

Pearson Higher Nationals in Business

PEARSON-SET THEME & TOPIC RELEASE

UNIT: 6 Managing a Successful Business Project Theme and
Topic Release 2017

For use with the Higher National Certificate and

Higher National Diploma in Business

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1.1 Introduction to theme

The Pearson-set theme for use with Level 4 Unit 6: Managing a Successful Business Project is

The impact of digital technology on business activity

Digital technology has revolutionised the way we conduct business. Over the last decade it has dramatically changed traditional business models and transformed business activities. The use of digital mobile technology has provided businesses with a wealth of choice and opportunity. This has enabled existing products to become more profitable and innovative new products to be developed, leading to increasingly diverse product portfolios. Its impact is evident at the core of all key business systems:

- Administration - cloud technology enables effective filing, storage and sharing of information.
- Communication- social media and mobile technology allows businesses to connect, communicate, collaborate and build relationships on a global scale.
- Storage and Distribution - 'The Internet of Things' is connecting and integrating systems throughout business structures.
- Production - Artificial intelligence and big data analytics are driving Innovation and product growth.

However, changes in the way we work are not without their challenges as businesses have to adopt and deal with change management, recruit and sustain creative talent, invest in new technologies and respond to an ever increasing competitive environment.

This unit will enable students to examine the impact of digital technology on how we conduct business through the context of a given project. This will provide the opportunity for students to contextualise the implications of digital technology in the workplace and how it is shaping the future workforce. It will also enable them to explore both the challenges and opportunities that rapid technological advances represents for businesses.

1.2 Topic Selection

Tutors must choose one topic from the list provided below and decide which type of project is most suitable for small-scale research. All students must complete the same topic and project chosen by the tutor, however, if delivering to different cohorts of students then tutors may select a different topic and project for each cohort.

The Sample Assessment Material (SAM) document for Unit 6: Managing a Successful Business Project, provides additional support and guidance for both tutors and students.

Topics

1. How digital technology has transformed business activities e.g. operations, marketing, accounting, HR.
2. The impact of digital technology in supporting small business growth and innovation.
3. The key challenges to businesses that operate in an environment where digital technology is under-utilised.
4. How businesses have coped with the major challenges of digital disruption and transformation.

1.3 Choosing a project type

You will need to devise a project brief for the student to follow in completion of the assignment for this unit.

The type of project chosen for the selected topic should allow for a sufficient degree of research through the existence of adequate background materials and allow for the depth and breadth of study suitable for a level 4 qualification.

Guidance for tutors is available in the Pearson-set Sample Assessment Material (SAM) for Unit 6: Managing a Successful Business Project. This provides a range of project types and examples that could be utilised for a project. The project types provided are not exhaustive or mandatory and we do encourage tutors to be innovative with their ideas.

Please note that if reasonable adjustments are necessary to meet a specific individual student need you are able to adjust internal assessments to take this into account. Any adjustments must be considered in relation to the centre's policies on equality & diversity and student support.

Further details on how to make adjustments for students with protected characteristics are given in the document '*Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*' available on our website (<http://qualifications.pearson.com>).

1.4 Project Evidence / Outcomes

It is important to recognise that project work is reliant on gathering information/data that can be analysed. The scale of the project means that there must be time for both primary and secondary research. An advised model would be to use secondary research to provide a context for the student to conduct and interpret primary data collection. The project could then yield data/information that could be compared with the findings of secondary research.

In assessing the project, the assessor should be able to see how project objectives have been met, how students have explored the research material relevant to the project objective, how students have

developed and formulated their outcomes and answers to the central questions posed by the objectives and what they have learned in carrying out their project. An important part of the conclusion must be an awareness of the significance of results. Well edited, focused writing and presentation, where the key decisions, developments, lines of argument and salient research are explained succinctly, is preferable to unstructured writing and presentation where little attempt to select or edit material has been made.

It is important to recognise that there are many different presentation formats and it is important that students think carefully about the suitability of any presentations for their target audience, if this is a chosen format. Their presentations should be appropriate to the audience, both in terms of the nature and level of material they use and also in terms of length. Students should be guided to produce presentations that give a succinct account of the main arguments or developments from their project. The question and answer session should address issues raised by the presentation, but also give students an opportunity to review their work.

In addition to their project findings, students are asked to submit a project management plan and a completed log book and performance review as evidence for the unit. **The project management plan** is designed to define how the project is to be planned, executed and monitored. The project management plan should give details of the actions required for the integration and co-ordination of various planning activities to carry out the project. **The project log book** is designed to provide evidence of the project development process and ongoing reflection. It should provide evidence that the student has thought about the direction of their project and in particular, what problems they encountered and steps taken to address them. **The performance review** will provide evidence of reflection and evaluation of the project management process and individual performance.

1.5 Employer engagement

It is advisable that centres look at the Pearson-set Assignment as an appropriate unit to embed employer engagement, although this is not a mandatory requirement. Developing and establishing links with employers enhances the teaching and learning experience and improves students' employability. Where possible, identifying links with employers as part of the delivery of the Pearson-set Assignment could lead to enhancing and supporting student learning. Real-life projects provide students with the opportunity to develop and acquire appropriate skills, knowledge and expertise required by employers.

1.6 Sharing of good practice

The Pearson-set Assignment unit will be a sampled unit by the centre appointed External Examiner (EE) as part of the annual Pearson EE centre visit. The focus will be on standardisation of student assessed work and sharing of good practice. The EE will review and identify exemplars in all aspects of good practice. Good practice will focus on current themes that align to QAA Higher Education Reviews:

- Innovation
- Digital literacy
- Student employability and entrepreneurial skills
- Employer engagement
- Quality of assessment feedback.

1.7 Resources and useful links

Suggested resources and links that centres may find useful are shown below. Centres should choose those resources that are relevant for localised use and complement those with additional resources to support independent research in the chosen topic and project type.

Type of Resource	Resource Titles	Links
Useful resources for the impacts of digital technology in the workplace, on small businesses and the future of the workforce.		
Published Report	World Economic Forum - How technology will change the way we work	https://www.weforum.org/agenda/2015/08/how-technology-will-change-the-way-we-work/
Published Report	Deloitte - Digital workplace and culture: How digital technologies are changing the workforce and how enterprises can adapt and evolve	https://www2.deloitte.com/content/dam/Deloitte/us/Documents/human-capital/us-cons-digital-workplace-and-culture.pdf
Published Report	Fast and Furious: How Digital Technologies are changing the way we work.	https://www.accenture.com/gb-en/insight-outlook-how-digital-technologies-are-changing-the-way-we-work
Published Report	Digital Capabilities in SMEs: Evidence Review and Re-survey of 2014 Small Business Survey respondents	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/457750/BIS-15-509-digital-capabilities-in-SMEs-evidence-review-and-re-

Type of Resource	Resource Titles	Links
		survey-of-2014-small-business-survey-respondents.pdf
Published Report	The Digital Imperative: Small Businesses technology and growth.	http://www.fsb.org.uk/docs/default-source/fsb-org-uk/151/assets/fsb-intellect-april13.pdf?Status=Master&sfvr sn=1
Online web report	The Future of Work 2015	https://www.technologyreview.com/business-report/the-future-of-work-2015/
Published Report	New Ways of Working: The Way we Work is changing Forever	http://bteam.org/plan-b/new-ways-working-report

The Sample Assessment Material (SAM) for Unit 6: Managing a Successful Business Project should be read in conjunction with the theme and topic release. It provides advice and guidance for both tutors and students.

For any further additional support or queries regarding this document, please email btecdelivery@pearson.com.