Programme Specification Pearson BTEC Level 5 HND in Business

Educational aims of the programme

• The purpose of BTEC Higher Nationals in Business is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the business sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

• BTEC Higher National Level 5 HND provide nationally recognised qualifications offering career progression, professional development, employment opportunities and further progression within higher education. The qualifications are made up of compulsory units and specialist units studied during the first year HNC and second year, leading to the full HND Applied Biology qualification.

• The BTEC Higher National qualifications in Business are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the business sector and are designed for students who wish to pursue or advance their career in business. In addition to the knowledge, understanding and skills that underpin the study of the business sector, Pearson BTEC Higher Nationals in Business give students experience of the breadth and depth of the sector that will prepare them for further study or training.

The objectives of the BTEC Higher Nationals in Business are as follows:

• To equip students with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.

• To provide education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.

• To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised market place.
• To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.

• To provide opportunities for students to enter or progress in employment in business, or progress to higher education qualifications such as an Honours degree in business or a related area.

• To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.

• To provide opportunities for those students with a global outlook to aspire to international career pathways.

• To provide opportunities for students to achieve a nationally-recognised professional qualification.

• To offer students the chance of career progression in their chosen field.

• To allow flexibility of study and to meet local or specialist needs.

• To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

We meet these objectives by:

• Providing a thorough grounding in business principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the business sector.

• Equipping individuals with commercial acumen, understanding and business skills for success in a range of administrative and management roles in business.

• Enabling progression to a university degree by supporting the development of appropriate academic study skills. Enabling progression to further professional qualifications in specific business areas by mapping to units in a range of professional business qualifications.

Criteria for Admission to Programme

Entry requirements - Learners would typically have at least one of the following meeting a minimum of UCAS points:

You will require a minimum of 48 UCAS points from a level 3 qualification
5 GCSEs - grades A*-C including English and maths
OR Business Level 3 Extended Diploma
OR other business-related Level 3 qualifications
Mature applicants over 21 years of age with relevant industrial experience

Regulation of Standards

Programme Specification Pearson BTEC Level 5 HND in Business London South East Colleges
- Assessment conforms to Edexcel regulations
- Internal Verification of assignment briefs and assessment standards
- External moderation of samples of work by External Examiner
- Annual QRM Visit
- Annual Higher National Monitoring Report
- Annual Examination Boards
- Meet QAA UK standards
Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### Knowledge and Understanding

- Equipping individuals with the knowledge, understanding and skills needed to succeed in employment across a range of industries.
- Enabling progression to an undergraduate degree or further professional qualification in Business and/or related areas
- Develop students ability to understand the broad and multidisciplinary field of business to gain and use a combination of knowledge effectively within a business environment
- Engage students to utilise the skills gained in different parts of the programme, to maximise future employment opportunities
- Providing flexibility, knowledge, skills and motivation as a basis for future studies and career development
- Providing opportunities for students to develop higher level skills in a business context
- Providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life

### Practical Skills - the ability to:

- Develop practical skills to lead, manage or work as part of a team on projects
- Develop an understanding of basic-level financial analysis in order to construct and interpret financial data
- Develop and apply general research skills
- Develop and apply key management and leadership skills in practical projects and assessments
- Develop organisational skills to respond creatively to assignment briefs, meet dead-lines, and prepare presentations, document research undertaken.
- Display their work confidently and well, using different methods of presentation.
- Use IT as a method of research and, where appropriate, as a tool for academic development and digital literacy.

### Intellectual Skills - the ability to:
- Use academic protocols to understand and enhance academic writing.
- Use research skills obtain and integrate subject specific theory to manage tasks and solve problems
- Apply and extend communication skills in order to accommodate their own employability strategy for continuing professional development.
- Develop visual and digital literacy through ‘reading’ and understanding a range of sources of data and information.
- Engage in debate and dialogue both with peers, tutors and specialist to contribute to the wider discussion relating to the business environment and industry.

**Common / Transferable Skills** - the ability to:

- Manage and develop self
- Work with and relate to others
- Communicate effectively orally and in writing
- Communicate effectively with a range of ages, abilities, peers and professionals
- Improved confidence and self esteem
- Apply numeracy
- Apply technology
- Manage tasks and solve problems
- Apply creativity

Also, on successful completion of the Level 5 Higher National Diploma, students can develop their careers in the business sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.
## Teaching, Learning and Assessment

### Teaching and Learning
- Analytic thinking skills are developed through academic protocols, discussion in classroom, assignment work and tutorial sessions.
- Practical skills are an essential component of the programme and are developed through classroom activity, projects, and independent work and peer/tutor feedback.
- Common Skills such as oral and written communication are developed in group and tutorial sessions, through assignments and practical assessments.
- All staff have relevant industry experience.

### Assessment
Each unit is assessed by individual or group participation, research and coursework assignments.

- Assessment activities provide major opportunities for learning, including:
  - Group and individual work
  - Peer Feedback
  - Individual and group presentations
  - Essay, evaluations and assignments

All assessments are delivered through a standard system, which makes the context and the assessment criteria clear. There are assessment weeks. Grades accumulate over the year. The External Examiner samples student work and grades. An annual Exam Board finalises all student grades.

## Support for Learning
- Student progression is supported both by subject tutors and also by central college services
- A comprehensive induction introducing new students to the subject, to the course and to the college facilities: eg. Learning Resource Centre (LRC), staff, Student Support and other students
- College and Programme Handbooks available in print and electronic format
- Personal and academic support integrated into teaching provided by approachable lecturers and a personal tutor who monitors performance
- Study and research skills integrated into the programme
- Written electronic assignment feedback, within three weeks of assignment submission
- Up-to-date computing facilities and a modern, well-equipped Learning Resources Centre
- Virtual Learning Environment
- Access to higher education specific academic support sessions
- Access to Student Support for students with welfare, financial or counselling needs
- Access to Learning Support for students with educational needs
• Access to careers advice and support
• Regular one-to-one tutorials and target setting

Evaluating & Improving the Quality & Standards of Teaching & Learning

Evaluation:
• Regular College student questionnaires. Also, National Student Survey
• Annual Higher Education Lesson Observation scheme
• Annual Programme Review and Evaluation report
• Good practice in teaching and learning is developed through regular staff development workshops and through staff assisting with internal verification of students' work
• Staff development activities are discussed at annual appraisal interviews and staff are actively encouraged to develop their professional practice through Higher Education CPD, Research and scholarly activity.

College Overview:
The course gives students the opportunity to take advantage of facilities and resources situated in the college.

• Students benefit from a large amount of tutor-led class time from our professional, friendly, and approachable staff.
• Each unit is assessed by individual or group participation, research and coursework assignments.
• The course is designed to develop a range of skills, knowledge and experiences in business, industry and related disciplines.
• The Higher National Diploma (HND) is a two year, level 5 course and is roughly equivalent to the first two years of a university degree course. On successful completion of year one, students will have achieved a Higher National Certificate (HNC), which is a level 4 course and on completion of the 2nd year learners will have completed the full (HND) Higher National Diploma.

Pearson Higher Nationals - Recognition of Prior Learning (RPL)

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

Pearson encourages centres to recognise students’ 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 the Recognition of Prior Learning policy document available in the support section of our website at https://qualifications.pearson.com.

Should you have units from a previous QCF HNC or HND business qualification, please note that some topics from old unit are now mapped against new units in line with the current RQF. Please refer to the guide using the link provided below to check which units may be affected.
Programme structure

Pearson BTEC Level 4 HNC in Business

<table>
<thead>
<tr>
<th>Unit</th>
<th>Subject</th>
<th>Unit level</th>
<th>Unit credit</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Business and the Business Environment</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Marketing Essentials</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Human Resource Management</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Management and Operations</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Management Accounting</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Managing a Successful Business Project (Pearson-set)</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Entrepreneurship and Small Business Management</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Financial Accounting</td>
<td>4</td>
<td>15</td>
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</tbody>
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Pearson BTEC Level 5 HND in Business

<table>
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<tr>
<th>Unit</th>
<th>Subject</th>
<th>Unit level</th>
<th>Unit credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Research Project (Pearson-set)</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>Organisational Behaviour</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>31</td>
<td>Statistics for Management</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>32</td>
<td>Business Strategy</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>35</td>
<td>Developing Individuals, Teams and Organisations</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>41</td>
<td>Brand Management</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>44</td>
<td>Pitching and Negotiation Skills</td>
<td>5</td>
<td>15</td>
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