

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Award in Business Management in the
Land-based Sector (QCF)

First teaching October 2011



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BTEC Specialist qualification title covered by this specification

Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF) 600/3304/6

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Welcome to the Edexcel BTEC Level 3 Award in Business Management in Land-based Sector (QCF)

We are delighted to introduce our new qualification, for teaching from October 2011. This qualification conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case the Lantra SSC. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

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

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 3 Award

The Edexcel BTEC Level 3 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF)

The Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF)

The Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF) is a 10-credit and 60-guided learning hour (GLH) qualification that consists of one mandatory unit that provides for a total of 10 credits.

Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF)			
Unit	Mandatory unit	Credit	Level
1	Business Management in the Land-based Sector	10	3

Assessment

The unit within this qualification is internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

Assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value will achieve the qualification at pass grade.

In Edexcel BTEC level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC level 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC level 3 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Edexcel BTEC level 3 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Edexcel BTEC level 3 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

The specific resources required for this qualification have been indicated in the unit specification.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Centres must facilitate access to safe out-of-class learning for learners such as visits to appropriate outdoor environments and work-related land-based sites wherever possible in the context of unit learning outcomes. Centres must ensure all learners are given as much opportunity as possible to experience safe and meaningful out-of-class learning. Such experiences must recognise and fit reasonably with each learners physical and mental abilities.

Additional and Specialist Learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above, a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account

of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 3 Award in Business Management in the Land-based Sector (QCF) is accredited on the QCF for learners aged 16 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and 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 sufficient, reliable and valid.

Unit format

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

Each unit has the following sections.

Unit title

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

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on The Register of Regulated Qualifications (register.ofqual.gov.uk).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator 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. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

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

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following key sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Unit

Unit 1: Business Management in the Land-based Sector

15

Unit 1: Business Management in the Land-based Sector

Unit code: M/600/9709

QCF level 3: BTEC Specialist

Credit value: 10

Guided learning hours: 60

Unit aim

The learner will look at the business environment, the roles and responsibilities of those employed in land-based businesses and resource requirements. They will develop their skills in business operations and produce a business plan.

Unit introduction

The successful operation of all land-based industries depends on staff having a working knowledge of the business environment and marketplace, while performing their duties in a professional, responsible manner. This is particularly important for the large number of small and medium-sized enterprises that operate in the environment and land-based sector.

Learners will discover the range of businesses directly involved in producing goods or providing services, and ancillary businesses and organisations that support the industry. They will then explore how a range of physical and human resources are necessary for successful business operation and how their management can result in improved business performance.

Businesses in the environmental and land-based sectors have needed to become increasingly aware of the marketplace and market requirements. Learners will explore this, together with the quality assurance systems that enable these requirements to be met.

Record keeping is a vital function in the management and control of any business, so learners will investigate and complete a range of financial and physical records that are required to meet legal and management information requirements. They will also investigate how records can be used to monitor and control business performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the breadth and importance of an industry within the environmental and land-based sector	1.1 Describe the importance of businesses within the industry to the economy 1.2 Outline the range of associated businesses allied to the industry
2 Understand business resources and structures	2.1 Explain the legal structure and organisation of a land-based business 2.2 Explain the physical resource requirements of a selected land-based business 2.3 Describe different job roles and responsibilities in a selected land-based business
3 Understand the business marketplace	3.1 Describe the marketplace, customers and competitors for a land-based business 3.2 Explain features of an efficient supply chain in a land-based context 3.3 Review quality management systems and practices within a land-based business
4 Understand how to use financial and physical record keeping systems.	4.1 Review financial records for a selected land-based business 4.2 Examine physical records for a selected land-based business 4.3 Examine the use of financial and physical records in monitoring business performance and progress.

Unit content

1 Know the breadth and importance of an industry within the environmental and land-based sector

Range of organisations: typical types of businesses and other organisations in the sector (eg commercial businesses, representative, regulatory, not-for-profit organisations); regional variations

Importance to the economy, environment and society: using measures available to the industry eg value of output, contribution to GDP, employment, participation, land use; local, regional and national importance; economic and social benefits; trends in importance

Associated industries: relevant industries in primary, secondary and tertiary industrial sectors (eg suppliers of raw materials, processors, distributors, retailers, service providers)

Associated organisations: specific interrelationships between one business and other associated organisations – suppliers of goods and services, representative organisations and professional bodies (eg National Farmers Union, British Horse Society), regulatory bodies (eg Health and Safety Executive, DEFRA, local authority), competitors, customers; aims and roles of important organisations in the sector

2 Understand business resources and structures

Legal structure and organisation: features of the main business types eg sole trader, partnership, limited company, not-for-profit organisation, charity, public sector organisations; organisation staffing structure

Physical resource requirements: buildings; land (size, topography, soil type and drainage); vehicles and machinery; tools and equipment; stock eg feed, bedding, seed, fertiliser; livestock; management of physical resources eg maintenance and repair, stock control procedures, insurance of physical resources, animal housing and feeding, waste disposal systems

Job roles and responsibilities: job roles relevant to the sector eg director, manager, supervisor, team worker, trainee, administrator, volunteer, sub-contractor; job title, job description, responsibilities for financial, physical and human resources; staff motivation and performance management; person specification (typical skills, qualifications and experience required to fulfil the role); legal rights and responsibilities in work (eg pay, working hours, holidays, equal opportunities, health and safety, employment protection), relevant employment legislation eg Health and Safety at Work Act 1974, Working Time Regulations 1998, Disability Discrimination Act 2005

3 Understand the business marketplace

Marketplace, customers and competitors: size of market (eg value of sales, number of customers); external influences on the market (political, economic, socio-cultural, technological); customer base (number, type, characteristics, market segments); direct and indirect competitors, competitor analysis, market share

Supply chain: suppliers, distributors, processors, intermediaries, customers; choosing suppliers, ensuring supplies of inputs; supply chain assurance (eg environmental, animal welfare)

Quality management: important aspects of quality in the sector; formal quality standards or approval (eg Farm Assured, ISO 9000, BHS approval 150, 14000, 18000); systems and practices to achieve quality; problems arising if quality is not achieved

4 Understand how to use financial and physical record keeping systems

Financial records: importance of keeping accurate records (legal requirements and management efficiency); purchasing and ordering procedures; order forms, deliveries, receipts; invoices and sales records, credit control; payment methods; bookkeeping (cash analysis, petty cash, cash flow, computer accounts programmes); basic accounts (gross margin, trading account, balance sheet, depreciation); taxation (VAT, income tax, national insurance contributions, corporation tax); wage calculation

Physical records: records appropriate to the industry relating to eg production, inputs, staffing, customers, resource use; data protection; legal requirements to keep records eg pesticide use, veterinary medicines, transport, animal movement, passports

Monitor business performance and progress: use of financial and physical records to monitor business performance eg gross margin comparisons, production levels, costs of production, financial efficiency; monitoring against targets, budgets, previous periods; relevant review periods (eg weekly, monthly, annually); appropriate remedial actions; staff roles in recording and analysing information

Essential guidance for tutors

Delivery

Delivery of this unit should focus on the learner's specialist sector of the environmental and land-based sector. Some familiarity with businesses in the sector would be advantageous to learners so the unit could build on experience from prior employment, work placements and the operation of a centre's practical unit. Centres are encouraged to organise talks from employers and specific professionals from industry. Learners would also benefit from visits to a variety of establishments to add depth to the learning experience.

Tutors delivering this unit have opportunities to use a wide range of techniques. Lectures, discussions, seminar presentations, site visits, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Work placements should be monitored regularly to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit prior to any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to use financial and/or physical record keeping systems and they should be encouraged to ask for observation records and/or witness statements as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website (www.edexcel.com).

Whichever delivery methods are used, it is essential that tutors stress the importance of accuracy and the need to manage the resource using legal methods. Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as a part of their programme of study.

For learning outcome 1, learners will investigate the size, scope and importance of their specialist sector within the environment and land-based industries, and any trends in importance. This type of information is more readily available in some sectors than others (eg agriculture), so learners should be supported in accessing whatever information is available relevant to their sector. They will also investigate the range of business types and other organisations that are represented in their sector, including important regulatory, professional or representative organisations. Wherever possible this should be related to specific businesses and organisations. This outcome is likely to require formal teaching, which should be supported by relevant information on businesses and organisations within the sector, and could include speakers representing these. Independent study and investigation should also be encouraged.

For learning outcomes 2 and 3, delivery is likely to include use of a range of case studies, supplemented by visits and guest speakers. Some classroom-based delivery to establish the principles and concepts is also anticipated, which may include seminars, workshops and lectures.

Learning outcome 2 focuses on the legal and resource implications of forming a business. Learners will explore the range of business organisations in the private and public sectors, and the legal and practical implications of different business types. This should be related to the types of business important in their sector. Learners will investigate the physical resource requirements of businesses, and

how they are managed. It would be appropriate for learners to undertake a case study on a business premises in their sector and appraise its strengths and weaknesses for a given business use. The understanding that learners will gain on job roles and responsibilities has links with the requirements for work experience, and employers could be invited to explain their expectations in the workplace. Learners' investigations should focus on job roles within their specialist sector.

For learning outcome 3, learners will analyse the market for a specific land-based business. This is likely to involve a case study project and should identify, for that business, information listed in the unit content. External influences should be relevant and current to that business. Specific competitors should be identified and analysed to highlight strengths and weaknesses of the case study business. When investigating the supply chain, learners need to identify the flow of resources from production of raw materials, through relevant manufacture and processing, to end consumers. Quality management will include reference to any formal standards or approvals that are relevant. It should also consider the quality standards required by the industry, any systems and practices that are used to achieve quality, and implications of failing to meet prescribed or assumed levels of quality. This should be related to specific businesses and teaching could again be supported by relevant visiting speakers from industry.

Learning outcome 4 focuses on the range of financial and physical records that are required to meet legal requirements as well as to ensure effective business operation. Learners need to complete simple examples of the range of financial records listed. They should be aware of paper-based and computerised systems for financial records but are not expected to become competent in the use of IT accounts software. The range of physical records investigated should be related to the needs of learners' specialist sector, and should include important current examples of legally required records. Learners may gain first-hand experience in maintaining and using records from a centre's practical unit or work experience. In addition to completing a range of records, learners need to investigate how specific examples can be used to aid decision making, monitor and control business performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives an indication of the volume of learning it would take the average learner to achieve the learning outcomes. It is indicative and is one way of achieving the credit value.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
Assignment 1: Organisations and Businesses in a Land-based Industry (1.1, 1.2)
Tutor introduces the assignment
Theory session and workshop investigation into the range of organisations found in a land-based industry, their economic and social importance

Topic and suggested assignments/activities and/assessment
Learner research and presentation on the range of allied industries, their role and importance to the industry
Theory session on other organisations (statutory, professional, representative) and their links with businesses
Visit and workshop investigation into how one business has links with a wide range of other organisations
Learner research and assessment completion
Assignment 2: Business Structure and Resources (2.1, 2.2, 2.3)
Tutor introduces the assignment
Class discussion on the features of the main business types and organisation staffing structures
Introductory lecture on business physical resources followed by practical investigation and audit of the resources of a case study business
Introductory lecture on job roles and responsibilities. Workshop investigation into different job roles in the sector; preparation of job descriptions and person specifications
Visit and case study exercise: how job roles relate to business performance.
Learner research and assessment completion
Assignment 3: The Business Marketplace (3.1, 3.2, 3.3)
Tutor introduces the assignment
Lecture introducing the concept of a market and market analysis
Workshop research into market data and competitor analysis
Learner research and discussion on external influences on the market
Theory session on the supply chain
Guest speaker session on quality management with workshop investigation into formal quality standards or approval
Learner research and assessment completion
Assignment 4: Financial and Physical Record Keeping (4.1, 4.2, 4.3)
Tutor introduces the assignment
Theory session introducing the role and importance of business records
Workshop sessions investigating and completing a range of physical records
Workshop sessions covering the range of financial records in the unit content
Workshop sessions analysing physical and financial records
Learner research and assessment completion
Unit Review

Assessment

For AC1.1, learners are required to describe the range of businesses found within their chosen industry and show their importance to the local, regional or national economy. Evidence could be a poster, factsheet or report.

For AC1.2, learners need to outline the types of businesses associated with the industry selected. Evidence should illustrate the range of allied organisations and businesses that are found within the chosen industry. It should show the range of interrelationships that one selected business has with other organisations, to include suppliers of goods and services, representative organisations and professional bodies, regulatory bodies, competitors and customers. The roles and importance of these relationships to the business should be explained. Evidence may be in the same form as that produced for P1.

AC2.1, AC2.2 and AC2.3 could be assessed through one piece of work, in which learners produce a profile of a selected business in the environmental and land-based sector. The business could be commercial, not-for-profit or a statutory organisation. This could be the same business that was featured for P1 and P2. Learners could present evidence on a business known to them, or centres may arrange a case study visit. Alternatively, it may be appropriate to base this assignment on a work placement.

For AC2.1, learners need to include the business name, products or services that it provides, its legal structure and the organisation structure chart. Evidence could be presented in a variety of formats such as written report or an electronic presentation.

For AC2.2, learners need to explain the physical resource requirements of the selected business, which should include the main resource categories shown in the unit content. Learners need to explain why each resource is required by the business, and should give an indication of the quality requirements (eg land type) as well as the quantity (eg land size). Evidence may be in the same format as for P3, or an annotated map of the business illustrating its resource requirements.

For AC2.3, learners need to describe the roles and responsibilities of three different jobs within the business. Evidence may be a written report, oral presentation or annotated structure chart.

For AC3.1, learners need to describe the marketplace, customers and competitors for a land-based business. This could be a business currently operating, case study material, or a proposal for a new business. Learners need to report information on the size of the market locally or nationally, include examples of at least four current and relevant external factors influencing the market, the customer base of the business, and direct and indirect competitors. Evidence may be a presentation, written report or email to the business owner.

For AC3.2, learners are required to explain the features of an efficient supply chain in a land-based context. This would be best explained using a selected business example, which may be the same one studied for P6 or P3. Evidence may be a report, poster or presentation.

For AC3.3, learners are required to review the quality management systems and practices within a selected business, which may be the same one studied for other criteria. It will be important for learners to define quality for the business studied, which may be through a formal quality assurance system, or based on market requirements or competitor standards. Learners must explain how the business ensures it achieves the quality required through its management systems and practices. Evidence may take the form of a report, poster, presentation or leaflet.

For AC4.1 and AC4.2, learners need to complete a range of key physical and financial records that are relevant to a business in the land-based sector. For P9, evidence should include examples of at least four different financial records or statements from the unit content. For AC4.2, the range of records must include at least four different physical records, including examples that are required for legal and for management purposes. These are likely to be relevant to other units in the programme. Learners may be able to collect evidence from a work placement, centre practical unit or simulation exercises.

For AC4.3, learners must use data from at least one financial and at least one physical record to monitor business performance and progress. This will require learners to carry out calculations and then assess the business performance compared to objectives set. This could be based on real business data or a simulation. Evidence may take the form of a verbal or written report to the business owner.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the assessment criteria. This is **for guidance** and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC1.1, 1.2	Organisations and Businesses in a Land-based Industry	You need to provide a briefing for a politician taking over a remit for the land-based sector. This must show the range of organisations involved, the importance of one industry.	Poster or factsheet
AC2.1, 2.2, 2.3	Business Structure and Resources	You need to produce a report for an investor who is considering purchasing an existing land-based business. This must give a complete picture of the current structure, staffing and physical resources of the business.	Illustrated written or oral report on a case study investigation

Criteria covered	Assignment title	Scenario	Assessment method
AC3.1, 3.2, 3.3	The Business Marketplace	You need to produce a further report to the potential investor that investigates the marketplace of the business, including market size, trends, supply chain and quality standards.	Written report
AC4.1, 4.2, 4.3	Financial and Physical Record Keeping	You are working as a manager in a land-based business. Within this role you need to complete a range of records and use them to monitor and evaluate the business's performance.	Portfolio of completed records

Essential resources

Learners need to access relevant information about their industry. They also need to be able to collect information about a business in their industry through personal contacts, work experience or case study visits. They also require access to physical and financial records for completion.

Indicative resource materials

Textbooks

Bovee C and Thill J – *Business in Action with Real Time Updates* (Pearson Education, 2008) ISBN 9780132082693

Dooley D and Dransfield R et al – *BTEC National Business* (Heinemann, 2007) ISBN 9780435465445

Jones R, Raffo C, Anderton A and Hall D – *Business Studies, 4th Edition* (Causeway Press, 2008) ISBN 9781405892315

Nix J – *Farm Management Pocketbook 2010 40th Revised Edition* (The Anderson Centre, 2009) ISBN 9780954120184

Warren M – *Financial Management for Farmers and Rural Managers* (Blackwell, 1997) ISBN 9780632048717

Websites

www.beta-uk.org	British Equestrian Trade Association
www.bhs.org.uk	British Horse Society
www.bized.co.uk	Business Studies Teaching Resources
www.businesslink.gov.uk	Business Link is a free business advice and support service, available online and through local advisers
www.cla.org.uk	Country Land and Business Association
www.defra.gov.uk	Department for Environment, Food and Rural Affairs
www.foodchaincentre.com	The Food Chain Centre's vision is the most efficient UK food chain supported by the most effective flow of information.
www.hmrc.gov.uk	HM Revenue & Customs
www.lantra.co.uk	Lantra Sector Skills Council
www.netregs.gov.uk	Environmental regulations
www.nfuonline.com	National Farmers' Union
www.the-hta.org.uk	Horticultural Trades Association
www.ukagriculture.com	UK Agriculture

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LSIS standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the environmental and land-based sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5		Edexcel BTEC Level 5 HND Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
4		Edexcel BTEC Level 4 HNC Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
3	Edexcel GCE AS/A2 in Biology	Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land- based Technology (QCF)		Edexcel Level 3 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 3 Award, Certificate and Diploma in Work-based Animal Care (QCF)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	Edexcel GCSE in Biology	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology (QCF)		Edexcel Level 2 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF)
1		BTEC Foundation Learning in Land-based Studies (QCF)		Edexcel Level 1 Award, Certificate and Diploma in Work-based Animal Care (QCF)
Entry	Edexcel Entry Level Certificate in Science	BTEC Foundation Learning in Land-based Studies (QCF)		

Annexe B

Wider curriculum mapping

Study of Edexcel BTEC level 3 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Glossary of Accreditation Terminology

The following is a table of terms related to accreditation of this qualification.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator 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. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification (see register.ofqual.gov.uk).
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Publications Code BA029602 October 2011

**For more information on Edexcel and BTEC qualifications please
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