

PROGRAMME SPECIFICATION HND Business

Awarding organisation	Pearson
Name of teaching institution	Nelson College London
Details of accreditation	Edexcel Centre NO: 08803A
Title of the final award	BTEC Higher National Diploma
Programme title	HND Business
Relevant subject benchmark statements*	Business Management
Mode of Study	Full time
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Programme Specification for Higher National Diploma in Business

This programme specification is designed for prospective students, enrolled students and academic staff.

It provides an overview of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if full advantage of the learning opportunities provided are taken.

INTRODUCTION AND AIMS OF THE PROGRAMME

Introduction

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

BTEC Higher National qualifications in Business are developed in collaboration with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the qualifications meet their needs and expectations. There has been input from relevant professional bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The BTEC Higher National qualifications in Business are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

Edexcel BTEC Higher Nationals in Business have been developed to focus on providing:

- A range of general and specialist units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies and higher education for a skilled future workforce.
- Learning outcomes mapped against Professional Body standards, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson).
- A core of skills and understanding that is common to all students and aligned to the Framework of Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Sample Assessment Materials (SAMs)

Aims of the programme

This qualification meet the needs of the above rationale by aiming:

- 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.

HOW HIGHER NATIONALS IN BUSINESS PROVIDE BOTH TRANSFERABLE EMPLOYABILITY SKILLS AND ACADEMIC STUDY SKILLS

The Higher Nationals target students need for relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. The employability skills are referred to in this specification; this generally refers to skills in three main categories:

- Cognitive and problem-solving skills: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self monitoring and self-development, self-analysis and reflection, planning and prioritising
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education

Teaching, learning and assessment strategies to be used

Teaching Strategies:

As part of planning the range of techniques that will be used to deliver the syllabus, centres consider an appropriate combination of techniques for the subject. The table below lists some of the techniques that centres could introduce into a planned programme structure.

Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.
Guest speakers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a

	lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.
Field trips	Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.

Assessment Instruments:

Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback; otherwise some students may feel that others are being given more than their share of verbal feedback.

Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

HND Business Program Structure

Unit Code	Unit Name	Credit Value	Level	Comments
1	Business and the Business Environment	15	4	Core
2	Marketing Essentials	15	4	Core
3	Human Resource Management	15	4	Core
4	Management and Operations	15	4	Core
5	Management Accounting	15	4	Core
6	Managing a Successful Business Project (<i>Pearson-Set</i>)	15	4	Core
7	Business Law	15	4	Optional
9	Entrepreneurship and Small Business Management	15	4	Optional

	Total	120 Credits		
11	Research Project (<i>Pearson-Set</i>)	30	5	Core
12	Organisational Behaviour	15	5	Core
32	Business Strategy	15	5	Optional
35	Developing Individuals, Teams and Organisations	15	5	Optional
36	Human Resources – Value and Contribution to Organisational Success	15	5	Optional
40	International Marketing	15	5	Optional
44	Pitching and Negotiation Skills	15	5	Optional
	Total	120 Credits		
	Combined	240 Credits		

Entry Requirements

Within the context of the college's Mission Statement and equal opportunities policy, the programmes aim to attract applicants from wide range of backgrounds.

We welcome applications from all sectors of the community and mature students.

- A candidate must be age 18 years or over. The College makes admission decisions based on students potential to complete the programmes. The students would benefit mostly from these programmes if they hold one or more of the following:
- An AVCE/GNVQ in an appropriate vocational area (e.g.: Business, Hospitality and Catering, Travel and Tourism);
 - A BTEC Level 3 qualification in Business
 - A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent)
 - Other related Level 3 qualifications
 - An Access to Higher Education Certificate awarded by an approved further education institution
 - Related work experience
 - An international equivalent of the above.

- Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

All prospective students will be required to provide evidence of academic potential and commitment to ensure that they are able to undertake the programme, and will also be required to attend an interview with our admissions team.

English language requirements for students for BTEC HND Programmes

students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme where the programme is both taught and assessed in English:

- Common European Framework of Reference (CEFR) level B2
- PTE 51
- IELTS 5.5; Reading and Writing must be at 5.5
- or equivalent

METHODS OF EVALUATING AND IMPROVING QUALITY AND STANDARDS

How we evaluate and improve standards of learning

As a student of the college you are entitled to express your views on your course and the college in general. You will be asked to provide a feedback on your student experience at the end of each term. You can always speak to your elected student representative who can raise your concerns in Student Representative committee meeting and if there is any matter which requires urgent attention, that will be passed to the academic department immediately.

The college has a quality assurance mechanism in place which monitors the course through course review, achievement of performance indicators and observation of teaching and learning.

Annual Programme Monitoring Report:

In addition to producing Pearson Annual Programmes Report, the college also produces its own College Review and Enhancement Review Report highlighting how it ensures the quality in teaching and learning and how it meets the set standards or awarding bodies.