

Pearson BTEC Level 4/5 HNC/HND in Business (RQF)



PROGRAMME SPECIFICATION

Pearson BTEC Level 4/5 HNC/HND in Business (RQF)

For prospectus details about the programme, please see www.lsme.ac.uk

AWARD DETAILS

QAN, Title and Name of Final Award(s) & Credits

601/8364/0	Pearson BTEC Level 4 Higher National	601/8364/0
Certificate in Business	120 Credits	Certificate in Business

Course Duration

HNC: One Year

HND: Two Years

Level of the Programme

All awards offered under this programme are at Level 4 for HNC and Level 5 for HND of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).

www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

Relevant Subject Benchmark Statement

There is no specific subject benchmark statement for learners studying for Pearson BTEC Diploma in Business. The generic list of outcomes for learners presented below is intended for learning at level 5.

Learners must develop the following skills during the programme of study:

- Cognitive skills of critical thinking, analysis and synthesis
- Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems
- Effective communication, oral and in writing, using a range of media widely used in business e.g. the preparation and presentation of business reports
- Numeric and quantitative skills including data analysis, interpretation and extrapolation; the use of models of business problems and phenomena
- Effective use of communication and information technology for business applications
- Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- Developing an appropriate learning style
- Self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues
- Effective performance within a team environment including leadership, team building, influencing and project management skills
- Interpersonal skills of effective listening, negotiating, persuading and presentation

Abilities to conduct research into business and management issues.

*For more information on subject benchmarking, please see
www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subjectbenchmarkstatements.aspx*

Awarding Institution

Pearson Education

Language of Study and Assessment

English

Please see 'English language requirements' further below regarding the standard required for entry.

ADMISSION INFORMATION

General Entry Requirements

Students who wish to undertake this Pearson BTEC HND Level 4/5 should:

- Be at least 18 years of age
- Have a level 3 qualification, such as BTEC National Diploma in Business, or another equivalent level 3 qualifications
- Have a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C.
- Pass an initial assessment test (CEFR Level B2) in Literacy and Numeracy with in-depth proficiency in academic writing) at LSME.
- Acceptance on course will be subject to a face to face interview.

English Language Requirements

It is essential to have an excellent command of the English language to benefit from studying for the programme. All students will be required to obtain an acceptable grade in their approved English language test (GCSE or equivalent).

Non-native English speakers or those who have not studied the final two years of school in English may achieve an IELTS minimum score of 5.5 in the written, listening, reading and speaking component of the test or equivalent.

LSME requests that an applicant take our internal Initial Assessment Numeracy and Literacy test even if the above conditions have been met, and must achieve at CEFR-Level B2 show competence in academic writing in order to qualify for the programme.

Financial Requirements

All students are required to have sufficient funds to cover programme tuition fees and maintenance costs for the duration of their studies. For self-funded students, the College should receive a minimum of 50% of their tuition fees to qualify for an admission letter. The remaining fees are payable in full on registration. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

UK/EU nationals can apply for a student' loan through the SLC to cover their tuition and maintenance costs for the duration of the course. The School is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme.

*For more information on SLC application visit
www.slc.co.uk & www.lsm.ac.uk/student/finance
for information on tuition fee amounts read the prospectus at
www.lsm.ac.uk. Also read our policy on student tuition fee and refunds.*

Students with Disabilities (including Dyslexia and Mental Health Issues)

LSME welcomes applications from students with disabilities – which may include mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Asperger's Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The College aims to offer as much appropriate assistance as possible to accommodate individual needs and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the 'Equal Opportunities' and 'College Application' form), and let the administration

know if anything further can be done to make the application and selection process as accessible as possible. This helps the College to ensure that applicants' specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the College can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Welfare Officer can answer queries and provide confidential advice at any point. Any special arrangements may be made via the Student Welfare Officer.

*Please see further information at www.lsme.ac.uk
(under our policy on student learning support).*

Intake Quota

There is no specific intake quota for the programme, but the numbers admitted each year are very limited. Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year.

PROGRAMME AIMS AND OBJECTIVES

Educational Aims of the Programme

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme and offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding. They focus on providing education and training for a range of careers in business such as management, administration, personnel, marketing, accounting, and law.

This qualification aims to meet the needs of the above rationale by:

- Enabling learners to develop their skills and understanding in various areas relevant to Business such as management, human resources, marketing, international marketing and finance.
- Enabling learners to better understand the issues involved in dealing with culturally diverse organisations.

- Providing learners with opportunities to develop their employability skills.
- Giving the learners the opportunity to restart their academic development towards higher qualifications.
- Providing education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.
- Supporting learners to achieve their learning objectives by meeting any learning need that they may have.

Learning, Teaching and Assessment Methods

The Pearson HND in Business course delivery includes; lectures, face-to-face training days, one to one tutorials, discussions, case study discussions, research work, group work, among others. All students will be guided at every step towards achieving their goals.

Students will be assessed using centre devised written assignments/ reports, presentations, both individual and group.

Learning Outcomes

By the end of the programme, students will be expected to achieve the following learning objectives drawing on material taught across different elements and assessed in a variety of ways.

Broad Learning Outcome/Modules	Specific Units	Assessment Methods
The aim of this unit is to provide students with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate.	Business and the Business Environment	Case study, reports
This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results.	Marketing Essentials	Case study, reports

The aim of this unit is to enable students to appreciate and apply the principles of effective Human Resource Management (HRM).	Human Resource Management	Case study, reports
The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader.	Management and Operations	Case study, reports
The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment.	Management Accounting	Case study, reports, calculations for management accounting purposes
The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project.	Managing a Successful Business Project	Case study, reports, data analysis and presentation of findings
The aim of this unit is to enhance students' understanding of how business law is applied to the running of a company.	Business Law	Case study, reports
This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up.	Entrepreneurship and Small Business Management	Case study, reports, interpretation and assessment of data and statistics.
The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study.	Research Project	Case study, reports, data analysis and presentation of findings, reflection on methods used.
The aim of this unit is to develop a student's understanding of the influence culture politics and power has on the behaviour of others in an organisational context.	Organisational Behaviour	Case study, reports

This unit introduces students to a range of taxation principles and many of the issues that organisations should consider to ensure that they comply with the taxation legislation of the country in which they operate.	Taxation	Case study, reports, analysis of tax calculations
The aim of this unit is to develop students' awareness of the different kinds of strategy which could be used in an operational, tactical or strategic role for an organisation.	Business Strategy	Case study, reports including the application of Porter's Five Forces model
The aim of this unit is to provide students with the opportunity to appreciate that developing knowledge and skills to achieve high performance is a cross-organisation activity.	Developing Individuals, Teams and Organisations	Case study, reports
The aim of this unit is to introduce students to a variety of methods organizations use to coordinate their international marketing efforts.	International Marketing	Case study, reports
In this unit students will explore how organisations are able to move into international markets, assessing the opportunities and threats of them doing so.	Tapping into New and International Markets	Case study, reports

LEARNING TIMES

Modes of Study and Duration of Study

The main part of the programme is taught 'face-to-face' at LSME.

The programme may be taken on a full-time or part-time (only for LSME staff) as follows:

Mode	Standard Period of Registration
Full-time HND (involves attending the College 15 hours each week during term-time)	2 Academic Years
Full-time HNC (involves attending the College 15 hours each week during term-time)	1 Academic Year

Estimated Number of Guided Learning Hours

The programme comprises a total of 2400 Total Qualification Time (TQT) for a two year HND programme (240 credits) and 1200 Total Qualification Time (TQT) for HNC (120 credits), based on a mix of contact teaching time, directed study, and self-directed study time plus assessment. It is generally expected that full-time students will spend on average 30-40 hours a week on study, including face-to-face sessions and private study. During term-time, each week will typically include 15 hours of contact time within the College and minimum of 10 hours of self-directed study for course work and research project.

CREDIT AND ASSESSMENT GRADING

Credit Scheme

The Pearson programmes operate a credit system which is consistent with the Higher Education Credit Framework for England. Credits are awarded for successful completion of units and the research project in the case of HND qualification.

Award of the HNC is based on successfully obtaining 120 credits in total from approved units.

Award of the HND is based on successfully obtaining 240 credits in total from approved units.

Assessment Grading

Students will be assessed by handing in written coursework for each unit. The assessor grades the assignment individually and classifies the grades for the students in one of the 4 categories.

For the new specifications, the criteria to be achieved are marked as P (for Pass), M (for Merit) and D (for Distinction).

- To achieve a Pass, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- To achieve a Distinction, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria are reported as Unclassified.

In order to be awarded a Higher National Certificate/Diploma, you must achieve a grade of minimum pass in all of the units as defined in the programme. Students who fail to achieve a pass will be given another opportunity to resubmit the same assignment. Failure to achieve a pass in a resubmitted assignment will lead to the student repeating the unit.

CALENDAR AND CURRICULUM

Study Calendar

The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

Term 1 (Autumn) runs from September to December (14 weeks total). There is a compulsory orientation and induction for new students at the very beginning of the term for two weeks. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

Term 2 (Spring) runs from January to March (10 weeks total). There is a compulsory orientation and induction for new students at the very beginning of the term. Formal teaching then runs for 6 weeks, which is interspersed with 2 weeks of assignment preparation and submission, making a total of 10 weeks.

Term 3 (Summer) runs from April to July (14 weeks) with approximately 11 further week's intensive work on the research project. There is a compulsory orientation and induction for new students at the very beginning of the term. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

COURSE STRUCTURE

Pearson BTEC Level 4 HNC in Business

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.
- There is a required mix of core and optional units totalling 120 credits. All units are at Level 4.
- In some cases, a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units may not be substituted

Pearson BTEC Level 5 HND in Business

- Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.
- There is a required mix of core, specialist and optional units totalling 240 credits. The core units required for each Level 5 specialist pathway (in addition
- To the specialist units) are Business Research Project, which is weighted at 30 credits, and Organisational Behaviour, weighted at 15 credits.
- The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases, a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the

centre and approved by Pearson. Core units and specialist units may not be substituted.

Pearson BTEC Level 4 HNC in Business Units

Units	Unit Reference No.	Course Title	Unit Credit	TQT
Core Unit	L/508/0485	Business and the Business Environment	15	150
Core Unit	R/508/0486	Marketing Essentials	15	150
Core Unit	Y/508/0487	Human Resource Management	15	150
Core Unit	D/508/0488	Management and Operations	15	150
Core Unit	H/508/0489	Management Accounting	15	150
Core Unit	D/508/0491	Managing a Successful Business Project	15	150
Optional Unit	H/508/0492	Business Law	15	150
Optional Unit	T/508/0495	Entrepreneurship and Small Business Management	15	150

Pearson BTEC Level 5 HND in Business Units

Units	Unit Reference No.	Course Title	Unit Credit	TQT
Core Unit	R/508/0522	Research Project	30	300
Core Unit	H/508/0525	Organisational Behaviour	15	150
Optional Unit	Y/508/0568	Taxation	15	150
Optional Unit	K/508/0574	Business Strategy	15	150
Optional Unit	A/508/0594	Developing Individuals, Teams and Organisations	15	150

Optional Unit	Y/508/0599	International Marketing	15	150
Optional Unit	R/508/0603	Tapping into New and International Markets	15	150
Year 1 (HNC Units)				
Term	Core and Specialist Unit		TQT	Level
First	Business and the Business Environment		150	4
	Marketing Essentials		150	4
	Human Resource Management		150	4
Second	Management and Operations		150	4
	Management Accounting		150	4
	Business Law		150	4
Third	Managing a Successful Business Project		150	4
	Entrepreneurship and Small Business Management		150	4
Year 2 (HND Units)				
Term	Core and Specialist Unit		TQT	Level
First	Research Project (Part)		300	5
	Organisational Behaviour		150	5
	Taxation		150	5
Second	Business Strategy		150	5
	Developing Individuals, Teams and Organisations		150	5
	International Marketing		150	5
Third	Tapping into New and International Markets		150	5
	Research Project (Complete)		300	5

Additional Student Support

Training sessions covering areas like an introduction to computing, basic numeracy skills, English for academic purposes, study skills, academic referencing and more are offered during the programme. Further details of these will be found on the Moodle Platform VLE of the College.

Research Project Report

As a major component of the programme, students undertake a research project on a relevant topic – assessed through a written-up report. The project should be an independent piece of work, appropriately guided and supported by a supervisor and other relevant staff. The topic should be selected and a project proposal drawn up by the end of Term 3, for approval by the personal tutor. Substantive work, including any travel or fieldwork, should start after in the summer.

The students also undertake a small scale project during their first year of studies.

The assessment of both projects is set by Pearson Education Ltd.

STUDENT SUPPORT, GUIDANCE AND RESOURCES

Student Charter

LSME has a student charter which summarises the standards of service the College expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

For further information on the student charter please visit www.lsme.ac.uk

The Student Community

All students in the College have an elected representative whose main role is to act on behalf of the entire student body, provide a focus for student opinion and identity across LSME, through representation on committees and by acting as a link between staff and students. In addition, the student body organises LSME-wide social events occasionally.

Personal Tutors

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not only about direct teaching– although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific nonacademic and academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

Student Welfare and Support

The Student Welfare officer offers advice and support for any practical or emotional issues students may experience during their time at LSME. The Officer is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise. All appointments with the Student Welfare Officer are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

Visit www.lsmc.ac.uk for further information and advice on student welfare provision

Learning Resources and Facilities

Students on the programme have access to a library, VLE and IT (computing) resources and facilities, as well as many other standard facilities such as common room, etc.

Careers Advice and Resources

The College's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come from level 3 and are looking to establish a career. We assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through College-wide events (arranging regular careers events and forums, talks by speakers from relevant organisations).

For further information, please visit www.lsmc.ac.uk.

PROGRAMME QUALITY

Quality Evaluation and Enhancement

The programme is subject to LSME's rigorous internal quality assurance processes, including standard annual monitoring, internal verification, External moderation by Pearson Education Ltd and overall annual college review. As students reach the end of the term and also at the end of the year or programme, they are asked to give specific feedback both via class discussion sessions and a survey. Feedback on other topics, including the content of specific modules as well as more general issues like library facilities, will also be sought throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the College.

Operation of the programme itself is overseen by a dedicated Management departmental committee. A range of further LSME committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

AFTER GRADUATION

Possible Routes to Further Study

The level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant business-related courses, for example:

- BSc (Hons) in Business and Management
- BA and BSc (Hons) in Business Studies
- BSc (Hons) in International Management.

*Further information on career progression in Business can be found at
[https:// nationalcareersservice.direct.gov.uk](https://nationalcareersservice.direct.gov.uk)*

Possible Routes to Employment

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 Continuous Professional Development (CPD) and progressing to university.

Learners can progress in employment in administration, clerical role, manager, human resource personnel, accounts clerk, supervisory and many more in a wide and varied range of sectors.

ABOUT THIS DOCUMENT

This programme specification applies for the Academic Year 2019-20 and has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure.

*For further information,
please see www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx*



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