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PEARSON-SET ASSIGNMENT

Unit 6: Managing a Successful Business Project Theme and Topic Release 2016

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate/Level 5 Higher National Diploma in Business

Applies to the delivery of the unit:

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Issue 1

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1.1 Introduction to the theme

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

Corporate Social Responsibility and its importance for sustainability and competitive advantage

'Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.' (World Business Council for Sustainable Development).

Businesses worldwide have increasingly embraced the concept of Corporate Social Responsibility (CSR) as a means to develop and adopt sustainable practices and approaches in their business operations. It is a multifaceted concept that encompasses many different aspects ranging from philanthropy, ethical responsibilities and environmental considerations.

Most recently, in response to maximising stakeholder value and expectations, the strategic benefits of CSR has seen many companies having a competitive advantage. Together with the rise of globalisation, companies now employ CSR managers, experts and consultants to produce comprehensive CSR policies and programmes, to give them a competitive edge and build stakeholder trust and loyalty.

This unit will enable students to examine the multi dimensions of CSR within the context of business operations applied to a small-scale project. This will provide the opportunity for students to contextualise the principles of CSR and explore the merits of CSR in relation to meeting competitive and sustainable organisational objectives.

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.

Topic
1. How to start up a socially responsible company.
2. The impact of CSR on a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability.
3. Implementing CSR activities within organisations to meet sustainable objectives.

1.3 Choosing a project type

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. In most cases, this could be a defined time extension or adjustment in the format of evidence.

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 within which to conduct and interpret primary data collection. The project could then yield data/information which 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 in which 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 which 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.

Students are to submit as evidence for the unit in addition to their project findings, a project management plan, a completed log book and performance review. **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

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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 improve 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 guiding principles of CSR, guidance and support for SMEs, published reports on implementation of CSR and trends.		
Webpage	Corporate Responsibility: Frequently asked questions	www.OECD. org
Published Report	Corporate Social Responsibility: Making good business sense	www.WBCSD.org
Webpage	7 Key Learnings from the 2016 Responsible Summit	www.ethicalcorp.com
Publications	How they do it: Community Investment professionals and their operating environment – A look behind the scenes CSR development and trends in China	www.csr-asia.com

PDF linked documents	CSR Handbook for small business advisors	www.csreurope.org
	Questionnaires to raise SME awareness of CSR	
Online Guide	Corporate social responsibility and your business	www.nibusinessinfo.co.uk
	The business benefits of corporate social responsibility	
	CSR: Understand the environmental impact of your business	
	CSR: Work ethically with customers and suppliers	
	CSR: Involve your business with the local community	
	Measure the effectiveness of your corporate social responsibility	
	Positive PR from corporate social responsibility	

Useful links for case studies and the mapping of CSR activities.		
Webpage	Nikon CSR	www.nikon.com
Published Report	Nikon CSR Report 2014	
Webpage Publication	Our Responsibility	www.starbucks.co.uk/responsibility
	Global Responsibility Report 2014	
Published Report	John Lewis Partnership – It's your business	www.bitc.org.uk
News Articles (May 2016)	'McDonald's staff lovin' the fight for rights.'	www.theguardian.com/environment/ corporatesocialresponsibility
	'Indian law requires companies to give 2% of profits to charity. Is it working?'	

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.