could select a job advertisement that interests them, and undertake research into the skills that are required for the chosen role. This would provide an opportunity for learners to find out more about a role that they have an interest in, and allow them to compare their skills with those required by the job role they have chosen. It would be useful for learners to visit careers advice organisations and careers websites in order to find out the particular skills that are required for certain jobs. Some websites provide an interactive facility that enables learners to gain a profile of their own skills, which they should find interesting to do.

Learning Outcome 2

Learners could be asked to carry out an audit of their learning environment in order to identify the range of resources that are required for the organisation to operate. They could then work in small groups to discuss which are physical resources and which are technological and classify them accordingly. Each group could then be asked to justify their classifications.

Learners could work in groups to prepare a guide to business finance. The guide should outline the availability of various sources of finance, as well as their respective advantages and disadvantages. Learners could use various sources to assist them, including leaflets and booklets from banks.

Learners could then be asked to participate in a role play, whereby they are asked to play the role of an advisor, and recommend a suitable source of finance for a business in differing scenarios.

Learning Outcome 4

Tutors will need to spend time explaining the two financial documents to learners. Learners could then use the trading and profit and loss account and balance sheet for two companies and undertake a comparison of the documents for both companies. Whilst learners are only required to use one company to meet the assessment criteria, comparing two sets of documents may help to develop understanding. Learners should be looking for both similarities and differences in the values within the documents. They could decide which of the two companies is in a better financial position, explaining their reasons.

Assessment Guidance

LO1- AC P1.1 and 1.2: Learners could produce a guide for applicants on the recruitment documentation used within a selected organisation. The guide should use a specified job role as an

example and describe the recruitment documentation and the main employability, personal and communication skills required when applying for the specified job role.

LO2 –AC 2.1: Learners could produce a leaflet that describes the main physical and technological resources required in the operation of a selected organisation.

LO3-AC 3.1: Learners could create a wall chart to describe the sources of internal and external finance for a selected business.

LO4-AC 4.1: Learners could create a report for the financial director of a selected company that interprets the contents of a trading and profit and loss account and balance sheet for the company. Learners should use a larger company, not a sole trader or a partnership.

Suggested Resources

Business the Ultimate Resources - Daniel Goleman
Management and Organisational Behaviour - Laurie J.Mullins

Unit BM303: An Introduction to Marketing

Unit code: J/615/5047
RQF level: 3

Aim

Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research. As an introduction to marketing, the unit will allow learners who study other, specialist marketing units to keep in mind the strategic purpose of the marketing function and how it contributes to business success.

Learners will gain a basic understanding of the role of the marketing function, with particular emphasis on the role of marketing research and how it contributes to marketing planning and the development of a marketing mix for a target group of customers. Learners will have the opportunity to develop, analyse and evaluate key marketing techniques in order to obtain a better understanding of them.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know the importance of marketing in an organisation.	1.1: Describe and compare how two organisations use different types of marketing technique to achieve their target
	1.2: Describe the limitations of marketing
2: Understand marketing research and planning	2.1: Identify how a selected organisation uses marketing research to develop a marketing plan
3: Understand how and why customer groups are targeted	3.1: Describe how and why selected organisation targets their group of customers.
4: Be able to develop a coherent marketing mix	4.1 Describe how a selected organisation develops a coherent marketing mix for a new product

Delivery Guidance

Learning Outcome 1

Tutors should aim to introduce the topic by providing a range of marketing definitions, from simple to more sophisticated, and encourage group debate and discussion. Types of customer and customer satisfaction should be explained as central to the marketing function. Through the use of everyday objects such as mobile phones, phone contracts, fashion items, gym or club memberships, tutors can encourage learners to explore concepts such as branding, target customers, as well as techniques relating to the 4Ps of marketing (product, price, place and promotion). Case studies, DVDs, YouTube videos, as well as actual products can all be used to engage learners in activities and introduce the marketing techniques discussed in the teaching content.

Once the techniques have been introduced, learners should start to think about how organisations use them when marketing their products and services. Where possible learners should be encouraged to visit local organisations to consider different marketing techniques used.
Tutors should encourage learners to consider a range of limitations and constraints of marketing.

Tutors could draw the learners' attention to some of the organisational constraints often faced by marketing professionals within organisations that may not have a marketing focus, or where the management and leadership style is more autocratic and possibly less conducive to a customer focused business approach.

Learning Outcome 2

Tutors could introduce learners to marketing planning by starting with an explanation of strategic and operational objectives with examples from private and public sector, as well as small and large organisations. Group discussion could then focus on academic theory and how marketing objectives fit into this, plus how the marketing planning process and models such as Ansoff Growth strategies, PESTLE and SWOT analysis are used. Websites such as "thetimes100" offer a range of case studies that can be used for group discussions and presentations.

Having considered marketing planning, tutors can lead naturally onto the question of where organisations obtain the information necessary for the planning process, which in turn leads into the topic of marketing research.

Whilst there could be some tutor-led input, ample opportunity could be given for learners to investigate different aspects of primary and secondary research and consider a range of research methods using internal and external sources of qualitative and quantitative information. YouTube videos of focus groups and sources of secondary research such as Mintel may be useful. Tutors could then focus on the way that research information is used in the marketing planning process, for example in the development of a PESTLE analysis, a new product development, or a change in packaging or distribution channel.

Learning Outcome 3

Learners should be introduced to the concept of market segmentation, target markets or customer groups. Tutors should explain the characteristics used for segmentation and the reasons why organisations do this. Learners should be able to build on work that they carried out for learning outcome 1 regarding fashion items, mobile phones and phone contracts and consider which segments have been identified and why. Learners could be encouraged to identify why products and services are consumed by people, taking into consideration different ages, backgrounds and socio-economic groups. Learners could work in small groups and feedback their findings as a presentation to their peers. Tutors should also introduce learners to the difference between B2B and B2C markets and how the segmentation characteristics will be different.

Learning Outcome 4

Tutors should introduce the concept of the 4Ps of marketing or the marketing mix. Learners must develop their own marketing mix for a new product or service taking into account how this mix may need to be modified in order to meet the needs of different customer groups. A good example to use as the focus for group discussion would be the Blackberry mobile phone, which was originally developed primarily for the B2B market and in recent years has been targeted at the B2C market with a different marketing mix

Assessment Guidance

LO1-AC 1.1/1.2: Scenario and task: A company is looking to set up a new operation in the UK in order to launch a brand new product. They are not sure how to approach this new market. They want you to feed back to them via presentation describing how marketing techniques are used by two organisations in the UK market.

The company would like you to produce a report that describes any limitations and constraints to marketing that they should be aware of when dealing in the UK market. To achieve this criterion, learners should describe the legal, ethical and voluntary constraints that marketers work under in the UK market. They should also refer to some of the organisational constraints that may limit marketers in their course of actions such as financial restrictions, or the organisation being production or sales-led.

LO2-AC2.1: Scenario and task: The company wants more information about how market research is carried out by UK firms. You are asked to describe how one organisation uses both primary and secondary marketing research in the development of its marketing plans.

Guidance: Learners should describe how their chosen organisation uses marketing research to provide information for their marketing planning. The description should cover the type of research undertaken (primary, secondary, quantitative and qualitative) as well as the methods used and how the information is used in the planning process.

Scenario and task: The company is keen to ensure that its product launch into the UK market is successful. Using a range of research information, you are asked to make recommendations both in terms of marketing planning and as to what further research should be conducted.
Guidance: Learners should use the research provided as a basis for marketing planning. This information could be provided by tutors. Learners could use the information as part of PESTLE or SWOT analyses, to inform marketing mix decisions or to identify new target markets.

LO3-AC 3.1: The company asks you to identify a group of customers that they should target its new product at. Recommend a customer target group, ensuring that you explain how and why you have chosen that group.

Guidance: Learners should explain the segmentation methods used for market segmentation in both B2B and B2C markets, and provide a variety of examples for different products and/or services.

LO4-AC 4.1: Scenario and task: The company decides to commission you to develop a coherent marketing mix for its brand-new product aimed at the target customer group you have identified. They would like you to present your proposed marketing mix to them.

Suggested Resources

Introduction to Marketing - Professor Adrian Palmer
Marketing - Paul Baines

Unit BM304: Human Resource Management

Unit code: L/615/5048
RQF level: 3

Aim

This unit will describe as the most valuable resource of any organisation, its human capital. All resources, especially the most valuable, need to be managed in order to obtain the greatest value from them. The unit provides an overview of some of the key areas that fall within the remit of the human resources function.

By the end of this unit learners will gain an understanding of the factors that are taken into account by organisations when planning their human resource management. They will also learn how organisations gain employee motivation and employee commitment.

Finally, learners will know about how employee performance is measured and managed as well as the benefits of doing so. This knowledge will help learners to understand the working environment and the nature of Human Resource Management when they are seeking or engaged in employment.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know the internal and external factors involved in human resources planning in organisation	1.1: Describe how an organisation considers the internal and external factors when planning requirement of human resources
	1.2: Describe how an organisation identifies skills for employee to carry out a job function
2: Understand know how an organisation motivates its employees	2.1: Identify different ways how an organisation can motivate employees
3: Know how organisations manage and measure employee performance	3.1 Describe how an organisation can manage and measure employee performance
4: Understand how organisations cooperate with their employees	4.1: Describe how organisations gain cooperation from their employees

Delivery Guidance

Learning Outcome 1

In small groups, learners could identify the employability and personal skills that are required by organisations for specific roles. Job descriptions and person specifications from jobs advertised on the internet could be used to help identify what employers are looking for. Learners should understand the concept and importance of transferable skills, as well as job specific skills. They could carry out a personal skills audit and review of their own skills in relation to jobs that they currently do or they may be interested in doing. Tutors could provide a skills audit template for learners to complete for a range of different employment opportunities, this could lead to a discussion on the effectiveness of a skills audit and how an organisation could utilise this information. Learners should be able to understand and explain the benefits of using a skills audit, how it benefits the organisation, the employee and its effect on human resource planning.

Learning Outcome 2

Tutors should aim for learners to gain an understanding of the main motivation methods used by organisations. Through presentations, group discussion and case studies learners should be made aware of a variety of different motivational methods. In small groups, learners could research a motivation method and present their findings to the whole group. Using case-studies learners could discuss the effectiveness of different motivational methods. The learners could then put their theory into practice and as a group apply a selection of methods to tasks or projects they are undertaking.

For example, they may offer an incentive to a member of the group who performs well on a task, or a reward for someone who completes a piece of work to a high standard and before the deadline. This will give the learners the opportunity to analyse how they felt about the motivational method used. What were the advantages/ disadvantages? Did they feel motivated or did it demotivate them? Learners will then be able to evaluate their findings and provide recommendations on ways an organisation could improve employee motivation.

Learning Outcome 3

Learners must understand and be able to explain how employee performance could be measured and managed. Performance management tools such as individual objectives, SMART targets, probationary periods, performance indicators and individual development plans could be discussed as a group. Learners could then research examples using case studies, local businesses or the internet, and create a presentation to explain a variety of performance management tools. Learners could use examples of documentation used in appraisals and performance reviews to illustrate methods that employers use to manage and monitor performance.

This activity could be extended to allow the learner to analyse the advantages and limitations of measuring and managing employee performance. Learners may find it beneficial to question a variety of employers and employees in order to increase their understanding. The use of disciplinary and grievance procedures could also be the focus of a group debate.

Learning Outcome 4

Learners should understand how organisations achieve committed employee cooperation. Tutors could use case studies of organisations that have a particular approach to and culture for gaining co-operation from employees (e.g. Google, Innocent, Apple or Virgin). This could follow with a group discussion on an organisations attitude and culture; considering the importance of fairness, openness, communication policies, attitude, customs and beliefs, power and control structures, and how these may assist in gaining employee co-operation. In small groups, learners could research accreditation schemes such as IIP and C2E and consider whether they can help gain employee commitment. Tutors should also explain that a written contract of employment is not mandatory, however after two months a written statement of employment particulars is a required legal document. Learners could research examples of written statements or employment contracts.

Assessment Guidance

LO1-AC 1.1/1.2: Scenario: The organisation that you work for has recently won some large new contracts and is expanding rapidly. The number of employees has grown from 10 to 20 and is expected to grow by another 10 to 15 employees over the next two years. The managing director recognises that human resource planning has not previously been a priority for the organisation, but that it must improve in this area and needs some help and guidance.

Task: You are asked to report on the internal and external factors to consider when planning human resources requirements. Describe the use of a skills audit by an employer and explain the benefits of its use. Make reasoned suggestions for how the organisation can improve, develop and build on the existing skills base of its employees.

LO2-AC2.1 /LO3-AC3.1/LO4-AC4.1: Scenario and task: The managing director has recognised that motivating and managing a larger workforce requires the use of a range of motivational and performance management techniques

Task: You are to produce a presentation and report on how the organisation can motivate its employees, obtain their cooperation and manage their performance. Ideally you should analyse the links between motivation theories and reward systems that the organisation uses and make recommendations as to how they can improve employee performance through the use of measurement and management techniques.

Suggested Resources

Human Resource Management in a Business Context - Jon Kew
Human Resource Management - Derek Torrington

Unit BM305: Business Communication

Unit code: R/615/5049
RQF level: 3

Aim

Effective communication is a key area in terms of its contribution to business success. When studying this unit, learners will gain a thorough understanding of the types of business information used both internally and externally by organisations and the methods used to communicate information to different audiences.

In this unit, learners will have the opportunity to develop, analyse and evaluate a range of methods used to communicate different types of business information and will understand the purpose of such communication. They will also produce and evaluate different types of business communication of their own.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand different types of business information	1.1: Describe how organisations use different types of business information to fulfil their purpose
2: Know how to present business information effectively	2.1: Describe different types of cooperate communication
3: Understand the limitations in relation to the use of business information in an organisation	3.1: Describe legal and ethical issues in relation to the use of business information in an organisation
4: Know how to communicate business information using appropriate methods	4.1 Describe how organisations use electronic and non-electronic methods to communicate business information internally and externally

Delivery Guidance

Learning Outcome 1

Learners need to understand different types of business information, be able to differentiate between internal and external sources, and explain its purpose. In small groups, they could research the types of information used across a variety of functional areas within a business. Each group could showcase examples of different types of business information; they could present this as a talk to the rest of the group, a wall chart with examples, or magazine article.

Learning Outcome 2

Learners should create examples of corporate communication. For example, a press release, board paper, internal memo, product presentation or design for a logo. Tutors should provide some input outlining the range of communication methods, as indicated in the teaching content.

Learning Outcome 3

Learners must understand the issues and constraints in relation to the use of business information. This should include the legal, ethical and operational issues relating to the use of business information. Initially this topic may require some formal input from the tutor, followed by research, either carried out individually by the learner or in small groups. When considering legal issues, learners could be encouraged to research relevant UK legislation and European directives.

Learning Outcome 4

Within this unit learners must be able to present business information. Therefore, they will need to able to select the most appropriate method of communication depending on the message, the purpose, and the audience. Learners will need to understand the use of electronic and non-electronic methods of communication, and when and where their use is appropriate. In small groups the learners could use the different types of business information identified in learning outcome 1 and suggest the types of audience where it would be utilised. This activity could then be developed further with the learners suggesting the method of communication used, and if it is electronic or non-electronic. The learners could then select a variety of organisations and undertake group research into the methods of communication used with their stakeholders.

Assessment Guidance

LO1-AC 1.1: The owner of a local business has contacted you to ask for help training their staff with regards to business communication. You have been asked to produce a fact sheet explaining different types of business information, where the information is obtained, what is its purpose and how it can be communicated.

LO2-AC2.1: A local business has developed an exciting new product range which it expects will double turnover, require substantial investment and impact on staff through job changes, possible promotions and hiring of new staff. The owner needs your help to present the situation, using three different methods, to investors and current staff who are nervous about the changes to come.

LO3 - AC 3.1: The business owner is concerned about the legal, ethical and operational issues relating to the use of business information and would like you to provide an overview of the issues and constraints involved.

LO 4 - AC 4.1: The owner of a local business has contacted you to ask for help training their staff with regards to business communication. You have been asked to produce a fact sheet explaining

different types of business information, where the information is obtained, what is its purpose and how it can be communicated.

Suggested Resources

Business communication - JP Parikh
Communicating at Work: Strategies for Success in Business and the Professions llth Edition - Ronald Adler (Author), Jeanne Marquardt Elmhorst (Author), Kristen Lucas (Author)
The Communication Book: How to Say it, Mean it, and Make it Matter - Emma Ledde

Unit BM306: Understanding Health and Safety in the Business Workplace

Unit code: J/615/5050
RQF level: 3

Aim

This unit will help to prepare learners for the world of work, where health and safety is a vital part of the modern workplace whatever sector is chosen. There trends to be level of myth surrounding health and safety requirements.

This unit will help to dispel these and to promote good health and safety practise as a means to a productive working environment. Learner will understand about health and safety legislation, regulations and requirements that form the basis of all workplace in UK.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand how health and safety legislation and regulations affect a business working environment	1.1: Describe the legal requirements and regulations for ensuring the health, safety and security of those employed in business
2: Know the requirements for healthy, safe productive working conditions	2.1: Describe the requirements for a healthy and safe workplace, as applied to the physical environment and equipment used in a selected business
3: Understand the role and responsibilities of key personnel	3.1: Describe the roles and responsibilities for health and safety of key personnel in selected workplace
4: Be able to assess and manage risk	4.1 Plan a risk assessment for a selected administrative work environment

Delivery Guidance

Learning Outcome 1

The tutor could ask the learners what they consider to be a safe and healthy environment. The learners could identify a variety of ideas that could be used to facilitate a discussion about the types of legislation required to ensure an environment is safe and healthy. The tutor could then introduce the major pieces of legislation. For example, a learner may suggest that employees need to wear gloves when using cleaning materials, this would lead into an introduction of the COSHH regulations. Once the major pieces of legislation have been introduced the learners could undertake group research on specific pieces of legislation and present their findings.

The Health and Safety Executive's website has excellent advice about the legislation and will provide a good basis for research. Presentations could include an element of role play to highlight the specific risks involved and/or the production of posters to be used in the workplace.

Learning Outcome 2

Learners could identify a range of specific working environments, for example a building site, an office, a shop, and research the specific requirements that these environments may have. In small groups learners could select different items of equipment or physical environments, for example display screen equipment for an office, moving and handling regulations in a hospital, electricity and noise in a factory, and describe the requirements of the legislation associated with them.

Photographs of offices and shops could be used to highlight the elements, such as emergency exit signs and workstation ergonomics. Learners could also design their own healthy and safe working environment and describe the equipment that it must contain.

Learning Outcome 3

Learners must understand the health and safety responsibilities of key personnel within a selected business. Learners could select a business they are already familiar with or have an interest in; this could include part-time employment, work experience or as customers. They could identify the roles and responsibilities, for example health www.ocr.org.uk 8 and safety office, first aider, fire officer, site maintenance or IT equipment. The learners should then assign the relevant personnel to the roles they have identified.

Learning Outcome 4

Learners could be introduced to a variety of risk assessment formats. They could then identify the common components of a risk assessment. The learners could design their own risk assessment form for a selected environment, incorporating some or all of the components they identified. Within their plan the learner should consider the format, content and how often the risk assessment should be completed.

Assessment Guidance

LO1 - AC 1.1/2.1: Learners can prepare a report that should contain: an explanation of the legislation that is relevant in ensuring the health, safety and security of the employees; a description of the requirements that their business should put in place in terms of the physical environment and equipment.

LO3 -AC3.1 /LO4 - AC4.1: A new business is setting up in your area and would like you to advise them on employer/employee responsibilities and the implementation of risk assessments. You should prepare a presentation, to be given to the owner, explaining the roles and responsibilities for health and safety and the planning of a risk assessment for the business.

Suggested Resources

Introduction to Health and Safety at Work 4th Edition – Phil Hugh (Author), Ed Ferrett (Author)

Unit BM307: Recruitment and Selection in Business

Unit code: R/615/5051
RQF level: 3

Aim

This unit is about how an organisation recruits and selects staff. Learners will gain knowledge and understanding of the process that a business has to go through when recruiting staff. Learners will prepare documents necessary to help select the right person for the job and plan to take part in a selection interview. They will have a broad understanding of the legislation surrounding recruitment and selection and be able to explain how these laws affect a business.

As part of this, learners will consider the role of the Human Resource department. This will help them understand the vital role that the HR department plays in helping an organisation achieve its business objectives and will help them in the future when attending a job interview or participating in a selection panel.

The learner will recognise the difficulty that staff within a Human Resource department experience as they prepare documents in readiness for advertising a job and then assess applicants against the set criteria. The learner will identify how legislation impacts on recruitment and selection, which means, for example, that they will know what can/cannot be put in job adverts and what employees can/cannot ask potential employees during a job interview.

Finally, the learner will be required to take part in a selection interview as an interviewer; this will allow them to develop techniques and skills which they can use in the future when attending job interviews as an interviewee.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand the process of recruitment	1.1: Describe how organisations plan to use internal and external sources for recruitment
2: Understand the implication of regulatory framework for the process of recruitment and selection	2.1: Explain the impact of the legal and regulatory framework on recruitment and selection activities
3: Know the documents available in selection and requirement activities	3.1: Describe documents required for selection and recruitment activities
4: Be able to participate in a selection interview	4.1 Plan and take a part in selection interview

Delivery Guidance

Learning Outcome 1

This learning outcome will allow the learner to gain knowledge and understanding of the processes involved in recruitment planning. This could include a variety of topics as suggested in the teaching content.

In order to introduce the recruitment process the tutor could provide some basic information on the school/college's recruitment process. In small groups the learners could research the recruitment process of a range of organisations. This could be local businesses and/or organisations where the learners work. Each group could produce labelled diagrams to show the recruitment process, these could be discussed with learners identifying how the processes may vary across organisations.

Having gained a basic understanding the tutor could invite a speaker from an HR department (ideally the organisation should be a reasonable size, with a variety of different departments and roles). The speaker should provide a clear overview of the recruitment processes they follow. Plus, the learners should be provided with the opportunity to ask pre-prepared questions.

Learners could investigate the different ways that jobs are advertised. They could use examples from business recruitment website pages, recruitment agencies, local and national press, JobCentre Plus etc. A group discussion could then follow, with learners identifying the internal and external methods used and the advantages and disadvantages of each.

Learning Outcome 2

Learners should have an understanding of the current UK and EU legislation, and the implications these have within the process of recruitment and selection.

The tutor could introduce the subject by outlining the regulatory framework for recruitment and selection. Working in small groups the learners could research different aspects of UK and EU legislation. Each group could then present their findings, and the learners could produce a comprehensive chart to document current UK and EU legislation.

The tutor could lead a group discussion on a range of legal and ethical topics that affect recruitment and selection. For example, race, gender, disability, religion, age and other
situations where discrimination, either positive or negative, may occur. Alternatively, the learners could organise a team debate and analyse the advantages/disadvantages of adhering to legislation, with the aim being to develop an awareness and sensitivity to employee and employer standpoints.

The tutor could lead a group discussion on cases that have broken UK and EU legislation. Case studies from tribunals where legislation has been broken or challenged could be used. ACAS (ERA) and CIPD provide material and examples that could assist with this subject.

Learning Outcome 3

In order to prepare the documentation used in the recruitment process, learners must firstly understand what documents are required. Learners could utilise their knowledge and understanding

gained from learning outcomes 1 and 2 to help them identify the documentation used. This could be from the perspective of a business's recruitment process and from a legal point of view.
In small groups learners could study a variety of person specifications and identify the common or reoccurring items/criteria they contain. Learners could then produce a template for a person specification, including the relevant items/criteria, and ensure that it meets the recruitment process/UK and EU legislation.

In small groups learners could study a variety of job descriptions and identify the common items/criteria they contain. Learners could then produce a template for a job description, including the relevant items/criteria, and ensure that it meets the recruitment process/UK and EU legislation.

In small groups learners could study a variety of job advertisements and identify the common items/criteria they contain. Learners could then produce a template for a job advert, including the relevant items/criteria, and ensure that it meets the recruitment process/UK and EU legislation.

In small groups learners could research a specific job role and identify the information that the documentation should include as part of the recruitment process. Learners could then produce the documentations required as part of the recruitment and selection process

Learning Outcome 4

As a group the learners could produce a list of things to consider when planning for an interview. Then in small groups they could provide more detail to an individual element Before being part of a selection interview, it could be beneficial for learners to observer an interview taking place. This could be a role play using HR personnel and an 'interviewee', or using DVD case studies.

Learners must then take part in a selection interview. It is unlikely that the learners will be able to take part in a real-life selection interview. Therefore, a role play with relevant HR personnel, interview panel, and independent 'interviewee' could be used. To develop their knowledge and understanding learners must analyse their performance as part of the panel for a selection interview. Plus, evaluate the strengths and limitations of the process undertaken for carrying out the selection interview.

This unit will also raise the importance of verbal and non-verbal communication skills such as volume, pitch, tone and modulation of voice, clarity, question and answer, listening, body language, signs and gestures, appearance, and written or electronic communication.

Assessment Guidance

LO1-AC 1.1: You are looking for a job in human resources and feel that if you find out about how organisations go about recruiting and selecting staff this will give you an advantage over other applicants.

Task: Research two different organisations and identify and describe how each organisation:

• plans its recruitment
• advertises jobs
• asks applicants to apply for jobs.

LO 3- AC 3.1: Scenario and task: You have been successful in securing a job in a Human Resources department. Your manager asks you to prepare documents used in selection and recruitment activities.

Using a specific job title, produce a:
• person specification
• job description
• job advertisement.

You must provide the relevant documents with explanations, were applicable, of the impact of the legal and regulatory framework on the documents used.

LO4 – AC 4.1: Learners must prepare and take part in a selection interview. The learner could produce documents used during the planning process, notes on how the interview will be conducted; details about the interview process, and explanations, where applicable, of the impact of the legal and regulatory framework when preparing and conducting the interview.

Suggested Resources

Recruitment and Selection - Eric Garner

The Complete Guide to Recruitment a Step-By —Step Approach to Selecting, Assessing and Hiring The Right People - Jane Newell Brown

Human Resource Management - Derek Torrington

A Project Leader's Guide to Recruitment and Selection: How to Appoint the Best Person for the Role - Edward John Lunn, Illustrated by Alan Sarsby