Pearson

BTEC

Pearson BTEC
**Level 3 International Foundation
Programme for Higher Education in**
Business

L3

Specification

First teaching from September 2020/First certification from 2021

Issue 1

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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All information in this specification is correct at time of publication.

Contents

1   Introduction

BTEC is one of the world's most successful and best-loved applied learning brands, engaging students in practical, interpersonal and thinking skills for more than thirty years.

BTECs enable a student-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When developing the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business programme, we collaborated with a wide range of students, BTEC Centres, higher education Centres, colleges and subject experts to ensure that the qualifications meet their needs and expectations.

There is now a greater emphasis on preparing and supporting students with the transition into higher education study. The new Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is designed to reflect this increasing need for academic and transferable skills to support progression into higher education, providing students with a seamless progression route directly into the Pearson BTEC Higher Nationals in Business qualifications or to degree-level undergraduate study and to future employment in the world of business.

1.1   The student voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback and added their voices and views to those of other stakeholders.

The result, we believe, is a qualification that will meet the needs and expectations of students worldwide.

1.2   Why choose the Pearson BTEC International Foundation Programme for Higher Education in Business?

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is designed to help students secure the knowledge skills and behaviours needed to succeed in higher education and successfully progress on to the Pearson BTEC Higher Nationals in Business qualifications. They include contemporary business and transferable skills focused content that not only provides opportunities for students to develop behaviours appropriate for higher education study but also for future lifelong learning, for example, by undertaking a group project or responding to a client brief.

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business addresses these various requirements by providing:

- a range of subject-specific and skills-based units to meet the demand of higher education study and prepare students for studying a higher education course taught in English

- a combination of Level 3 and 4 units to bridge the transition of learning between the levels and enhance learning

- a solid foundation in business concepts and theories and skills development in analysis, problem-solving and decision-making

- support for students and tutors, including Example Assessment Briefs.

1.3   HN Global

Pearson BTEC qualifications are supported by a specially designed range of digital resources to ensure that tutors and students have the best possible experience during their course. HN Global has a wealth of resources available to support tutors in their delivery of higher education and students in their studies. These are available from the HN Global website (https://hnglobal.highernationals.com/).

Key areas include:

Career empowerment – students get access to comprehensive online career services. As a student, they will have the opportunity to build their CV to meet the needs of industry employers relevant to their vocational study route, with clear guidelines on how to demonstrate skills and knowledge in writing.

Study skills modules – the best place to get started, especially if students are worried about the demands of higher education or are unsure of what to expect when returning to study. Pearson has prepared self-directed online modules to develop students' academic skills in areas such as essay- and report-writing, giving effective presentations and the critical thinking required to consistently succeed in their assignments.

Forum – a place for students and tutors to engage in conversation, ask questions about their subject and chat with peers from around the world. This is the place to go when facing any difficulties with their studies or when needing further suggestions about how to succeed. Our dedicated team at Pearson will always be there to answer any questions students might have.

1.4 Qualification titles

Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business

1.5 Qualification codes

Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business

1.6 Awarding institution

Pearson Education Ltd.

This qualification is not UK regulated. It is a Pearson-awarded qualification that is **only published for delivery by the international market**.

Qualification title	Purpose	Size	UCAS	Regulated/ non-regulated
Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business	To provide an alternative progression route for those international students who need to develop their skills further for direct entry into the Pearson BTEC Higher Nationals in Business qualifications and/or business degrees.	120 Credits 480 Guided Learning Hours	No UCAS points apply.	This is a non-UK regulated programme.

1.7 Key features

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business offers:

- a stimulating and challenging programme of study that will be both engaging and memorable for students

- essential subject knowledge that students need to progress successfully into higher education study and the Pearson BTEC Higher Nationals in Business or business degrees

- assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)

- unit-specific grading

- a varied approach to assessment that supports progression to higher education up to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles

- Quality Assurance measures – as outlined in *Sections 6* and *7* of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, businesses, colleges and students) can feel confident in the integrity and value of the qualifications

- a qualification designed to meet the needs and expectations of students aspiring to complete higher education studies and ultimately work in an international business environment.

1.8 Collaborative development

Students completing their Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business will be aiming to progress to the Pearson BTEC Higher Nationals in Business or to higher education study. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities and with the Centres who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers and other individuals who have generously shared their time and expertise to help us develop these new qualifications:

- Morley College
- Westminster Kingsway
- Loughborough College
- Kensington College
- South Thames Colleges Group
- Empire College
- City of London College
- Walsall College
- Lithan, Singapore
- Guangdong AIB Polytechnic, China
- Beacon College, Singapore
- Inchicore College, Ireland
- Helbus Helsinki School of Business, Finland
- Cambridge House Community College, Spain
- Luminus College, Jordan
- Emirates Aviation University, UAE
- London South Bank University.

2 Programme purpose and objectives

2.1 Purpose of the Pearson BTEC International Foundation Programme for Higher Education in Business

The purpose of the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is to provide an alternative progression route for those international students who need to develop their skills further for direct entry into the Pearson BTEC Higher Nationals in Business qualifications and/or business degrees. It will improve, develop and enhance students' language ability and expertise to study an undergraduate UK qualification. The qualification aim is to widen access to higher education study and enhance the academic and long-term career prospects of those who undertake them.

2.2 Objectives of the Pearson BTEC International Foundation Programme for Higher Education in Business

The objectives of the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business are as follows:

- to equip students with the subject specific and general study skills which will enable them to cope with the demands of undergraduate study
- to equip students with business skills, knowledge and understanding necessary for direct entry into the Pearson BTEC Higher Nationals in Business qualifications
- to provide opportunities for students to develop the skills, techniques and personal attributes essential for successful lifelong learning
- to encourage the development of work discipline, commitment, independent learning and time management
- to assist students in improving their English language skills, if delivered and assessed in English, in order to be successful at UK undergraduate-level study
- to provide opportunities for students to achieve an international qualification
- to allow flexibility of study and meeting local needs for an international market
- to offer a balance between academic skills and knowledge essential for students to fulfil their academic aspirations.

We meet these objectives by:

- enabling progression to a BTEC Higher National in Business qualification by supporting the development of appropriate subject-specific knowledge and academic study skills required for higher education study

- equipping individuals with the abilities to interrelate and apply knowledge, skills and understanding gained from different parts of the programme to build confidence and contribute effectively to business practices

- introducing key concepts and academic skills that will be built upon further in the BTEC Higher Nationals in Business qualifications.

Who is this qualification for?

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is aimed at students, 18 years of age and above, wanting to continue their education through applied learning on the Pearson BTEC Higher Nationals in Business, but who have not yet sufficiently met direct entry requirements for studying at higher education because they:

- do not have the right qualifications to meet entry requirements for a BTEC Higher National in Business qualification

- are not yet ready for degree-level study

- are returning to study and feel they need further learning skills development to support their transition to study on an undergraduate qualification

- require additional language support to prepare for studying a qualification in English.

Typical student persona for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business

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Target group: 18+ Adult Students

- Students progressing from Level 3 who do not meet entry requirements for Level 4 higher education study due to skills gaps in their profile and/or insufficient Level 3 qualifications and grades.

- Students wishing to change direction and subject specialism, e.g. from science to business, who do not have a relevant subject-specific qualification.

- Students who have English as their second language and are not at the required level of competency for HE study.

- Mature students who are looking to change career direction or currently in employment and wishing to improve career prospects and/or upskill.

- Students who come from a non-traditional academic background and/or with no formal Level 3 qualification.

Goal

To complete either a Pearson BTEC Higher National qualification in Business or another higher education qualification, such as undergraduate degree.

Motivations

- Gain entry to higher level study and pursue their ultimate career goal.

- Bridge their skills gaps.

- Use the qualification as a stepping stone to a career change.

- To improve career prospects or upskill.

Who are they?

These students often have other commitments or preoccupations which can take their focus away from their studies, e.g. they may be carers or refugees seeking asylum or they may need to work part-time. They may not have the cultural capital at home that provides other students with an idea of what is expected in HE study. These students often also lack experience of a diverse range of teaching and learning methods and require more support during their transition into higher education. Combined, these factors may lead to a lack of motivation or confidence, particularly if they have previously not achieved well academically. All the factors make study at higher education more challenging for these students.

Reported skills gaps

Maths and English, soft skills, independent learning, time management, academic writing, research skills, critical thinking. Students may lack English language skills, IT and digital literacy and reflective practice. Student may need support in building confidence.

2.3 Aims of the Pearson BTEC International Foundation Programme for Higher Education in Business

The aim of the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is to provide the fundamental knowledge and skills required for students to make a seamless transition into undergraduate studies at Level 4 in the Pearson BTEC Higher Nationals in Business. The programme aims to:

- prepare students for higher education study

- ensure success on their continued programme of study either Higher National Certificate/Higher National Diploma

- improve their employment prospects

- open possibilities for further HE study in the long term

- provide a sound knowledge base in business and to develop the methodological and learning skills that are specifically relevant to HE study.

Students successfully completing the qualification will be able to demonstrate a sound knowledge of the basic concepts of business. They will be able to communicate accurately and appropriately, and they will have the academic skills needed for study at higher education that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and time-management strategies.

2.4 What could these qualifications lead to?

Students who successfully complete and pass all the units on the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business will be fully prepared for progressing into study on the BTEC Higher Nationals in Business. If students wish to exit at this point, they may be able to apply to another provider that offers the Pearson BTEC Higher Nationals in Business or to a higher education institution offering an undergraduate degree programme. Progression, however, is not guaranteed and applications are normally viewed together with any additional qualifications, language proficiency, visa and other admission requirements.

2.5   Use of maths and English within the curriculum

Those working within business cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, students will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context are essential employability skills that must be developed at all levels of study.

This qualification provides units that will specifically support maths and English language support, relevant for real world business practices:

- *Unit 3: Financial Statements for Specific Businesses*

- *Unit 4: Business Data and Numerical Skills*

- *Unit 5: Business Communication Skills*

- *Unit 6: Higher Education Academic Skills*.

Development of essential maths and English skills are also embedded throughout this qualification, in accordance with industry requirements. Students will have the opportunity to improve and practice their English language skills in all four key areas: reading, writing, speaking and listening. The following are some examples of how language skills are developed in the curriculum delivery of the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business:

- written reports

- formal presentations

- business pitches

- informal conversations

- producing financial statements

- use of professional sector-specific language.

2.6 How the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business provides both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification embeds throughout the programme the development of key skills, attributes and strengths required by 21st-century employers.

Where employability skills are referred to in this specification, this generally refers to skills in four main categories:

- **cognitive and problem-solving skills** – analytical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively

- **intrapersonal 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

- **business skills** – awareness of types of companies, company formation, calculating profit and loss, business management.

See *Appendix 2* for transferable skills mapping.

Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution-focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and must be customised and amended according to localised needs and requirements. All assignments must still be moderated as per the internal verification process.

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, the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business provides 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
- effective presentation skills
- IT skills to support business activities
- analytical skills
- problem-solving
- decision-making
- team building
- digital literacy.

3   Planning your programme

3.1   Delivering the International Foundation Programme for Higher Education in Business

You play a central role in helping your students choose the right qualification.You should assess your students very carefully to ensure that they take the right progression route and qualification to allow them to progress to the next stage. You should check the qualification structure and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you should give them accurate information on the title and focus of the qualification for which they are studying.

3.2   Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a Centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- 18 years of age and above
- a minimum of 12 years school education completed with good grades
- a Pearson BTEC Level 3 qualification or similar qualification with insufficient grades to progress to HE study
- an international equivalent of the above qualification
- mature applicants with no formal academic qualifications but related work experience.

3.2.1   English language requirements

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business, it is critical that they have the appropriate level of English language skills.

The following clarifies the requirements for all Centres when recruiting applicants on to the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification.

All Centres delivering the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification must ensure that all 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:

- Common European Framework of Reference (CEFR) Level **B1**
- PTE – General **Level 2**
- PTE Academic **36**
- IELTS **4.5**; Reading and Writing must be at **4.5**
- or equivalent.

It is up to the Centre to decide what proof will be necessary to evidence individual student proficiency.

3.2.2 Recommended delivery and assessing of English

The aim of the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is to provide students who are non-native speakers of English with a high-quality, internationally recognised UK qualification that supports progression to the Pearson BTEC Higher Nationals in Business. Students should be supported to attain and reach the appropriate proficiency level in English expected to meet the rigour of UK higher education study.

By the end of completing the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification, students should competently be able to meet the standards of the CEFR Level B2:

- to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions related to business
- to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

    (CEFR Descriptors, 2019)

This will facilitate student progression in meeting the necessary entry requirements for the BTEC Higher Nationals in Business which stipulate students should have the equivalent proficiency level to the following:

- CEFR Level **B2**

- PTE – General **Level 3**

- PTE – Academic **51**

- IELTS **5.5**; Reading and Writing must be at **5.5**

- or equivalent.

Therefore, Centres should ensure that students are being supported with developing the above language skills so that their English proficiency will be at the required level to meet the entry requirements for the BTEC Higher Nationals in Business.

Additional English support sessions are advisable, if required, and can be delivered alongside the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business in order to raise attainment and student proficiency levels throughout delivery. Sessions should provide scope for improving English language skills in all aspects: reading, writing, speaking and listening, through continuous practice. It is good practice for any delivery of English support sessions to be aligned to learning objectives of the CEFR for Languages grade descriptors for B2 using the Pearson Global Scale of English. See *Appendix 1.*
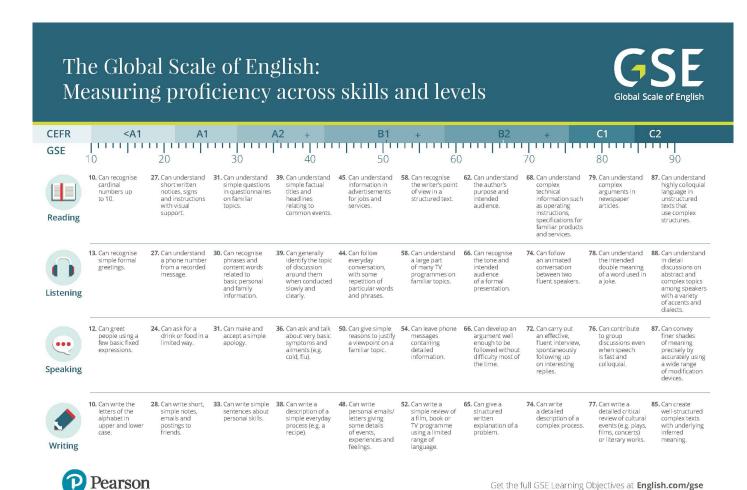
The Global Scale of English

The Global Scale of English (GSE) is a global English language standard, allowing tutors to more accurately and easily measure student progress.

Based on research involving over 6,000 teachers from more than 50 countries, it extends the Common European Framework of Reference (CEFR) by pinpointing on a scale from 10 to 90 what needs to be mastered for the four skills of reading and writing, speaking and listening within a CEFR level, using a more granular approach.

Tutors can use the GSE alongside any language materials or they can select the aligned teaching and learning materials and assessments available The GSE helps tutors to:

- understand students' levels of proficiency more precisely

- monitor students' progress in a more accurate way

- make more informed choices in selecting materials or assessments.

The Global Scale of English: Measuring proficiency across skills and levels

CEFR	<A1	A1	A2	+	B1	+	B2	+	C1	C2
GSE	10	20	30	40	50	60	70	80	90	

Reading

- 10. Can recognise cardinal numbers up to 10.
- 27. Can understand short written notices, signs and instructions with visual support.
- 31. Can understand simple questions in questionnaires on familiar topics.
- 39. Can understand simple factual titles and headlines relating to common events.
- 45. Can understand information in advertisements for jobs and services.
- 58. Can recognise the writer's point of view in a structured text.
- 62. Can understand the author's purpose and intended audience.
- 68. Can understand complex technical information such as operating instructions, specifications for familiar products and services.
- 79. Can understand complex arguments in newspaper articles.
- 87. Can understand highly colloquial language in unstructured texts that use complex structures.

Listening

- 13. Can recognise simple formal greetings.
- 27. Can understand a phone number from a recorded message.
- 30. Can recognise phrases and content words related to basic personal and family information.
- 39. Can generally identify the topic of discussion around them when conducted slowly and clearly.
- 44. Can follow everyday conversation, with some repetition of particular words and phrases.
- 58. Can understand a large part of many TV programmes on familiar topics.
- 66. Can recognise the tone and intended audience of a formal presentation.
- 74. Can follow an animated conversation between two fluent speakers.
- 78. Can understand the intended double meaning of a word used in a joke.
- 88. Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects.

Speaking

- 12. Can greet people using a few basic fixed expressions.
- 24. Can ask for a drink or food in a limited way.
- 31. Can make and accept a simple apology.
- 36. Can ask and talk about very basic symptoms and ailments (e.g. cold, flu).
- 50. Can give simple reasons to justify a viewpoint on a familiar topic.
- 54. Can leave phone messages containing detailed information.
- 66. Can develop an argument well enough to be followed without difficulty most of the time.
- 72. Can carry out an effective, fluent interview, spontaneously following up on interesting replies.
- 76. Can contribute to group discussions even when speech is fast and colloquial.
- 87. Can convey finer shades of meaning precisely by accurately using a wide range of modification devices.

Writing

- 10. Can write the letters of the alphabet in upper and lower case.
- 28. Can write short, simple notes, emails and postings to friends.
- 33. Can write simple sentences about personal skills.
- 38. Can write a description of a simple everyday process (e.g. a recipe).
- 48. Can write personal emails/letters giving some details of events, experiences and feelings.
- 52. Can write a simple review of a film, book or TV programme using a limited range of language.
- 65. Can give a structured written explanation of a problem.
- 74. Can write a detailed description of a complex process.
- 77. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
- 85. Can create well-structured complex texts with underlying inferred meaning.

Pearson

Get the full GSE Learning Objectives at **English.com/gse**

GSE learning objectives have been mapped accordingly for General English, which will appropriately support the appropriate proficiency level required for studying in higher education and on the BTEC Higher Nationals in Business. A full set of learning outcomes for Adult students General English can be found at: www.pearson.com/english/about/gse/learning-objectives.html

Using the free GSE Teacher Toolkit, tutors can find learning objectives, along with vocabulary and grammar resources. This can be accessed through the Pearson English website at https://www.pearson.com/english/

Suggested Delivery Plan mapped to a sample of General English GSE Adult Learning Objectives

Learning outcomes – students should be able to...	Suggested delivery content	Pearson Global Scale of English – A sample of General English Adult Learning Objectives
Read, understand and extract specific information, purposes, main ideas and main points of both short and extended written texts.	The purpose, structure and main ideas of different types of written texts including authentic text types, including labels, instructions, signs, notices, menus, advertisements and announcements. Reading and understanding main ideas in an extended written text that would include newspaper articles, magazine articles, leaflets, brochures or website articles. Reading and understanding the main points of short and extended written academic texts. Extracting specific information from extended written text, that would include newspaper articles, magazine articles, website articles or textbooks.	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. Can identify language used to persuade the reader. Can distinguish supporting details from the main points in a text. Can follow the exchanges on the discussion board of a website. Can interpret the main message from complex diagrams and visual information. Can understand the author's purpose and intended audience Can scan a long text or a set of related texts in order to find specific information.

Learning outcomes – students should be able to...	Suggested delivery content	Pearson Global Scale of English – A sample of General English Adult Learning Objectives
Write a piece of correspondence and a short text from their own knowledge, experience or imagination.	Writing different formats for correspondence including an email or formal or informal letter. Writing to convey emotion or highlight personal significance of events and experiences. Free writing from a choice of topics to convey opinions and formulate lines of argument. Providing different forms of text including factual, critical or analytical. Enabling students to formulate and develop an argument, express an opinion by exploring the advantages and disadvantages.	Can support ideas with relevant examples. Can take notes to record the main points raised during meetings on familiar topics. Can clearly signal the difference between fact and opinion in structured text. Can compare information from different sources. Can end a discursive argument with a clear conclusion and opinion. Can present additional ideas using a range of linking words and phrases. Can structure longer texts in clear, logical paragraphs.
Understand the main detail in short spoken utterances and understand an extended utterance by transcribing a spoken text.	Discussion practice around the speaker's role, the speakers' relationship, topic, situation, recognise the function, understand the idiomatic expression, feeling and expression of attitude. Transcribing different types of texts that includes instructions, news bulletins, announcements, broadcast features, and factual information, which are authentic, descriptive and contain relatively formal language. Extracting specific information from extended spoken texts either a monologue or dialogue and complete a text or notes for each using the information heard.	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. Can recognise that a speaker is expressing concerns in a formal discussion. Can recognise when examples are being given in a structured presentation on an unfamiliar topic. Can follow the stages of a complex process described using non-technical language. Can understand the advantages and disadvantages of different options during a discussion.

Learning outcomes – students should be able to...	Suggested delivery content	Pearson Global Scale of English – A sample of General English Adult Learning Objectives
Speak at an appropriate level in a variety of situations, including on a concrete or abstract issue to achieve understanding.	Speaking continuously in response to a main prompt which focuses on current circumstances, past experiences, tastes, preferences and future plans. Discussing and supporting opinions on a topic in response to a specific discussion topic. Use of different discussion topics to generate opposing opinions, feelings or ideas, e.g. concrete or abstract issues or one related to an area of general interest and out of their general interest. Facilitating academic discussion on a variety of complex topics. Use of visual aids designed to elicit language of comparison and contrast as well as expression of ideas, opinions and feelings. Use of graphs and charts to represent data and analysis. Illustrate alternative options related to topical issues. Varied role play situations and scenarios to facilitate use of language appropriately, e.g. asking for information, responding to requests, offering, accepting, responding to offers, thanking, giving information, apologising, complaining, negotiating or justifying a course of action.	Can exchange information on a wide range of topics within their field with some confidence. Can suggest solutions to problems and explain why they would work. Can talk about possibilities in the past with precision. Can pass on a detailed piece of information reliably. Can show interest and appreciation in conversation using a range of expressions. Can give the advantages and disadvantages of various options on a topical issue. Can bring relevant personal experiences into a conversation to illustrate a point. Can justify and sustain views clearly by providing relevant explanations and arguments. Can justify a viewpoint on a topical issue by discussing pros and cons of various options.

Assessing English proficiency

In assessing students' English language, Pearson offer several assessment solutions designed to assess and accredit general English language proficiency. These solutions assess the four required skills: reading, writing, speaking and listening. The skills that are tested are also matched to the descriptors in the CEFR for Languages at Level B2.

Depending on student needs and progression routes, Centres can choose the most appropriate option from the following assessment solutions available.

Assessment solution	Purpose	Website link
PTE Academic Trusted by universities and governments around the world, PTE Academic is the leading computer-based test of English for study abroad and immigration. PTE Academic assesses English proficiency in a three-hour, computer-based test taken at a secure test Centre. PTE Academic results are typically available in five business days.	Recognised test for gaining entry into UK universities and accepted as the test to meet immigration requirements to the UK.	Pearsonpte.com
PTE General PTE General focuses on communicative English skills for students at all age ranges. The test, which is accepted by a range of employers, national governments and associations, uses realistic and familiar tasks to assess real-life English skills. PTE General is available across six levels and test sessions run seven times per year. It is aligned to the CEFR.	Recognised globally by universities, employers and national education authorities as evidence of a required standard of English but does not meet immigration purposes.	Pearson Qualifications
Versant Placement A 50-minute computer-based test, Versant Placement evaluates speaking, listening, reading, and writing for placement. Versant Placement is used in academic institutions, private language schools and corporate training programs and can be taken on any computer around the world. It is aligned to the CEFR.	Benchmarks the language levels of students to place them, supports appropriate progression decisions to an academic programme and measures progress after programme completion.	Pearson Versant

Visit the Pearson English website and the Pearson English portal to access all our tools and resources, to assist with effective delivery and assessing of your students' English language skills. The Pearson English Portal (https://www.pearson.com/english/portal.html) aligns online and offline English teaching and learning resources, bringing them together at a single access point and providing a comprehensive, easy-to-use learning management tool.

3.2.3   Centre approval

To ensure that Centres are ready to assess students and that we can provide the support that is needed, all Centres must be approved before they can offer these qualifications. For more information about becoming a Centre and seeking approval to run our qualifications, please visit the support section on our website (http://qualifications.pearson.com/).

3.2.4   Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that Centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level. Those Centres providing additional language support should also make sure that English tutors have relevant language qualifications and proficiency above the level of delivery.

3.2.5   Resources required

As part of your Centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business.

3.2.6   HN Global support

HN Global is an exciting online platform created by Pearson for BTEC Higher National students around the world. Created in parallel with the development of the new BTEC Higher National qualifications, tools and resources will also be accessible to those students studying the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business. HN Global houses a great number of resources for students to get the most out of their learning experience.

For further information, see *Sections 5* and *Appendix 5*.

3.2.7   Modes of delivery

Subject to approval by Pearson, Centres are free to deliver the Pearson BTEC Level 3 International Foundation programme for Higher Education in Business using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- full-time
- part-time
- blended learning.

3.2.8   Recommendations for employer engagement

Pearson BTEC qualifications are career-related and as an approved Centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in *Section 5.2* about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

3.2.9   Support from Pearson

We provide a range of support materials, including suggested assignments, with supporting templates. You will be allocated an External Examiner early in the planning stage to support you with planning your assessments and you can access training events, materials and support from the Pearson Subject Lead for Business.

3.2.10 Student employability

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning outcomes and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3 Access to study

This section focuses on the administrative requirements for delivering a Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- they should be available to everyone meeting the entry requirements who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (http://qualifications.pearson.com/).

Centres are required to recruit students to the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification with integrity. We refer centres to our Pearson *Recruiting with Integrity* guide. Both policies can be found in the support section of our website (http://qualifications.pearson.com). They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to *Section 8* on reasonable adjustments.

3.4 Student registration and entry

All students must be registered for the qualification and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (http://qualifications.pearson.com).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change, then the Centre must transfer the student appropriately. Please note that student work cannot be sampled if the student is not registered.

3.5   Access to assessments

Assessments need to be administered carefully to ensure that all students are treated fairly and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic

- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

3.6   Administrative arrangements for internal assessment

3.6.1   Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (http://qualifications.pearson.com/).

We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

3.6.2   Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (http://qualifications.pearson.com/).

3.6.3   Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the document linked to above.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

3.6.4   Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (http://qualifications.pearson.com/).

3.7   Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or that may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification.

Pearson does not tolerate actions (or attempted actions) of malpractice by students, Centre staff or Centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, Centre staff or Centres where incidents (or attempted incidents) of malpractice have been proven.

Further details regarding malpractice and advice on preventing malpractice by students, can be found in the support section of our website (http://qualifications.pearson.com/).

In the interests of students and Centre staff, Centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice. The procedures we ask you to adopt when tackling malpractice vary between units that are internally assessed and those that are externally assessed.

3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (http://qualifications.pearson.com/).

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples and details the penalties and sanctions that may be imposed.

3.7.2 Student malpractice

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Heads of Centres are required to report incidents of any suspected student malpractice that occur during Pearson external assessments. Student malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the Centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

3.7.3 Staff and Centre malpractice

Staff and Centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and Centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by Centre staff, before any investigation is undertaken. All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the Centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com

Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice

Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of students) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform students and Centre staff suspected of malpractice of their responsibilities and rights. See *Section 6.15* of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk/).

Pearson reserves the right in cases of suspected malpractice to withhold the issue of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld. We reserve the right to withhold certification when undertaking investigations, audits and Quality Assurance processes. You will be notified within a reasonable period of time if this occurs.

3.7.4   Sanctions and appeals

Wherever malpractice is proven, we may impose sanctions or penalties. Where student malpractice is evidenced, penalties may be imposed, such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a specified period of time.

If we are concerned about your Centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification
- placing temporary suspensions on registrations of students
- debarring staff members or the Centre from delivering Pearson qualifications
- suspending or withdrawing Centre approval status.

Your Centre will be notified if any of these apply.

Pearson has established procedures for Centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals Policy*, available in the support section on our website (http://qualifications.pearson.com/).

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email (pqsmalpractice@pearson.com) and they will inform you of the next steps.

4   Programme structure

4.1   Units, credits and Total Qualification Time (TQT)

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification is made up of 120 credits. It is usually studied full-time over one year or part-time over two years.

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business consists of core units and optional units:

- core units are mandatory

- required combinations of optional units is clearly set out in the table provided.

All units are 15 credits in value. These units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.

TQT for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business = 1,200 hours

Examples of activities which can contribute to TQT include:

- guided learning

- independent and unsupervised research/learning

- unsupervised compilation of a portfolio of work experience

- unsupervised e-learning

- unsupervised e-assessment

- unsupervised coursework

- listening to or watching a pre-recorded podcast or webinar

- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning Centres and learning workshops. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total GLH for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business = 480 hours

Some examples of activities which can contribute to GLH include:

- classroom-based learning supervised by a tutor

- work-based learning supervised by a tutor

- live webinar or telephone tutorial with a tutor in real time

- e-learning supervised by a tutor in real time

- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2   Programme structures

The programme structures specify:

- the total credit value of the qualification

- the minimum credit to be achieved at the level of the qualification

- the core units

- the optional units

- the maximum credit value in units that can be Centre-commissioned.

When combining units for a Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business, it is the Centre's responsibility to make sure that the correct combination of units is applied.

4.2.1 Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.

- Total Qualification Time (TQT) = 1,200 hours

- Guided Learning Hours (GLH) = 480 hours

- There is a required mix of core and optional units totalling 120 credits.

Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business		Unit credit	Level
Core unit Mandatory	**1 International Business**	15	3
Core unit Mandatory	**2 Principles of Management**	15	3
Core unit Mandatory	**3 Financial Statements for Specific Businesses**	15	3
Core unit Mandatory	**4 Business Data and Numerical Skills**	15	4
Core unit Mandatory	**5 Business Communication Skills**	15	3
Core unit Mandatory	**6 Higher Education Academic Skills**	15	4
Optional unit	**Plus one optional unit (see below)**	15	3
Optional unit	**Plus one optional unit (see below)**	15	3
Optional units			
Optional unit	**7 Digital Skills and Technologies for Business**	15	3
Optional unit	**8 Business and Environmental Sustainability**	15	3
Optional unit	**9 Lifelong Learning Skills Development**	15	3
Optional unit	**10 IT Skills for Business**	15	3
Language skills are expected to be developed throughout the delivery of the programme. If improving English proficiency to meet local needs is a requirement then English language support sessions should also be delivered in addition to the curriculum. Please refer to *Section 3.2.2* for recommended guidance on delivering and assessing English.			

4.2.2 Pearson BTEC International Foundation Programme for Higher Education Commissioned Development

Where the qualification does not provide enough flexibility in terms of qualification structure, Centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments: full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC International Foundation Programme for Higher Education Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* (https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/building-a-bespoke-btec-higher-national-qualification.html) on our website.

Once the Centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning Centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

4.3 The Unit Descriptor

The Unit Descriptor is how we define the individual units of study that make up a Pearson BTEC Level 3 International Foundation Programme for Higher Education qualification. Students will study and complete the units included in the programme offered at your Centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

Unit title	A broad statement of what the unit will cover.
Unit code	The Pearson unit designation.
Unit type	There are two unit types: core (mandatory to all); optional (available to all to select).
Unit Level	All Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business units are at Level 3 or at Level 4.

Credit value	The credit value is related to total qualification time (TQT) and unit learning hours (ULH) and is easy to calculate: 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business students are expected to achieve the appropriate number of credits.
Introduction	Some general notes on the unit, setting the scene, stating the purpose of the unit, outlining the topics and skills gained on completion of the unit.
Learning Outcomes	The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are typically four Learning Outcomes for each unit.
Essential Content	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.
Learning Outcomes and Assessment Criteria	Each unit sets out the Pass, Merit and Distinction criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at Pass, Merit or Distinction level, depending on the quality of the student's work.
Recommended Resources	Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

Web resources − referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this, we have referenced web resources as follows:

[1] a link to the main page of the website

[2] the title of the site

[3] the name of the section or element of the website where the resource can be found

[4] the type of resource it is, which may be one of the following –

- o research
- o general reference
- o tutorials
- o training
- o e-books
- o report
- o wiki
- o article
- o datasets
- o development tool
- o discussion forum.

Example:

[1] www.mindtools.com

[2] Mind Tools

[3] Communication Skills

Become a Skilled Business Communicator

[4] (General reference)

5 Teaching and learning

The aim of this section is to provide guidance to Centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth as well as breadth of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, Centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society and should be informed and guided by external benchmarks, such as professional and statutory bodies. In so doing, students completing a Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce in the future.

The contributions that students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a Centre.

5.1 Delivering quality and depth

A high-quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students and a support system that caters for the pastoral as well as academic interests of students.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- course programme overview
- preparing for lessons
- effective engagement in lectures and seminars
- making the most out of tutors
- assignment requirements
- referencing and plagiarism
- Centre policies
- academic study skills.

Pearson offers Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and Quality Assurance of BTECs in Centres. This is available on the HN Global website (www.highernationals.com). In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

5.2   Engaging with employers

Employer input should feed into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- field trips to local businesses
- inviting members of the local business community to present guest lectures
- using employers to judge the quality of assessed presentations
- (for the more entrepreneurial) establishing a panel of experts to whom students can pitch ideas.

5.3   Engaging with students

Students are integral to teaching and learning. As such, it is important that they are involved as much as possible with most aspects of the programme onto which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort and student representation at course team meetings. Student forums should also take place periodically throughout the year, with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end-of-year course evaluations and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby tutors adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic and that fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their tutors, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4   Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or blended learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback or through ongoing dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that Centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that Centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- the sequencing of units

- whether to have condensed or expanded delivery

- teaching and learning techniques.

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 3 units have similar demands, as do the Level 4 units. However, this does not mean that units can, or should, be delivered in any order.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

5.4.2 Condensed, expanded and mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

Condensed version

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

Expanded version

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	

Mixed version

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							
Unit 4													

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, when placements are planned, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, sense of belief in their ability to succeed and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and, therefore, potentially improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the Centre.

As there are pros and cons to all approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, Centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through blended learning**.**

5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, Centres should also 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.

Technique	Face-to-face	Blended learning
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.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
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.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
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.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
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.	A VLE is a must if students are engaged with online delivery through blended learning, as this would be the primary or the key source of learning. Where blended learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.

Technique	Face-to-face	Blended learning
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning	Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example, when assignments require students to contextualise a response to a real organisation.	It is likely that the majority of part time students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
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.	As long as the expert has access to the same platform as the students, then the value added by their contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in part-time and blended learning programmes.
Field trips	Effectively planned field trips that 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.	The use of field trips could be included as part of a blended learning programme. They will add the same value and require the same planning. One additional benefit of field trips for blended learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for blended learning students.

5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging and supportive of the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, Centres must implement robust Quality Assurance measures and monitor the effectiveness of their implementation (see *Section 6*). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the students' existing strengths. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking business practitioners for the future. Assessment can be either formative, summative or both.

5.4.5 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.

5.4.6 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.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure that valid and reliable assignments are designed and are consistent across all units, Centres could consider a number of actions.

Use of language

The first aspect of an assignment that a Centre could focus on is ensuring that language makes assessment requirements accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis', then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design.

- Ensure that there is a holistic understanding (by tutors and students) and use of command verbs.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Set assignment briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments, this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

Employing a range of assessment tools

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in *Section 6.2.*)

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study) and be explicitly clear in its instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear as to the purpose of the assignment and which elements of the unit it is targeting.

6 Assessment

The BTEC Level 3 International Foundation Programme for Higher Education in Business is assessed using a varied range of internally assessed **Centre-devised internal assignments**.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time and when assessment can take place.

6.1   Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved Centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available in the support section of our website (http://qualifications.pearson.com/). All the assessment team will need to refer to this document.

For the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business, it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

6.1.1   Holistic assessment

Holistic assessment is when the Assessor evaluates student achievement as a whole, rather than breaking assessment down into a larger number of smaller separate components. This means that assessments are not set only to consider Pass, then additional assessments set for Merit, etc. Rather, assessment activities allow for assessment of a student's achievement at all levels – Pass, Merit and Distinction. This can be done in relation to individual learning outcomes or multiple learning outcomes assessed together. Holistic assessment encourages students to consider their learning and achievement as a set of relationships. If assessing a single Learning Outcome, students may see that through a single activity/body of work they may evidence their achievement at different levels. If the assessment is of multiple learning outcomes, students are encouraged to consider the way that their learning and their work may bring together theories, concepts and skills across different areas of their subject.

It is crucial to recognise that assessment in the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business is undertaken in relation to the learning outcomes, rather than in relation to assessment criteria. This drives assessment toward a holistic approach. In the assessment, we are considering a student's achievement of the learning outcome at the level defined by assessment criteria.

6.1.2 Assessment through assignments

For internally assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and, formative assessment by, tutors.

An assignment is issued to students as an **Assignment Brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

6.1.3 Assessment decisions through applying unit-based criteria

Assessment decisions for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an Merit criterion requires the student to show 'analysis' and the related Pass criterion requires the student to 'explain', then to satisfy the Merit criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that Assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 3* we have set out a definition of terms that Assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **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 3 of the qualification

- **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 should be reported as Unclassified.

6.1.4 Assessment feedback

Summative assessment feedback needs to support students to understand why they have achieved the grade awarded. To this end, it should be written to allow the student to recognise how their work has succeeded in meeting the Learning Outcome(s) at the level of the assessment criteria. This does not mean that the student must be told 'you have achieved a merit, because …'. Rather, the feedback might make reference to the language of the criteria, such as '… your work on the report indicates an investigative approach to the research …'. The same approach should help the student to understand why they have not achieved something. So, we might find '… while your investigation is clear, it does not show a detailed approach …'.

6.1.5 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your Centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook* available in the support section of our website (http://qualifications.pearson.com/).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the External Examiner. The Programme Leader registers with Pearson annually and acts as an Assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.

- **Internal Verifiers** (IVs) oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also Assessors, but they do not verify their own assessments.

- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, Assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.

- Your **External Examiner** (EE) will sample student work across Assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

6.1.6 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

6.1.7   Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the Centre's arrangements. From induction onwards, you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- how assignments are used for assessment
- how assignments relate to the teaching programme
- how students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

6.2   Setting effective assessments

6.2.1   Setting the number and structure of assessments

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide online Example Assessment Briefs for each unit to support you in developing and designing your own assessments.

In designing your own Assignment Briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number of Learning Outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of Learning Outcomes or to create a single assignment for the entire unit.

- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated Learning Outcomes are fully addressed in the programme overall. This is an integrated approach to assessment. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.

- The following units will facilitate and support an integrated assessment approach:
  - o   Unit 4: Business Data and Numerical Skills
  - o   Unit 6: Higher Education Academic Skills.
- A Learning Outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the Learning Outcomes but the Learning Outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the Learning Outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier Learning Outcomes and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. **The specified unit content must be taught/delivered**. The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

6.2.2   Providing an Assignment Brief

A good Assignment Brief is one that, through providing challenging and authentic sector- or work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An Assignment Brief should have:

- a vocational scenario; this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment
- clear instructions to the student about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

6.2.3   Forms of evidence

The Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business allows for a variety of forms of assessment evidence to be used, provided that they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- written reports, essays
- in-class tests
- examinations
- creation of financial documents
- creation of planning documents
- work-based projects
- academic posters, displays, leaflets
- Microsoft PowerPoint® (or similar) presentations
- recordings of interviews/role plays
- working logbooks, reflective journals
- presentations with Assessor questioning
- time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 4*.)

The form(s) of evidence selected must:

- allow the student to provide all the evidence required for the Learning Outcomes and associated assessment criteria at all grade levels
- allow the student to produce evidence that is their own independent work
- allow a verifier to independently reassess the student to check the Assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

6.3 Making valid assessment decisions

6.3.1 Authenticity of student work

An Assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- evidence submitted for the assignment is the student's own

- the student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student by setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an Assessor may suspect that some or all of the evidence from a student is not authentic. The Assessor must then take appropriate action using the Centre's policies for malpractice. (See *Section 3.7* for further information.)

6.3.2 Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The Assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 3* of this document

- examples of moderated assessed work

- your Programme Leader and assessment team's collective experience.

6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the Centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your Centre policies (see also *Section 3.6*).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission and this should make clear the relationship between late submission and the Centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria, with any penalty or cap applied after the assessment. Where the result of assessment may be capped due to late submission of the assignment, the student should be given an indication of their uncapped mark in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped marks should be recorded and ratified by an appropriate Assessment Board, taking into account any mitigating circumstances that may have been submitted.

6.3.4 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met

- may show why attainment against criteria has not been demonstrated

- must not provide feedback on how to improve evidence but how to improve in the future.

6.3.5 Reassessment opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

- Only one opportunity for reassessment of the unit will be permitted.

- Reassessment for coursework, project- or portfolio-based assessments shall normally involve the reworking of the original task.

- For examinations, reassessment shall involve completion of a new task.

- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.

- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

6.3.6 Repeat units

A student who, for the first assessment opportunity and subsequent resubmission opportunity, still failed to achieve a Pass for that unit specification:

- at the discretion of the Centre and Assessment Board, decisions can be made to permit a repeat of a unit

- the student must study the unit again with full attendance and payment of the unit fee

- the overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit

- units can only be repeated once.

6.3.7 Assessment Boards

Each Centre is expected by Pearson to hold Assessment Boards for all of its Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business and BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the individual units

- extenuating circumstances

- cases of cheating and plagiarism

- progression of students on to the BTEC Higher Nationals

- resubmission and repeat opportunities

- the awards to be made to students.

Assessment Boards may also monitor academic standards. The main Boards are normally held at the end of the session, although if your Centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate Boards to deal with referrals.

Where a Centre does not currently have such a process then the External Examiner (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by Pearson and the importance of Assessment Board reports and minutes to provide valuable evidence for the Standards Verification visit.

6.4 Planning and record-keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The Centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader must have an assessment plan, produced as a spreadsheet. When producing a plan, the assessment team will wish to consider:

- the time required for training and standardisation of the assessment team

- the time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when Quality Assurance will take place

- the completion dates for different assignments

- who is acting as Internal Verifier (IV) for each assignment and the date by which the assignment needs to be verified

- setting an approach to sampling Assessor decisions though internal verification that covers all assignments, Assessors and a range of students

- how to manage the assessment and verification of students' work, so that they can be given formal decisions promptly

- how resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- verification of Assignment Briefs

- student authentication declarations

- Assessor decisions on assignments, with feedback given to students

- verification of assessment decisions.

Examples of records and further information are available in the *Pearson Quality Assurance Handbook* available in the support section of our website (http://qualifications.pearson.com/).

6.5   Calculation of the final qualification grade

6.5.1   Conditions for the award

Conditions for the award of the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business

To achieve a Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification, a student must have:

- completed 120 credits = 8 units including six mandatory units and two chosen optional units

- passed all 120 credits.

6.5.2   Calculation of the overall qualification grade

The calculation of the **overall qualification grade** is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, based on unit achievement.

All units in valid combination must have been attempted for the qualification. The conditions of award will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualification will be calculated based on student performance in all units regardless of level.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	480−599
Merit	600−839
Distinction	840+

6.5.3 Modelled student outcomes

Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business

	Credits	Level	Grade point	STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
				Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	3	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	3	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	3	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	3	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	3	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	3	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Optional (Opt)

7   Quality Assurance

Pearson's Quality Assurance system will ensure that Centres have effective Quality Assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The Quality Assurance process for Centres offering the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business comprises these key components:

1   the approval process

2   monitoring of internal Centre systems

3   independent assessment review.

7.1   The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing Centre approval process and then through the programme approval process. Programme approval for new Centres can be considered in one of two ways:

- desk-based approval review

- review and approval visit to the Centre.

Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment

- understand the implications for independent assessment and agree to abide by these

- have a robust internal assessment system supported by 'fit for purpose' assessment documentation

- have a system to internally verify assessment decisions, to ensure that standardised assessment decisions are made across all Assessors and sites.

Applications for approval must be supported by the Head of the Centre (Principal or Chief Executive, etc.) and include a declaration that the Centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Existing Centres currently approved to deliver the Pearson BTEC Higher Nationals in Business will be eligible for the Automatic Approval process, subject to the Centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of Centre, Pearson reserves the right to withdraw either qualification or Centre approval when it deems that there is an irreversible breakdown in the Centre's ability either to quality assure its programme delivery or its assessment standards.

7.2   Monitoring of internal Centre systems

Centres will be required to demonstrate ongoing fulfilment of the Centre approval criteria over time. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the Centre in correcting the problem.

7.3   Independent assessment review

The internal assessment outcomes reached are subject to a visit from a Pearson appointed External Examiner. The outcomes of this process will be:

- to confirm that internal assessment is to national standards and allow certification, **or**

- to make recommendations to improve the quality of assessment outcomes before certification is released, **or**

- to make recommendations about the Centre's ability to continue to be approved for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business qualifications in question.

7.4   Centre and qualification approval

As part of the approval process, your Centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.

- Staff delivering additional English language support must be proficient in English at the appropriate level and qualified to teach English.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have in place appropriate Health and Safety policies relating to the use of equipment by staff and students.

- Centres must deliver the qualification in accordance with current equality legislation.

- Centres should refer to the individual unit descriptors to check for any specific resources required.

The result, we believe, is qualifications that will meet the needs and expectations of students worldwide.

7.5   Continuing Quality Assurance and standards verification

We produce annually the latest version of the *Pearson International Quality Assurance Handbook*, available in the support section of our website (http://qualifications.pearson.com/. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of Quality Assurance are that:

- a Centre delivering the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business must be an approved Centre and also have qualification approval

- the Centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and Quality Assurance of assessment; it must abide by these conditions throughout the period of delivery

- Pearson makes available to approved Centres a range of materials and opportunities for reviewing internal materials through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved Centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved Centre must follow agreed protocols for standardisation of Assessors and verifiers for the planning, monitoring and recording of assessment processes and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved Centre and Pearson. We will make sure that each Centre follows best practice and employs appropriate technology to support Quality Assurance processes where practicable. We work to support Centres and seek to make sure that our Quality Assurance processes do not place undue bureaucratic processes on Centres. We monitor and support Centres in the effective operation of assessment and Quality Assurance.

The methods we use to do this for the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business include:

- making sure that all Centres complete appropriate declarations at the time of approval
- undertaking approval visits to Centres
- making sure that Centres have effective teams of Assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
- an overarching review and assessment of a Centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved Centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to Quality Assurance cannot seek certification for individual programmes.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8   Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic

- all students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit students to the International Foundation Programme for Higher Education qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the Centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in a recognised regional sign language where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. 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*. See the support section of our website for both documents (http://qualifications.pearson.com/).

9 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business with confidence. You will find a list of resources to support teaching and learning, and professional development on HN Global.

9.1 Support for setting up your course and preparing to teach

9.1.1 Specification

The specification (for teaching from January 2020) gives you details of the administration of the qualifications and information on the units for the qualifications.

9.1.2 Example Assessment Briefs

Each unit included in this Programme Specification has supporting Example Assessment Briefs. They are designed to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs provide tutors with suggested types of assignment and structure that can be adopted and **must** be adapted accordingly.

9.1.3 HN Global Study Skills

The HN Global Study Skills modules are designed to support students with their learning journey, equipping them with the necessary study skills to succeed on both the Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business and a BTEC Higher National in Business qualification. Modules are linked to the delivery of the two core skills units, *Unit 5: Business Communication Skills* and *Unit 6: Higher Education Academic Skills*.

The following module completion will complement the delivery of the above units and provide underpinning learning and skills development to support students with higher education:

- *Introduction to Study Skills*
- *Getting Organised for Study*
- *Finding and Evaluating Information*
- *Writing for your Higher National Course*
- *Reading, Note-Taking and Summarising*
- *Giving Effective Presentations*.

See *Appendix 5*.

9.1.4 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see https://www.pearson.com/english/.

9.1.5 Pearson English Portal

Enriched with a variety of digital resources, the portal encourages engagement, improves teaching, enhances the learning experience and improves outcomes.

10 Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business Unit Descriptors

Unit 1: International Business

Unit code	**M/617/8614**
Unit type	**Core**
Unit Level	**3**
Credit value	**15**

Introduction

International business has a significant influence on a nation's economy. It takes place in a globally competitive environment, involving organisations of all types and sizes. Organisations engaged in international business activities need to consider a number of factors, such the culture and politics of the country with which they want to do business. A government can influence international business to maximise benefits to their national economy and a country can join international trading blocs to promote and protect.

In this unit, you will explore the benefits and issues associated with international business activities. You will investigate the economic and wider external environments that influence a business's choice of international market. You will also examine the strategic and operational approaches to developing business in an international context. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will give you a greater understanding of the global business environment to help inform your career choices. The unit gives you the skills to undertake advanced or specialist studies in international business at higher education level.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Examine the influences on the growth of globalisation

2   Explore the structure of the global economy

3   Examine strategic and operational approaches to developing international business.

Essential Content

LO1 **Examine the influences on the growth of globalisation**

Globalisation:

The features and benefits of international trade, including imports and exports, international specialisation, increased standard of living, wider variety of goods available, technology transfer, the impact of international specialisation, creation of employment opportunities, international cooperation between countries.

The features of globalisation, including the growth of trading blocs and their purpose, the growth of international transport systems, the international mobility of labour, international currency exchange, the impact of the growth of technology on business communications.

The challenges of globalisation, including the economic and political influence of major international businesses, population movements, the increase in protectionist economic policies.

Factors influencing globalisation:

The influence of business organisations on the growth of the global economy.

Reasons for conducting business internationally, e.g. growth and diversification, access to new markets, additional revenue streams, increased market share, brand exploitation, market leadership, technological dominance, gain comparative advantage, generate efficiency savings arising from internal economies of scale, external economies of scale, preferential tax rates or government incentives.

Characteristics, advantages and disadvantages of international markets, e.g. developed economies, emerging markets, less developed economies.

Factors influencing the choice of market, e.g. type of product, operating costs, size of market, political stability, regulatory.

Characteristics and features of organisations and agencies involved in international business, e.g. exporting organisations, importing organisations, multinational organisations, associated organisations, e.g. logistics and marketing government agencies providing support and advice to international businesses.

LO2 **Explore the structure of the global economy**

International trading associations:

Purpose and features of associations and trading arrangements in international business.

World Trade Organization (WTO).

Customs unions and common markets, e.g. European Union (EU), MERCOSUR (common market of South American nations), Eurasian Economic Union (EAEU).

Free-trade areas such as USMCA (the United States-Mexico-Canada Agreement, which is to replace the North American Free Trade Area), AANZFTA (the ASEAN-Australia-New Zealand Free Trade Area).

The finance of international trade:

Methods of financing international trade, e.g. cash in advance, letters of credit, open account, consignment, international credit cards, international bank transfers, commercial payment systems.

Agencies that support international business, e.g. banks, chambers of commerce, regional advisory organisations.

Government support for international businesses, e.g. trade delegations, export finance advisers, trade fairs, identifying international partners, grants for international promotions.

Barriers to international business:

Factors that impact the growth of international business.

Protectionism in international markets, e.g. to protect infant industries, to protect employment/local business.

Features of the methods for protecting markets and their impact on the volume and value of international business, e.g. tariffs, customs duties, currency restrictions, quotas, subsidies.

Features of the barriers to trade, e.g. trade restrictions, exchange rate volatility, legal and regulatory systems, financial requirements, operating risks, economic sanctions, political pressures.

Exchange rates:

The factors influencing a country's exchange rate, e.g. inflation, interest rates, public debt, terms of trade, political stability, economic policies.

Impact of currency rate fluctuations on a country and individual export and import businesses.

LO3 Examine strategic and operational approaches to developing international business

Strategic aims and objectives:

Factors that can influence the determination of business strategy for large and small businesses using SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

Strategic aims and objectives of international businesses at different stages in their development, including market opportunities, profitability, growth, costs, efficiency, diversification, to increase shareholder value, corporate social responsibility.

Factors influencing the strategic direction of small and large business organisations, e.g. the speed of establishing operations, access to local business knowledge and expertise, cost control, risk control, growth potential.

Strategies for operating internationally, e.g. subsidiary businesses, joint ventures, partnerships, agencies, licensing, franchising, subcontracting and outsourcing.

External influences:

STEEPLE analysis of factors that influence the external environment in which business organisations operate:

Social and cultural, e.g. language, social structures, religion, values and attitudes to work.

Technological, e.g. reverse innovation for less developed economies

Economic, e.g. tax rate on profits

Environmental, e.g. regulations on sustainability and recycling

Political, e.g. stability of political systems in a country

Legal and regulatory, e.g. intellectual property rights, corporate governance regulation

Ethical factors, e.g. equal pay, workforce health and safety.

Operational implications:

Factors to take into account when implementing an international business strategy, including costs, expertise required, risk appetite of owner, contribution of the functional areas, including sales and marketing, finance, human resources, production/operations, administration, research and development.

Re-engineering products and services to meet the demands and preferences of international markets, e.g. manufacturing vehicles to take account of emission regulations in different countries, reverse innovation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the influences on the growth of globalisation		
P1 Explain the importance of factors influencing the global economy. **P2** Explain the impact of globalisation on the national economies of contrasting countries.	**M1** Analyse the importance of factors influencing the global economy and the impact of globalisation on the national economies of contrasting countries.	**D1** Evaluate the importance of factors influencing the global economy and the impact of globalisation on the national economies of contrasting countries.
LO2 Explore the structure of the global economy		
P3 Explain the impact of trading associations on an international business organisation. **P4** Explain the impact of trading barriers on an international business organisation.	**M2** Analyse the impact of trading associations and trading barriers on an international trading organisation.	**D2** Evaluate the impact of trading associations and trading barriers on an international trading organisation.
LO3 Examine strategic and operational approaches to developing international business		
P5 Explain the current strategic approach of an international business organisation. **P6** Explain reasons for own recommendations for the future strategic direction of an international business organisation.	**M3** Analyse the current strategic international approach of a business organisation. **M4** Analyse the future strategic direction of an international business organisation, with rationale for own recommendations.	**D3** Justify own recommendations for the future strategic direction of an international business organisation.

Recommended Resources

Textbooks

HAMILTON, L. and WEBSTER, P. (2018) *The International Business Environment*. 4th ed. Oxford: OUP.

NORTHOUSE, P. (2018) *Leadership: Theory and Practice*. 8th ed. London: SAGE Publications.

WIBBEKE, E. and MCARTHUR, S. (2014) *Global Business Leadership.* 2nd ed. Abingdon: Routledge.

WILD, J. and WILD, K. (2019) *International Business: The Challenges of Globalization (Global Edition).* 9th ed. Harlow: Pearson.

Websites

www.forbes.com	Forbes
	(general reference)
www.ibtimes.com	International Business Times
	Business
	(general reference)
www.intelligenteconomist.com	Intelligent Economist
	International Economics
	(general reference)

Unit 2: Principles of Management

Unit code   **T/617/8615**

Unit type   **Core**

Unit Level   **3**

Credit value   **15**

Introduction

Managers are vital to the running of any business: they shape and influence business through their leadership and managerial performance.

In this unit, you will examine how businesses adapt their approaches to management in response to challenges in the internal and external business environment. You will gain an understanding of how the implementation of different leadership styles and theories can impact on the workplace. Depending on their roles and responsibilities, managers need to develop skill sets that enable them to work effectively in areas such as the management and motivation of people, financial resources, quality management, and the management of change. You will investigate some of the issues that managers and leaders have to deal with in the workplace in making businesses more efficient and ensuring their survival and growth.

This unit will help you to progress to employment by considering a career working in supervision and management, and/or to vocational training. Additionally, you might move on to related higher education having developed a knowledge and understanding of management.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Explore management and leadership principles, concepts, key terms, functions and theories

2   Examine management and leadership styles and skills and their impact on organisational performance

3   Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts.

Essential Content

LO1 Explore management and leadership principles, concepts, key terms, functions and theories

Management and leadership:

Definition of management and leadership, features of different theories and the importance of understanding different approaches according to the situation.

Principles of management as a process, e.g. Taylor, Fayol.

Development of different theories, to include: behavioural theories e.g. managerial grid model, role theory contingency theories e.g. situational theory transactional and transformational leadership theory.

The concept of leadership continuum for management behaviour.

Functions of management and leadership:

Skills and attributes of a leader and how different functions of management and leadership contribute to the achievement of the organisation's vision, mission, and objectives.

Importance of leadership role and traits for achieving organisational goals.

Functions of management, e.g. planning, organising, coordinating, controlling, monitoring, delegating.

Attributes of leadership, e.g. inspiring, empowering, energising, influencing stakeholders, envisioning, determining best route to achieve success.

Differences between leadership and management, including: size and stage of development of organisation, traits and qualities of the individual and work functions.

Business culture:

Definitions and characteristics of business culture and how this influences management practices.

Theories of business culture and the effect of each type on the workforce and performance, e.g. Handy, Schein, Hofstede, Johnson & Scholes.

Factors that influence business culture to include:

vision, mission, values, goals and ethos, beliefs and traditions, organisational policies and procedures, equality, diversity, inclusion, leadership and management styles, recruitment and selection for the right employees.

LO2 **Examine management and leadership styles and skills and their impact on organisational performance**

Management and leadership styles:

Characteristics, advantages and disadvantages of different leadership styles in different business contexts.

Management and leadership styles to include: autocratic, democratic or participative, paternalistic, laissez-faire.

Impact or influence on different leadership styles, e.g. culture of organisation, beliefs and values of manager or leader.

Benefits and challenges of adapting leadership style to respond to different situations, e.g. situational leadership theory.

Management and leadership skills:

Key principles and practices of management and leadership skills and their purpose in the working environment.

Practices of management and leadership skills to include: setting objectives, motivating, decision-making, team building, leading by example, using emotional intelligence, consulting.

Purpose of leadership and management skills in the working environment include: delivering results and improving overall quality to achieve common goals, managing implementation of policies and procedures, resolving problems, valuing and supporting others, managing conflict, building positive interpersonal relationships and developing team potential, effectively communicating giving constructive and developmental feedback.

LO3 **Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts**

Managing change:

Key features of change management and how this affects the growth and success of a business.

The need to manage change for business survival and success: change management models and theory, e.g. Lewin, Schein, Kotter.

Relationship with the wider environment and factors influencing change: internal factors, e.g. leadership, structure, culture, and external factors, e.g. political, economic, social, technological.

Needs and motivations of stakeholders who influence change: owners (e.g. profitability), managers e.g. business and staff performance

customers, e.g. prices, quality and range of products

employees, e.g. pay, working conditions

government, e.g. providing employment

regulators, e.g. working in line with legislation and regulations

financial institutions, e.g. business performance in relation to loan repayment.

Change recommendations:

Format and preparation of reports and presentations examining change management to business organisation managers and owners.

Reports: accepted business conventions and formats for reporting and presentations, effective presentation slides, context and recommendations for change, rationale for recommendations.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore management and leadership principles, concepts, key terms, functions and theories		
P1 Explain functions of leadership and management using different theories and concepts in a given business context. **P2** Examine the skills and attributes needed for different leadership roles in a given business context.	**M1** Analyse the functions and skills of leadership and management using different theories and concepts for different leadership roles in a given business context.	**D1** Evaluate functions and skills of leadership and management for different leadership roles in a given business context, through the application of theories, models and concepts of management and leadership.
LO2 Examine management and leadership styles and skills and their impact on organisational performance		
P3 Explain how different leadership styles can influence business performance. **P4** Explain how management and leadership skills could be improved in a given business context.	**M2** Analyse management and leadership issues that impact business performance in a given business context.	**D2** Evaluate management and leadership issues that impact business performance in a given business context.
LO3 Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts		
P5 Explain factors and stakeholders that influence change in a given context in an appropriate format. **P6** Explain own recommendations for actions to be taken to improve business performance for a given context and in an appropriate format.	**M3** Analyse changes required to improve business performance, including factors which influence change, and reasons for own recommendations, for a given context and in an appropriate format.	**D3** Evaluate the potential success of different strategies used for improving business performance in a given context, providing concise, reasoned recommendations for change in an appropriate format.

Recommended Resources

Textbooks

BODDY, D. (2017) *An Introduction to Management*. 7th ed. Harlow: Pearson.

CLEGG, S. et al. (2019) *Managing and Organizations: An Introduction to Theory and Practice*. 5th ed. London: SAGE Publications.

ROBBINS, S, et al. (2019) *Fundamentals of Management, Global Edition*. 11th ed. Harlow: Pearson.

Websites

www.businessballs.com	Businessballs
	Courses: Leadership, Management
	(training)
www.managementtoday.co.uk	Management Today
	Management and Leadership
	(articles)
www.mindtools.com	Mind Tools
	Skill Areas: Leadership Skills
	(development tool)

Unit 3: Financial Statements for Specific Businesses

Unit code	**A/617/8616**
Unit type	**Core**
Unit Level	**3**
Credit value	**15**

Introduction

Financial accountants are concerned with the recording, summarising and interpreting of financial information and accounts. They must keep accurate and up-to-date records for different types of businesses.

In this unit, you will develop a greater understanding of the accounting records for different types of business, in particular the end-of-year financial statements for partnerships, non-profit-making businesses and manufacturing businesses. You will learn how to produce the final accounts for these types of business along with other related accounting records and ledger accounts. You will need to use your analytical skills to consider the differing capital structures, legal requirements and financial information which are required by these types of business.

The unit will help you to progress to higher education routes in business financial management.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Understand different types of businesses and their capital structure

2   Examine the end-of-year financial statements for partnerships

3   Explore the end-of-year financial statements for non-profit-making organisations

4   Explore manufacturing accounts.

Essential Content

LO1 Understand different types of businesses and their capital structure

Ownership and purpose:

Outline the principles, ownership and purpose of differing types of business.

Examples of the differing types of business.

Capital structure:

Outline the capital structures of the differing types of business.

Distinguish between owner's capital and loans made to the business.

Legal requirements:

Principles of partnership legislation, insofar as it concerns interest on loans, capital and drawings, partners' salaries and the division of profits and losses.

Explanation, purpose and content of a partnership agreement.

Legal requirements and legal regulations of non-profit-making organisations.

Application of relevant accounting concepts: materiality, realisation, going concern, business entity, duality, consistency, historical cost, other payables (matching), money measurement, prudence.

Features and aims of partnerships and non-profit-making businesses:

Reasons why businesses become partnerships.

The benefits and limitations of partnerships as a business.

Examples of typical industry structures which are suited to operating as a partnership, with reasons why.

The main types of non-profit-making organisations, including charities, clubs and societies.

LO2 **Examine the end-of-year financial statements for partnerships**

Accounting adjustments:

Explanation and calculation of the following adjustments to partnership accounts: depreciation, accrued and prepaid expenses and revenues, irrecoverable debts, loan interest, interest on partners' capital, interest on partners' drawings, partners' salaries.

Preparation and balancing of the following ledger accounts: partners' capital accounts partners' current accounts.

Application and explanation of relevant accounting concepts.

End-of-year financial statements:

Calculation and preparation of a statement of comprehensive income (profit and loss account; income statement), appropriation accounts and a statement of financial position (balance sheet) for partnerships, including accounting adjustments.

Accounting for the appropriation of profit and losses in accordance with the profit and loss sharing ratio.

Application and changes to partnerships:

Explanation and examples of goodwill and the revaluation of assets.

Calculation and appropriation of goodwill and the revaluation of assets from the following changes to partnerships: a new partner joining, a partner leaving, revaluation of assets, a change in the profit and loss sharing ratio.

Making the necessary accounting entries to incorporate the changes to goodwill and revaluation of assets in the following ledger accounts: partners' current accounts, partners' capital accounts, goodwill account, asset accounts, bank account.

Application and explanation of relevant accounting concepts.

LO3 Explore the end-of-year financial statements for non-profit-making organisations

Nature of non-profit-making organisations:

Examples and explanation of the sources of income (revenue), including subscriptions, life memberships, donations, fundraising activities, interest on savings accounts/investments, loans.

Analysis of the importance of non-profit-making organisations to the wider economic and social environment and to key stakeholders, including individuals, groups in society, the government, business, local community.

Accounting adjustments:

Explanation and calculation of the following adjustments to non-profit-making accounts: depreciation, irrecoverable debts, loan interest, accrued and prepaid expenses and revenues, accrued and prepaid subscriptions.

Complete and balance the following ledger accounts: receipts and payments account, subscriptions account.

Application and explanation of relevant accounting concepts.

End-of-year financial statements:

Calculation and preparation of trading accounts (any profit-making element, e.g. bar, café, shop), income and expenditure accounts (to include subscriptions and other sources of income) and statement of financial position (to include adjustments).

Application and explanation of relevant accounting concepts.

LO4 **Explore manufacturing accounts**

Features and aims:

Main features of a manufacturing business.

Examples of manufacturing businesses.

Reasons why most manufacturing businesses are limited companies, e.g. size and scale, high capital and/or sunk costs, risk factors, investment potential, access to finance.

Manufacturing costs and profit:

Explanation, calculation and examples of the following: prime cost; direct costs (e.g. labour, materials and expenses), indirect costs (e.g. factory overheads) including labour, materials and expenses, work in progress and production cost.

Definition, explanation and reasons for incorporating manufacturing profit into the manufacturing account.

Explanation and examples of different categories of inventory (stocks), including: direct materials, work in progress, finished goods.

Application and explanation of relevant accounting concepts.

Accounting adjustments:

Explanation and calculation of the following adjustments: depreciation, irrecoverable debts, work in progress at start and end, loan interest, other payables and other receivables (accrued and prepaid expenses and revenues), manufacturing profit.

Application and explanation of relevant accounting concepts.

Manufacturing accounts:

Calculation and preparation of a manufacturing account, including: direct materials, labour and expenses, prime cost, indirect costs (factory overheads), work in progress at start, work in progress at end, production cost and manufacturing profit.

Application and explanation of relevant accounting concepts.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Understand different types of businesses and their capital structure		
P1 Explain the ownership, capital structure and legal requirements of the different types of businesses. **P2** Describe examples of suitable business activity for the different types of businesses.	**M1** Assess the merits and drawbacks of the different types of businesses, capital structure and legal requirements.	**D1** Evaluate how suitable the different types of businesses are for given business activities, providing justification.
LO2 Examine the end-of-year financial statements for partnerships		
P3 Prepare end-of-year financial statements for partnerships, incorporating appropriate adjustments.	**M2** Prepare the accounting entries to record goodwill for changes to a partnership.	**D2** Evaluate the relevant accounting concepts used in the completion of financial statements for partnerships and non-profit-making organisations.
LO3 Explore the end-of-year financial statements for non-profit-making organisations		
P4 Complete end-of-year financial statements for non-profit-making organisations, incorporating appropriate adjustments.	**M3** Analyse the importance of non-profit-making organisations.	
LO4 Explore manufacturing accounts		
P5 Describe manufacturing costs and profit. **P6** Explain main features and aims of manufacturing businesses.	**M4** Accurately prepare manufacturing accounts, incorporating appropriate adjustments and manufacturing profit.	**D3** Evaluate and justify the accounting treatment of manufacturing profit.

Recommended Resources

Textbooks

BYRNE, A. (2016) *Practical Accounts & Bookkeeping in Easy Steps*. 2nd ed. Leamington Spa: In Easy Steps Ltd.

MCLANEY, E. and ATRILL, P. (2018) *Accounting and Finance: An Introduction*. 9th ed. Harlow: Pearson.

MOSTYN, G. (2017) *Basic Accounting Concepts, Principles, and Procedures*, Vol. 1. 2nd ed. Worthy and James Publishing

Websites

www.accountingcoach.com	Accounting Coach Accounting Basics (general reference)
www.accounting-simplified.com	Accounting Simplified Financial Accounting (tutorials)

Unit 4: Business Data and Numerical Skills

Unit code	**F/617/8617**
Unit type	**Core**
Unit Level	**4**
Credit value	**15**

Introduction

The ability to understand and analyse numerical data and information is an essential skill for coming to the right conclusions and making the right decisions in any industry. The knowledge of numbers and figures, understanding relationships between numbers and interpreting mathematical information are all key to building a strong skills profile. To succeed, business organisations must collect and analyse data concerning customers, markets, competitors and business processes to support business decision making.

In this unit, you will be introduced to the knowledge and skills to support the collection, storage and interrogation of data for business decision-making. You will explore methods of collecting data, both manually and online, and the techniques needed to interpret this quantitative and graphical data to produce information to assist business decision-making. The unit also explores the numerical analysis techniques and the digital platforms required to generate management information. In addition, you will gain the knowledge and skills required to present findings, conclusions and recommendations to a business audience.

The skills and knowledge gained from the completion of this unit will support your future higher education study of business and academic research for future projects.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Collect research data and apply business models for business decision making

2   Apply techniques to interpret data

3   Assess digital platforms for collection, storage and analysis of data and presentation of business information

4   Present information in appropriate formats to meet management needs.

Essential Content

LO1 **Collect research data and apply business models for business decision making**

Sources of business data:

Primary data sources: observation, experimentation, e-marketing research, focus groups, panels, field trials, piloting, surveys (e.g. face-to-face, postal, email, online, telephone).

Appropriateness of each method, e.g. fitness for purpose, cost, accuracy, time, validity, response rate.

Secondary data sources: internal sources including data records, loyalty schemes, EPOS or electronic point of sale, website monitoring, e-transactions, accounting records, production information, sales figures, sales personnel) and external sources including internet, government statistics, printed materials, university research, company reports, trade journals, specialist agencies (e.g. Mintel and Dun & Bradstreet).

Validity and reliability of data:

The advantages and disadvantages of qualitative and quantitative approaches to research.

Criteria for selection of data, e.g. checking validity, source accuracy, bias, subjectivity, timeliness/currency.

Business models:

Different business models to support decision-making: Porter's Five Forces model, 5C Analysis, Ansoff Matrix, Boston Matrix, PESTLE, SWOT.

LO2 **Apply techniques to interpret data**

Apply, interpret and evaluate data presented in quantitative format:

Quantitative techniques: cross tabulation, trend analysis, gap analysis.

Representative values: arithmetic mean, median, mode.

Range, inter-quartile range.

Measures of dispersion: standard deviation.

Calculation: use of quartiles, percentiles and cumulative frequency.

Interpretation of correlation coefficient, times – series and trends.

Apply, interpret and evaluate data presented in diagrammatic and tabular formats:

Interpretation of pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams and tables.

LO3 **Assess digital platforms for collection, storage, analysis of data and presentation of business information**

Using available software:

Using digital platforms, e.g. online survey packages, spreadsheets, word processing and presentation software, to facilitate collection and analysis of data and to present business information.

The business audience:

Using management information systems to meet strategic, tactical and operational business purposes and needs.

Generating financial tools, including net present value, discounted cash flow and internal rates of return.

Maintenance and security of stored data:

Storage of data: legal and regulatory requirements concerning the collection, storage and distribution of data.

Planning for adverse effects: methods used to back up stored data, locations and methods available for back up.

Security and confidentiality of data, including methods of distribution, transfer and storage of data.

Cyber security: network threats and vulnerabilities, protecting and preventing attacks, mitigating risks.

LO4 **Present information in appropriate formats to meet management needs**

Present findings, conclusions and recommendations in appropriate formats to meet strategic, tactical and operational business purposes and needs:

Written formats: different report formats, e.g. formal or informal, and their appropriateness for audience and content.

Presentations: choice and use of appropriate software to include textual, graphical and pictorial elements.

Use of handouts and summary sheets.

Use of tables, graphs, charts, diagrams:

Creation of pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams.

Making use of scattergrams or scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability).

The use of tables to simplify and rationalise the presentation of data to aid understanding of the information within that data.

The use of appropriate formats, e.g. one-way tables, two-way tables.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Collect research data and apply business models for business decision-making		
P1 Conduct primary and secondary research to support business decision-making. **P2** Apply a range of different business models to support decision-making outcomes.	**M1** Analyse primary and secondary research to appropriately support business decision-making and outcomes.	**D1** Critically analyse the validity and reliability of the outcomes of the research.
LO2 Apply techniques to interpret data		
P3 Apply quantitative techniques to interpret given data sets. **P4** Illustrate in diagrammatic forms different ways in which data can presented.	**M2** Analyse data sets given in quantitative and diagrammatic forms.	**D2** Critically analyse data sets given in quantitative and diagrammatic forms to formulate valid conclusions.
LO3 Assess digital platforms for collection, storage, analysis of data and presentation of business information		
P5 Examine appropriate digital platforms to collect, store and distribute data for business decision-making. **P6** Discuss the legal and regulatory framework relating to the collection, storage and distribution of data.	**M3** Evaluate the ways in which data can be stored and distributed securely ensuring confidentiality.	**D3** Justify the methods chosen to collect, store, analyse data and present information.
LO4 Present information in appropriate formats to meet management needs		
P7 Compose a written report to present findings, conclusions and recommendations from research collection. **P8** Formulate a presentation to convey findings, conclusions and recommendations from research.	**M4** Discuss appropriate use of tables and selected graphical visuals in the report and presentation to support the communication of findings, conclusions and recommendations.	**D4** Evaluate how the formats selected and the use of textual, tabular and graphical visuals met the needs of the selected business audience.

Recommended Resources

Textbooks

MORRIS, C. (2012) *Quantitative Approaches in Business Studies.* 8th ed. Harlow: Pearson.

SAUNDERS, M.N.K. et al. (2019) *Research Methods for Business Students.* 8th ed. Harlow: Pearson.

Websites

www.bbc.co.uk/teach/skillswise   BBC Skillswise

Maths: Graphs

(general reference)

www.statstutor.ac.uk   Stats Tutor

Statistics support materials

(general reference)

Unit 5: Business Communication Skills

Unit code	**J/617/8618**
Unit type	**Core**
Unit Level	**3**
Credit value	**15**

Introduction

Excellent communication skills are an essential tool in achieving productivity and maintaining strong working relationships at all levels of an organisation. Having excellent communication skills helps business leaders and their teams in every facet of business operations.

The purpose of this unit is to equip you with the skills and knowledge to conduct professional written, oral and visual business communications within the workplace, with a focus on business activities. You will learn about the persuasive, emotional and creative elements to business communications and will be encouraged to use software to produce professional quality communications materials. Following successful completion of this unit, you will have knowledge of a range of business communication tools and will be able to produce a business case pitch, engage in a business negotiation and prepare a professional written communication strategy. You will also be able to creatively apply these techniques to the development of their own product, service or brand.

This unit will enable you to prepare for further higher education study in international business communications and provide you with practical skills in written, oral and visual communications that will help you in higher education study, work experience or entry-level employment in a business. The assessment and learning outcomes directly focus on performance and persuasion in a business setting.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Illustrate the use of a range of business communication tools within the workplace

2   Prepare and deliver a business pitch for a new product, service or brand

3   Apply knowledge of business negotiation techniques

4   Present a communications strategy for a new product, service or company using formal business language.

Essential Content

LO1 Illustrate the use of a range of business communication tools within the workplace

Different types of business communication tools:

Internal business communications: use of the internet, cloud technology, mobile technologies, apps.

Task management and tracking software: use of Smartsheets®, Microsoft Excel® spreadsheets, productivity software e.g. Trello® and ClickUp™.

Different types of sales software and customer relationship management systems.

Use of visual media for presenting images, tables, layouts, e.g. specialist software and hardware.

Use of social and digital media for market research, promotions and advertising, managing the customer experience.

LO2 Prepare and deliver a business pitch for a new product, service or brand

Developing a product, service or brand:

Exploration of ideas for a micro-business start-up.

Idea generation for new products, services and market for business opportunities.

Decision matrix: generation of selection criteria and scoring for business opportunities.

The application of business model canvas: activities, customer relationships, customer segments, key partners, value proposition, resources, cost structure, channels, revenue streams.

Skills for business pitching:

Audience awareness, research and sensitivity.

Competitor research.

Business and product narratives.

Structure and time.

Presentation software and tools:

Multimedia presentation tools, e.g. Microsoft PowerPoint®, Prezi, Google Slides™, Microsoft Sway®, Adobe® Spark.

Video conferencing: Zoom, Adobe® Connect™, Skype, Google Hangouts™, Slack® video calls.

Communication skills:

Verbal and non-verbal communication to meet audience requirements.

Communicating and persuading internal and external stakeholders, e.g. negotiation and sales skills.

Presentation, behaviour and conduct of presenter, e.g. attire, attitude, business-like skills, suitability for audience, preparation and organisation.

Negotiation and communication skills.

LO3 **Apply knowledge of business negotiation techniques**

Negotiation techniques and skills:

Defining negotiation and the stages of negotiation.

Business negotiation techniques: bargaining, Conflict resolution, deal making, crisis management and mediation, cultural negotiation.

Business negotiation skills: active listening, rapport building, assertiveness, problem solving and effective communication

LO4 **Present a communications strategy for a new product, service or brand using formal business language**

Communication strategies:

Communication methods.

Multi-media channels.

Integrative communications mix.

Marketing tools for analysis, e.g. SWOT and STEEPLE.

Writing a professional document:

Business writing software and techniques.

Numerical data.

Presenting visual data.

Infographics.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Illustrate the use of a range of business communication tools within the workplace		
P1 Illustrate a range of business communication tools used within the workplace, including digital and social media channels.	**M1** Explain the relevance of integrated business communication tools for achieving effective internal and external business communication.	**D1** Analyse the use of integrated business communication tools to improve business performance.
LO2 Prepare and deliver a business pitch for a new product, service or brand		
P2 Present the creative and persuasive elements of a business pitch for a new product, service or brand.	**M2** Differentiate the new product, service or company from business competition in a visually engaging manner.	**D2** Present a creative and comprehensive vision of new product, service or company using message-framing techniques, relating to global trends and market potential.
LO3 Apply knowledge of business negotiation techniques		
P3 Apply knowledge of negotiation techniques in a face-to-face business scenario.	**M3** Defend negotiation viewpoint through use of persuasive language skills and product/brand research in a face-to-face business scenario.	**D3** Demonstrate negotiation and mediation techniques to overcome barriers and resolve conflict.
LO4 Present a communications strategy for a new product, service or brand using formal business language		
P4 Present a communications plan for a new product, service or brand, reflecting knowledge of integrated marketing tools and channels to justify selection of communication strategy.	**M4** Apply marketing tools such as SWOT and STEEPLE to justify selection of communication strategy.	**D4** Create a detailed and professional business communication strategy document using visual data and infographics.

Recommended Resources

Textbooks

COUGHTER, P. (2012) *The Art of the Pitch: Persuasion and Presentation Skills That Win Business*. Basingstoke: Palgrave Macmillan.

HASSON, G. (2015) *Brilliant Communication Skills*. 1st ed. Harlow: Pearson

THILL, J. (2017) *Excellence in Business Communication*. 12th ed. Harlow: Pearson.

Websites

www.business2community.com	Business 2 Community
	Digital & Social, Sales & Marketing
	(discussion forum)
www.lucilleossai.com/blog	Rethinking Business Communications Blog
	(general reference)
www.mindtools.com	Mind Tools
	Communication Skills
	(training)
www.pon.harvard.edu	Programme on Negotiation: Harvard Law School
	Blog, Teaching Materials and Publications, Free Reports
	(general reference)

Unit 6: Higher Education Academic Skills

Unit code   **L/617/8619**

Unit type   **Core**

Unit Level   **4**

Credit value   **15**

Introduction

In order to succeed in higher education, it is essential to develop key academic skills to facilitate learning efficiently. Having good core academic skills improves participation and engagement with learning while also improving confidence and self-esteem.

In this unit, you will gain the knowledge and skills to prepare you for higher education studies in business. You will explore academic skills by examining the use and importance of various academic skills and techniques for performance, self-motivation and achievement. You will also explore a range of research methods necessary for studying higher education business studies. You will then have the opportunity to practise and demonstrate academic skills by producing a written report for a selected unit of study within the International Foundation programme for Higher Education and developing an action plan for a chosen group task or an individual presentation or portfolio of work.

The knowledge, understanding and skills sets gained in the unit will help students to select and use appropriate academic skills to effectively research, prepare and produce academic writing and other forms of assessment, such as presentations and portfolios of work, in preparation for higher education studies in business. **The assessment approach for Learning Outcome 3 will be integrated and applied to a suitable assessment in a selected unit.**

Please note that support resources for the delivery of this unit can be found on the HN Global Study Skills site *https://hnglobal.highernationals.com/*. The following study skills modules will support and complement students' learning in this unit.

- *Introduction to Study Skills* – Learning Outcome 1

- *Getting Organised for Study* – Learning Outcome 1

- *Finding and Evaluating Information* – Learning Outcome 2

- *Reading, Note-Taking and Summarising* – Learning Outcome 2

- *Writing for your Higher National Course* – Learning Outcome 3

Learning Outcomes

By the end of this unit, a student will be able to:

1   Apply academic skills and techniques for academic progression and achievement in higher education business studies

2   Explore research methods to select appropriate resources for higher education business studies

3   Produce an academic business report for a selected assessment that uses appropriate academic writing techniques

4   Devise an action plan for both a group task and an individual presentation or portfolio of work for a selected assessment to meet personal and professional objectives.

Essential Content

LO1 Apply academic skills and techniques for academic progression and achievement in higher education business studies

Importance of academic skills:

Meeting personal and professional goals, self-motivation, academic progress and achievement, well-being.

Planning:

Meeting and setting deadlines, SMART action planning, target setting, reviewing progress, using GANTT charts in Microsoft Excel® and other digital planning tools.

Time management:

Finding optimum study times, timetabling and scheduling, to-do lists, study groups, stress-management strategies, workspace and environment, digital time management tools, e.g. mobile calendar, alerts.

Note-taking:

Linear notes, mind maps, concept maps, Cornell method, organising notes, e.g. using headers and sub-headers.

LO2 Explore research methods to select appropriate resources for higher education business studies

Research planning:

Organising ideas, setting goals and schedules.

Research resources:

Textbooks, journals, videos, websites, trade publications and trade associations, market research databases, government statistics, corporate annual reports.

Finding and selecting the relevant information from source materials:

Broadening and narrowing search terms, using library databases, using journal databases, using Google Scholar™, optimising searches using search engines, e.g. keywords and combining keywords.

Evaluating information: currency, accuracy, coverage, authority, evaluating internet resources.

Note-taking from research and reading:

Abbreviations, key words and symbols, recording page numbers.

Citing and referencing:

Plagiarism, copyright: using images, usage rights for Google Images™, Creative Commons copyright licences.

Harvard referencing: citing one author, citing multiple authors, citing internet references, citing images, citing and referencing videos, citing and referencing interviews and speeches.

Referencing management tools: RefWorks, EndNote, References tool in Microsoft Word®.

LO3 Produce an academic business report for a selected assessment that uses appropriate academic writing techniques

Academic writing forms:

Business reports, reflective writing, third person, first person.

Critical thinking skills:

Questioning information and data, defining the problem, identifying and selecting solutions, logical reasoning, e.g. deduction, induction, abduction, using theory in academic writing.

Academic writing techniques:

Writing introductions, paraphrasing in academic writing, quoting text and quoting speech, summarising and conclusions, proof reading.

Structure:

Paragraphs, headings, sub-headings, contents pages, use of bullet points, tables, figures, appendix, using digital tools in Microsoft Word®, e.g. table of contents, table of figures, insert footers and headers.

Reflecting on marked academic work:

Reading feedback, using strengths and development points for future work, dealing with disappointing marks.

LO4 **Devise an action plan for both a group task and an individual presentation or portfolio of work for a selected assessment to meet personal and professional objectives**

Group work:

Teamwork, division of work and roles, target setting and reviewing progress, digital group workspaces, e.g. Google Docs™ and Microsoft OneDrive®, dealing with conflict and disagreement in groups.

Presentations:

Scheduling practice, time management, peer review, audience participation and interactive techniques, slide management in Microsoft PowerPoint®, creative visual aids, e.g. Microsoft PowerPoint®, Prezi, Canva®, Google Slides™.

Portfolios:

Use of portfolios in academic studies, organising work, supporting documentation, digital portfolio tools: Google Docs®, Evernote®.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Apply academic skills and techniques for academic progression and achievement in higher education business studies		
P1 Explain the importance of academic skills for progression and success in higher education. **P2** Apply a range of planning, time management and note-taking techniques for higher education studies.	**M1** Analyse the use and importance of a range of study skills for managing and achieving in higher education.	**D1** Make justified recommendations based on critical analysis for the use of different academic skills and techniques for managing and achieving success in higher education.
LO2 Explore research methods to select appropriate resources for higher education business studies		
P3 Examine different research sources and identify how to find and evaluate relevant information appropriately. **P4** Demonstrate appropriate referencing and note-taking skills from reading material for a chosen unit in a programme of study.	**M2** Assess appropriate research sources, including how to find and evaluate relevant information. **M3** Apply effective note-taking and referencing from reading material for a chosen unit in a programme of study.	**D2** Appraise a detailed range of research sources including how to find and evaluate relevant information and demonstrate accurate referencing and note-taking from reading material for a chosen unit in a programme of study.

Pass	Merit	Distinction
LO3 Produce an academic business report for a selected assessment that uses appropriate academic writing techniques		
P5 Produce an academic report for a selected assessment in your studies demonstrating use of academic writing techniques.	**M4** Produce a detailed academic report for a selected assessment in your studies demonstrating effective use of academic writing techniques and analytical skills.	**D3** Produce a comprehensive academic report for a selected assessment in your studies demonstrating excellent use of academic writing techniques, including justified conclusions based on critical thinking.
LO4 Devise an action plan for both a group task and an individual presentation or portfolio of work for a selected assessment to meet personal and professional objectives		
P6 Produce an action plan for a group task and an individual presentation or portfolio of work for a selected assessment in your studies to meet specific personal and professional objectives.	**M5** Produce an effective action plan for a group task and an individual presentation or portfolio of work for a selected assessment in your studies to meet specific personal and professional objectives.	**D4** Produce a comprehensive action plan for a group task and an individual presentation or portfolio of work for a selected assessment in your studies to meet detailed personal and professional objectives.

Recommended Resources

Textbooks

CAMERON, S. (2016) *The Business Student's Handbook: Skills for Study and Employment*. 6th ed. Harlow: Pearson.

COTTRELL, S. (2019) *The Macmillan Student Planner.* Red Globe Press Publishing.

SELLERS, D. et al. (2015) *Academic Transformation: The Road to College Success*. 3rd ed. Harlow: Pearson.

Websites

hnglobal.highernationals.com/	Higher Nationals
	Study Skills modules
	(tutorials)
www.how-to-study.com	How To Study
	Study Skills Articles, Study Tips, Self-Assessment
	(tutorials, development tools)
www.skills4studycampus.com	Macmillan Skills for Study
	Modules
	(tutorials, development tools)

Unit 7: Digital Skills and Technologies for Business

Unit code	**F/617/8620**
Unit Level	**3**
Credit value	**15**

Introduction

Digital skills are highly valued by employers as businesses across industries digitise their operations and processes. Having excellent digital skills in areas such as data analysis, digital design, digital marketing and customer relationship management is vital for your progression, not only in higher education study but in future employment in a diverse range of roles within the business environment. New technologies play an increasingly important role across our economies and societies. This means that businesses need to continually update their workers' skills in order to remain competitive and individuals need to keep up to date with the changing digital landscape.

In this unit, you will explore the impact of a range of digital technologies in the workplace. In particular, they will examine how technology can support businesses' aims, services and customer interactions. For example, businesses can use such technologies to promote their business, to encourage customers to visit their e-commerce site, to buy goods or services, to target sales at specific customer base and to provide customer service. You will also explore the potential pitfalls of applying digital technologies to meet business purposes. You will go on to develop a digital plan for improving business performance to help a business achieve specific business aims and objectives. You will also implement the plan by developing and posting content, collecting data on the business use of social media and reviewing the effectiveness of a social media campaign.

Being able to use social media to support company business aims and services is useful for employment, not only in the business sector but also in a variety of other sectors.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Explain how businesses use digital technologies to support their business aims and services

2   Investigate the effectiveness of the use of digital technologies to support business aims and to promote products or services to a target audience

3   Develop a digital plan to use digital technologies in a business to improve business performance

4   Devise a social media campaign to meet business-identified requirements.

Essential Content

LO1 Explain how businesses use digital technologies to support their business aims and services

Digital technologies:

Cloud computing for access and storage, cloud file sharing and collaboration, record management.

Digital technologies for effective internal communication, e.g. use of Slack®, Gmail™ or Skype for instant messaging and video conferencing.

Artificial intelligence software, e.g. chatbots.

Social media platforms, e.g. Facebook®, Twitter®, LinkedIn®, Instagram® and YouTube®.

Data analytics for audience profiles (e.g. age, gender, income, geographical location) of social media websites.

The main functions of digital technologies:

Marketing and brand promotion for products and services.

Sharing information.

Building relationships and interacting with customers or clients.

Acquiring knowledge and information.

Business networking.

Effective internal communication and collaboration.

Storing and archiving data and information.

Business use of digital technologies to interact with customers and promote products or services to a target audience:

Range of content, e.g. information, promotion, humour, special offers and customer service.

Posting different content formats, e.g. text, images, video, links, blogs, reviews, polls and quizzes.

Direct and indirect advertising.

Advanced social selling to reach the digital buyer.

Links to commercial information.

Business use of social media to support business aims and services:

Creating an image or brand, promoting products and services, communicating with customers, providing customer service, resolving queries and managing issues.

Social media buttons on the business's website.

Business's website links within social media posts.

Social media news feeds on the business's website.

LO2 **Investigate the effectiveness of the use of digital technologies to support business aims and to promote products or services to a target audience**

Digital interaction:

The benefits of social media, e.g. increased brand awareness, increased web traffic, targeted sales and increased revenue.

The implementation and assessment of social media strategies to create effective social media marketing campaigns across multiple platforms.

The benefits of good user interface (UI) and user experience (UX) design.

Digital marketing strategies to improve engagement:

Targeted advertisements to improve traffic to business's website.

Targeted advertisements with set parameters on the audience's behaviours, interests and demographic details.

Service app to promote goods and services, targeted advertisement, features, tools and content, service and support.

Social media content with good navigation, visual content, features, tools and services.

Using social media analytics tools to monitor and modify content.

The use of social media to interact with customers and promote products or services to a target audience:

Time constraints.

Return on investment (ROI).

Risks of and issues regarding the use of digital technologies to support business aims and services:

Negative comments on social media sites and damage to reputation.

Increased use of business and personal resources to manage and control business's social media campaign.

Customer complaints and feedback visible to and open for scrutiny by the public.

Meeting regulatory requirements for data protection, e.g. GDPR compliant.

Cybersecurity: increased vulnerability to cybercriminals, cybersecurity measures to be taken.

Negative impact on health.

LO3 **Develop a digital plan to use digital technologies in a business to improve business performance**

Digital planning:

Business aims and business requirements for a digital strategy.

Business analysis to identify opportunities for improving business performance using digital technologies

Identifying opportunities for use of emerging digital technologies.

Establishing timescales and responsibilities for the use of digital technologies within a business.

Identifying criteria for measuring the successful use of digital technologies within a business.

Develop an online community and strategy:

Selection of appropriate social media sites to meet business requirements, e.g. Facebook®, Twitter®, LinkedIn®, Instagram® and YouTube®.

Use of hashtags, sharing and tagging, finding and joining groups and contributing information, following individuals and other businesses or organisations.

LO4 **Devise a social media campaign to meet business-identified requirements**

Content creation and publication:

Identifying a target audience profile, e.g. age, gender, interest, income and geographical location.

Identifying targets for the use of social media, e.g. number of followers, number of likes and number of shares.

Linking type of content to target audience to ensure that it is engaging.

Keyword strategies to help users identify content, e.g. using Google Adwords™.

Search engine optimisation (SEO).

Publishing schedule for the best time to publish content and to create content, e.g. type of content, frequency, day and time.

Social media policy:

Business's philosophy.

Search engine rankings.

Promotion of honesty and respect in posted content.

Methods of ensuring confidentiality of information.

Content and regular updates.

Methods of dealing with security issues and cybersecurity measures to mitigate risk.

Separation of company and personal content.

Legal and ethical considerations.

Using tools and techniques:

Use of software tools for content posting: using any suitable social media automation software or tools.

Use of promotional techniques: requesting feedback, surveys, special offers or initiatives, creating links between social media and the business's website.

Data gathering and analysis:

Use of analytical tools, e.g. Facebook Insights™, Twitter Analytics™, Google Analytics™ or any other suitable social media analytical tool.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain how businesses use digital technologies to support their business aims and services		**D1** Evaluate the effectiveness of the use of digital technologies to support the business's aims and services and to promote products or services to a target audience.
P1 Explain the business use of digital technologies to support the business's aims and services. **P2** Explain the different ways in which a business can use digital technologies to promote products or services to a target audience.	**M1** Assess the different ways in which a business can use digital technologies to promote products or services to a target audience.	
LO2 Investigate the effectiveness of the use of digital technologies to support business aims and to promote products or services to a target audience		
P3 Examine the use of different digital technologies to support the business's aims and services and to promote products or services to a target audience.	**M2** Review the use of digital technologies to support the business's aims and services and to promote products or services to a target audience.	
LO3 Develop a digital plan to use digital technologies in a business to improve business performance		**D2** Justify decisions made to demonstrate how the digital plan and campaign fulfil their purpose in meeting business requirements to improve business performance.
P4 Produce a digital plan for an organisation that addresses different applications of digital technologies to improve business performance and meet business objectives.	**M3** Analyse the effectiveness of digital technologies to demonstrate how they meet the business-identified requirements for improvement.	
LO4 Devise a social media campaign to meet business-identified requirements		
P5 Implement a social media campaign, using appropriate features of digital media to meet the requirements of the digital plan.	**M4** Monitor and optimise the content, format and features of social media posts to meet the requirements of the digital plan.	

Recommended Resources

Textbooks

JARVIS, A. (2018) *BTEC Tech Award Digital Information Technology Student Book.* London: Pearson.

HEINZE, et al. (2020) *Digital and Social Media Marketing: A Results-Driven Approach.* 2nd ed. London: Routledge.

ZIMMERMAN, J. and NG, D. (2017) *Social Media Marketing All-in-One For Dummies*. 4th ed. Hoboken, NJ: Wiley.

Websites

www.digitallearn.org	DigitalLearn.org (Public Library Association) (tutorials))
www.facebook.com	Facebook® (research)
www.instagram.com	Instagram® (research)
www.linkedin.com	LinkedIn® (research)
www.twitter.com	Twitter® (research)
www.youtube.com	YouTube® (research)

Unit 8: Business and Environmental Sustainability

Unit code	**J/617/8621**
Unit Level	**3**
Credit value	**15**

Introduction

An improved awareness of the environmental impact of business activities and a desire to operate more sustainably has meant that business organisations look more closely at their capacity to control pollution, manage waste and conserve energy. Additionally, increased public awareness of environmental issues has led to considerable investment in sustainable development and renewable energy sources. Many organisations have realised that it is both responsible practice and good business sense to develop more efficient processes, using fewer natural resources and producing less waste.

In this unit, you will learn how business activities can have an impact on the environment and explore ways in which business organisations can aim to improve sustainability while still meeting the needs of their stakeholders. You will investigate the business and environmental practices of local business organisations and examine ways in which they can balance the need to improve their impact on the environment with the need to carry out business operations and achieve commercial or operational aims.

This unit will help you to progress to higher education courses that explore business practices, the environment and sustainability. It will also enable you to make an informed choice of suitable organisations for future employment or to partner with in business undertakings.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Explore the relationship between business activities and their impact on the environment

2   Examine measures available to business organisations to reduce their environmental impact and improve sustainability

3   Investigate ways to improve environmental impact and sustainability for a business organisation.

Essential Content

LO1 **Explore the relationship between business activities and their impact on the environment**

Business activities:

Features and characteristics of business types and the influence on business activity.

Type and size of business, including: ownership (e.g. public, private), sector (e.g. primary, secondary, tertiary, quaternary), location (e.g. local, national, global, urban, rural, offshore).

Business activities that impact on the environment, including: raising revenue and profits, cutting costs, encouraging sales growth, complying with operational legislation and regulations.

Stakeholders in business activities including: owners, shareholders, employees, customers, associated businesses.

Environmental issues:

Nature, characteristics and impact of issues facing the environment resulting from business activities.

Business activities affecting the environment, including: forest clearing, habitat removal, damage to land (e.g. fracking), urbanisation (e.g. removal of oxygen-producing plants, water stress), intensive farming (e.g. large numbers of methane-producing livestock, hedgerow removal, chemical pesticides), species pressure, industrial production (e.g. air and water pollution, resource depletion, waste by-products, noise pollution), energy consumption and emissions from fuel use (e.g. gas, electricity, oil), increased emissions through transportation (e.g. road, rail, ship and air freight systems), waste including residues (e.g. surplus liquids, chemicals, packaging, unused power, water, input and output leakage, release of micro-pollutants), technology and planned or built-in obsolescence.

Consumer use of products affecting the environment, e.g. single-use plastics, disposable products, plastics released when washing fabrics.

Impact on environment and negative effects: climate change from increase in greenhouse gases, pollution (e.g. chemical run-off or disposal into air and water systems), resource depletion.

Consequences of environmental impact: including extreme weather and temperatures, damage to ecosystems, species extinction, food chain threats, water shortages, disease in human and animal populations (e.g. birth defects, cancers, respiratory diseases).

Stakeholders involved with the environment including: international and national government organisations and agencies (e.g. United Nations Environment Programme), environmental organisations and pressure groups (e.g. Friends of the Earth, Greenpeace) and local environmental groups.

Business and environment in conflict:

Considerations for business organisations: compliance with conservation initiatives (e.g. temperature control of storage, waste), characteristics of customers (e.g. need for cheap products, environmental awareness), costs and benefits of assessing, planning and implementing changes, use of alternatives (e.g. materials and products, manufacturing processes, transportation), impact of local communities (e.g. pressure groups to reduce noise, emissions, waste), perceived economic gain against negative environmental impacts (e.g. cost of operating ethically and sustainably, i.e. with minimum negative environmental impact).

LO2 **Examine measures available to business organisations to reduce environmental impact and improve sustainability**

Measures to reduce environmental impacts:

compliance with legislation, control of pollutants (e.g. improving air quality by controlling emissions and excessive incineration), land quality (e.g. reducing landfill waste, managing damaging materials such as asbestos, infectious clinical waste), water quality (e.g. reducing polluting of rivers, lakes and seas, regulating commercial exploitation of shellfish as a food).

Improving environmental sustainability:

Incorporate sustainability into business aims and objectives, e.g. operational processes.

Create and implement sustainable practices policies, e.g. training, external consultation, working with suppliers and environmental agencies.

Implementing long-term and short-term sustainability projects: energy conservation (e.g. installing occupancy sensors for storerooms and offices, increased use of renewable energy, recycling hot water and air, increasing the use of aerodynamically designed carriers, backhauling, using local sourcing to avoid unsustainable shipping, road and air freight), water conservation (e.g. monitoring usage using meters, leakage detection equipment, installation of automatic shut-off taps), effective waste management (e.g. minimising amount of waste produced, reuse of waste for fuel, controlling packaging), changing built infrastructure (e.g. solar panels, glazed roofs, insulation), sourcing alternative raw materials, replacing plastics with biodegradable materials, positive action (e.g. carbon off-set planting), changing customer behaviour (e.g. supermarkets charging for plastic carrier bags), changing employee behaviour (e.g. awareness training, implementing business recycling strategy to reduce, reuse and recycle).

Methods of assessing the impact of sustainability measures, e.g. comparison of carbon footprints of different equipment and products, consumer and supplier loyalty.

Benefits to businesses of improving environmental sustainability:

Measures to produce business case argument for sustainable business practice.

Benefits arising from: 'green' marketing – improved corporate or business image (e.g. green certification, improved relationships with environmentally-conscious consumers and suppliers), legal compliance, distinction from competitors, access to 'green' funding and tax breaks, increased business opportunities (e.g. working with organisations that use only sustainable businesses), improved employee morale.

Sourcing alternative raw materials, replacing plastics with biodegradable materials.

Positive action, e.g. carbon off-set planting.

Changing customer behaviour, e.g. supermarkets charging for plastic carrier bags.

Changing employee behaviour, e.g. awareness training, implementing business recycling strategy – reduce, reuse, recycle.

Methods of assessing the impact of sustainability measures, e.g. comparison of carbon footprints of different equipment and products, consumer and supplier loyalty.

Benefits to businesses of improving environmental sustainability:

Measures to produce business case argument for sustainable business practice.

Benefits arising from: 'green' marketing – improved corporate or business image (e.g. green certification, improved relationships with environmentally conscious consumers and suppliers), legal compliance, distinction from competitors, access to 'green' funding and tax breaks, increased business opportunities (e.g. working with organisations that use only sustainable businesses), improved employee morale.

LO3 **Investigate ways to improve environmental impact and sustainability for a business organisation.**

Investigation methods:

Planning research: aims, planned outcomes, task dates, review dates, monitoring, data collection tools.

Undertaking research: primary and secondary, creating and using research resources (e.g. surveys, observation sheets and interview questions), meeting relevant legislation, data collection.

Presentation of current situation: summary of methodology and research findings, analysis of impact of business practice and operations on the environment.

Planning for improved practice:

Examining options to improve business practice, e.g. consultation with all stakeholders.

Recommendations for improving sustainable environment practice using business procedures and/or customer choices: proposals based on conclusions from research, other considered proposals, rationale for proposals (e.g. reasons for selected proposal, benefits to environment, business case for recommendations).

Planned stages for implementing improvements, e.g. prioritisation activities, long-term and short-term timescales, required resources.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the relationship between business activities and their impact on the environment		
P1 Explain the influences on business activities that can lead to pressures on the environment. **P2** Explain how contrasting business activities can have an impact on the environment.	**M1** Analyse how business activities can impact on the environment for contrasting organisations.	**D1** Evaluate the impact of business activities on the environment.
LO2 Examine measures available to business organisations to reduce environmental impact and improve sustainability		
P3 Explain sustainable business practices available to contrasting business organisations. **P4** Explain benefits to the environment of sustainable business practices available to contrasting business organisations.	**M2** Analyse the benefits to contrasting organisations and the environment of using available sustainable business practices.	**D2** Evaluate the benefits to contrasting organisations and the environment of using available sustainable business practices.
LO3 Investigate ways to improve environmental impact and sustainability for a business organisation		
P5 Explain the impact on the environment of business activities for a selected business organisation. **P6** Produce a plan for a selected business organisation to improve its sustainable practices and meet its business needs.	**M3** Assess the potential benefits of improved sustainable practice for a selected business organisation.	**D3** Justify own recommendations to a selected business organisation regarding improvements to its sustainable practice.

Recommended Resources

Textbooks

KOPNINA, H and BLEWITT, J. (2018) *Sustainable Business: Key Issues*. 2nd ed. Abingdon: Routledge.

MOLTAN-HILL, P. (2017) *The Business Student's Guide to Sustainable Management: Principles and Practice*. 2nd ed. Abingdon: Routledge.

Websites

www.businesscasestudies.co.uk	Business Case Studies
	External Environment: Corporate Social Responsibility
	(research)
www.sustainabilityexchange.ac.uk	Sustainability Exchange
	Resources
	(general reference)
www.unenvironment.org	United Nations Environment Programme (UNEP)
	What We Do
	(general reference)

Unit 9: Lifelong Learning Skills Development

Unit code	**L/617/8622**
Unit Level	**3**
Credit value	**15**

Introduction

Lifelong learning is the voluntary pursuit of knowledge for both personal and professional gain, broadening horizons and enhancing individual development, which increases competitiveness and employability. It is recognised for driving business productivity and economic growth and it builds on the skills that individuals have when they leave the education system, enabling workers to adapt to changing demands for skills and manage career transitions in the future.

In this unit, you will develop the skills and knowledge to help them plan their careers in business and improve their future employability. You will plan for your career in business by exploring career options and researching information of current opportunities in the chosen field of business, then building a career development plan for the medium term. This will help you identify specific personal and professional skills required for your career path. You will then self-assess your own personal and professional skills and set realistic targets to meet your identified development needs. Conducting a skills audit and monitoring the ongoing development of transferable skills will enable you to develop strategies based on realistic and measurable targets, helping them to make long-term plans.

This is a practical unit that allows you to develop and review their career plans. On completion of the unit, you will be able to develop a set of transferable skills to help you throughout your higher education learner journey chosen career pathway.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Explain the importance of assessing skills for own personal development to meet career objectives

2   Undertake a skills audit to identify areas for own personal and career development

3   Produce a realistic career development plan and review progress to meet goals for career plan

4   Assess the development of transferable skills and learning achieved against goals.

Essential Content

LO1 Explain the importance of assessing skills for own personal development to meet career objectives

Self-assessment:

Identifying own characteristics and reflecting on own skills and areas for development, comparing industry standards with own skills and qualities.

Reflective practice models: Gibbs Reflective Cycle, Schön Reflection-in-action/ Reflection-on-action, Kolb experiential learning theory.

Personal career objectives:

Setting short-term (within six months), medium-term (within two years) and long-term career goals and objectives.

SMART target setting.

Methods for assessing skills:

Self-knowledge and appraisal: skills audit, e.g. technical skills, operational skills, supervisory skills.

Personal skills, e.g. interpersonal skills, motivational skills, communication skills, presentation skills, organisational and planning skills.

Use of IT, office etiquette, cognitive and creative skills.

Qualifications (current and planned), continuous professional development, strengths and weaknesses analysis, personal learning logs, personal development plans.

Sources of career information:

Careers advice, published information (e.g. newspapers, job advertisements, company career packs, higher education prospectuses), qualification information (e.g. HNDs, degrees, foundation degrees, occupational qualifications), general qualifications, methods of learning, on-the-job training, off-the-job training, e-learning.

LO2 Undertake a skills audit to identify areas for own personal and career development

Skills and competencies:

Different skillsets required in different business functions, different job roles within business functions and responsibilities.

Competency frameworks and professional standards for different business functions.

Mapping a career trajectory within different business functions.

Skills audit:

Purpose to assess skills and competencies against organisational and personal objectives, importance of feedback from others (e.g. peers, line manager, customers), defining the gap, identifying learning and development needs to meet personal and career objectives.

LO3 Produce a realistic career development plan and review progress to meet goals for career plan

Career development plan:

Setting objectives for life and career planning, identifying the resources and support needed and available to meet objectives, identifying obstacles to achieving objectives and how to meet objectives.

Training and development opportunities:

Induction training, performance appraisal and feedback from others, on-the-job training, off-the-job training, graduate training programmes, management training, coaching, projects, secondments, mentoring, shadowing, e-learning, vocational and professional courses, job rotation, retraining, continuing professional development, lifelong learning.

Review progress:

Importance of amending the plan in light of feedback, methods of feedback (e.g. appraisal, supervision, performance review, mentoring), mapping own skills, qualifications and attributes against those identified for different career areas, setting new objectives.

LO4 Assess the development of transferable skills and learning achieved against goals

Transferable skills:

Skills for life (e.g. communication skills, ICT skills, numeracy skills), wider transferable skills, vocational skills, technical skills, work-related skills, professional attitudes (e.g. time management, leadership, ethical approaches, determination and emotional intelligence).

Professional conduct and business terminology:

Relevant to the sector or industry: written, spoken, used in professional communication.

Projecting brand image.

Ethical conduct.

Dress code.

Review and reflection:

Considering knowledge, understanding and skills gained to meet targets of career plan, considering value of training and development opportunities to own personal development and career plan, self-reviewing by keeping a reflective log and feedback from supervisor or tutor, comparing achievements against original objectives.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the importance of assessing skills for own personal development to meet career objectives		
P1 Explain different methods used for assessing personal and professional skills and the importance of self-evaluation for meeting career objectives. **P2** Review different sources of information for own career plan.	**M1** Compare the usefulness of different methods used for the assessment of skills for personal and career development.	**D1** Evaluate usefulness, benefits and limitations of different methods of assessing skills to be used for meeting personal and career objectives.
LO2 Undertake a skills audit to identify areas for own personal and career development		
P3 Explain the competencies and employability skills needed to meet own career choice or a particular job role. **P4** Conduct a personal and professional skills audit to identify skills gaps for a chosen career plan.	**M2** Assess own personal and professional skills gaps to identify areas for improvement and development.	**D2** Map areas for improvement and development onto competency frameworks and professional standards.

Pass	Merit	Distinction
LO3 Produce a realistic career development plan and review progress to meet goals for career plan		**D3** Evaluate own development of transferable business skills to meet career objectives.
P5 Create objectives and targets to develop own aptitudes and employability skills. **P6** Devise a career development plan to reflect career and personal development, opportunities used, current performance and future needs.	**M3** Monitor and review progress towards meeting development needs within the timeframe of the plan.	
LO4 Assess the development of transferable skills and learning achieved against goals		
P7 Demonstrate effective transferable skills through using accepted business practice and professional conduct in different work situations. **P8** Reflect on own performance of gaining transferable skills and learning to meet the goals of the career plan.	**M4** Assess ways of acquiring transferable skills and achieving upskilling needed for the career plan.	

Recommended Resources

Textbooks

COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability*. 3rd ed. London: Macmillan.

TROUGHT, F. (2017) *Brilliant Employability Skills: How to stand out from the crowd in the graduate job market*. 2nd ed. Harlow: Pearson.

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development (CIPD)
	Careers
	Knowledge Hub
	(general reference)
www.skillsyouneed.com	Skills You Need
	Finding the Skills You Need
	(general reference)

Unit 10: IT Skills for Business

Unit code   **R/617/8623**

Unit Level   **3**

Credit value   **15**

Introduction

Basic IT skills such as using Microsoft Word®, Microsoft Excel® and Microsoft PowerPoint® are not just skills required for succeeding in higher education and academic study. They are also vital employability skills that will support your progression into the business environment. Today, nearly every job requires a basic understanding of computers and many jobs involve intermediate to advanced computer skills. Computer literacy is highly sought-after by employers due to the increasing use of technology in the workplace and it will enhance your future career prospects. Businesses produce documentation to communicate both internally and externally: in both instances it is important that a clear sense of audience and purpose is maintained. Not only must the documentation contain the relevant information but also be presented and structured in a manner to ensure that the information is clearly understood.

In this unit, you will explore the types of documentation used within the business environment to meet the needs of a target audience, given business requirements and the software needed to produce the documentation. You will develop the skills, knowledge and understanding needed to use a range of software applications and apply this understanding in producing solutions to given problems.

At the end of the unit, you will be able to apply their skills and knowledge to select the most appropriate software applications to produce business documentation. Within these applications, you will also be able to use appropriate features, tools and techniques to enhance the usability of the documentation.

Learning Outcomes

By the end of this unit, a student will be able to:

1   Investigate a range of software applications and how they are used to communicate information and complete other tasks or activities within the business environment

2   Produce a range of business documents using word processing or desktop publishing (DTP) software to meet a range of business purposes and user requirements

3   Use presentation software to develop a presentation to meet a given business purpose and user requirement

4   Develop a spreadsheet solution to meet user requirements for a given purpose within a business context.

Essential Content

LO1 Investigate a range of software applications and how they are used to communicate information and complete other tasks or activities within the business environment

Business documents:

Different types of business documents used within the workplace for internal and external communication, e.g. contracts, forms, letters, meeting minutes and agendas, reports, schedules.

The different document types used within the business environment and their purpose, e.g. proposals, plans, budgets and annual reports.

Software applications:

Different types of software applications, e.g. word processing, spreadsheet and database applications used to produce documents within the business environment.

Specific features of software that make them appropriate for the business task or activity.

Special features and functions of chosen software applications, e.g. using Microsoft Business templates, features and templates in Microsoft Word®, Google Docs™, Microsoft Excel® spreadsheets, Microsoft PowerPoint® presentation software.

LO2 Produce a range of business documents using word processing or desktop publishing (DTP) software to meet a range of business purposes and user requirements

Uses of word processing /DTP software in communicating both formal and informal business information:

Different uses of word processing/DTP software in communicating both formal and informal business information for meeting business purposes

The benefits of using word processing/DTP software within the workplace.

Use of software:

Selecting and using appropriate templates within documents, in line with local guidelines and conventions where necessary.

Using appropriate techniques to format documents, to enter, edit and organise text, to illustrate data and to insert visual graphics.

The different types of textual content, visual graphics and data analysis that are required in documents and how they should be structured to meet user needs.

Using special features of word processing/DTP software tools to improve the presentation layout and effectiveness of language to communicate information within documents.

Different tools and techniques that can be applied to review and audit documents.

The word processing/DTP software tools to present, print, publish and store documents:

Key functions and features to create appropriate page layout to present, print and publish documentation.

How to store and retrieve document files effectively, in line with local guidelines and conventions where available.

LO3 **Use presentation software to develop a presentation to meet a given business purpose and user requirement**

The uses of presentation software to communicate business information:

Different types of presentation software and how it can be used for business communication, business networking, reporting and template creation.

The various features of presentation software and how it can be used to effectively communicate information to meet user needs and demands.

Presentation software tools to structure, format and edit slides:

Selecting and using an appropriate template to structure slides, in line with local guidelines and conventions where necessary.

Effective design and presentation format, e.g. theme, colour, animations, format and fonts.

Different slide layouts as appropriate for presenting different types of information.

Producing effective presentation slides:

Different types of information required for a presentation, e.g. text, statistics, data, images.

Appropriate techniques to edit slides: using editing tools to update, amend and correct.

Printing and publishing documentation as appropriate for the audience, e.g. slide handouts, PDF distribution, oral recordings and visual content.

Storing and retrieving presentation files effectively, in line with local guidelines and conventions where available.

LO4 **Develop a spreadsheet solution to meet user requirements for a given purpose within a business context**

The benefits and uses of spreadsheets and the features available in spreadsheet software, e.g. presenting data sets, graphical visualisation.

Different methods that can be used to summarise, analyse and interpret spreadsheet data and when to use them.

Effective spreadsheet presentation and formatting to meet audience requirements and needs, e.g. for informing future planning and decision-making.

Producing a detailed design for a spreadsheet:

The numerical and other information requirements for a spreadsheet and how it should be structured to meet user needs.

Using a spreadsheet to enter, edit and organise numerical and other data.

Using appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate a range of software applications and how they are used to communicate information and complete other tasks or activities within the business environment		
P1 Investigate a range of software applications and how they are used to produce business documents to communicate information and complete business tasks or activities. **P2** Explain the audience and purpose for a range of business documents used within the business environment.	**M1** Compare software applications used to produce business documents and the features that make these applications appropriate for completing the task or activity.	**D1** Evaluate the business use of software applications in producing documentation to meet the needs and purpose of a specific audience.
LO2 Produce a range of business documents using word processing or desktop publishing (DTP) software to meet a range of business purposes and user requirements		
P3 Produce designs for a range of business documents to meet user requirements. **P4** Create a range of business documents to meet user requirements by selecting and using appropriate word processing or DTP tools and techniques.	**M2** Select and use special features of word processing and/or DTP software to enhance the impact and effectiveness of business documents to meet a range of business purposes and user requirements.	**D2** Evaluate the documents against initial designs, justifying changes made using special software features and providing recommendations for further improvements.

Pass	Merit	Distinction
LO3 Use presentation software to develop a presentation to meet a given business purpose and user requirement		
P5 Produce a presentation to meet a given business purpose and user requirements using a presentation software package. **P6** Design a presentation to meet user requirements, selecting and using appropriate tools and techniques for effective written communication and visual graphics.	**M3** Design a professional and well-structured presentation using tools and techniques that enhance suitable language, format and presentation style to ensure clarity of information.	**D3** Evaluate the presentation against initial designs, justifying changes made and providing recommendations for further improvements.
LO4 Develop a spreadsheet solution to meet user requirements for a given purpose within a business context		
P7 Create a spreadsheet solution to meet user requirements, using appropriate formulas and data analytical tools to present required information.	**M4** Design a detailed spreadsheet using specific analytical tools and techniques to accurately present data and data analysis.	**D4** Evaluate the spreadsheet against initial designs, justifying changes made and providing recommendations for further improvements.

Recommended Resources

Textbooks

HARVEY, G. (2019) *Excel® 2019 All-in-One For Dummies.* Hoboken, NJ: Wiley.

LOWE, D. (2019) *PowerPoint® 2019 For Dummies.* Hoboken, NJ: Wiley.

WEVERKA, P. (2019) *Office 2019 All-in-One For Dummies.* Hoboken, NJ: Wiley.

Websites

www.digitallearn.org	DigitalLearn.org (Public Library Association)
	Getting Started Courses – Using a PC, Microsoft Word®
	(tutorials)
www.excel-easy.com	Excel Easy
	(tutorials)
www.youtube.com	YouTube®
	(tutorials)

11 Appendices

Appendix 1: Common European Framework of Reference for Languages

Descriptors

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

| BASIC USER | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Appendix 2: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills. These skills are also mapped against the Quality Assurance Agency (QAA) subject sector benchmarks to demonstrate how skills development will prepare students to meet higher education requirements.

The skills have been interpreted for this programme specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in business. It indicates the interpretation of the skills in this area.

Cognitive skills		Intrapersonal skills			Interpersonal skills	
Cognitive processes and strategies	**Creativity**	**Intellectual openness**	**Work ethic/ conscientiousness**	**Positive core self-evaluation**	**Teamwork and collaboration**	**Leadership**
Critical thinking Problem-solving Analysis Reasoning Formulating an argument Interpretation Decision-making Adaptive learning Executive function	Creativity Innovation	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity Cultural awareness	Self-monitoring/ self-evaluation/ self-reinforcement	Communication Collaboration Teamwork Cooperation Empathy/ perspective-taking Negotiation	Responsibility Assertive communication Self-presentation

Transferable skills mapping

Skill set	Cognitive skills		Intrapersonal skills			Interpersonal skills	
Unit	Cognitive processes and strategies	Creativity	Intellectual openness	Work ethic/ conscientiousness	Positive core self-evaluation	Teamwork and collaboration	Leadership
1	X			X		X	
2	X		X	X	X	X	X
3	X	X		X			
4	X	X	X				
5	X	X	X	X	X		X
6	X	X	X			X	X
7	X	X				X	X
8	X	X	X	X			
9		X	X	X	X	X	X
10	X	X	X	X			

Transferable skills mapping to UK Quality Assurance Agency (QAA) Subject Sector Benchmarks for Relevant Skills to Business and Management

Unit	People management	Problem-solving and critical analysis	Research	Commercial acumen	Innovation and creativity	Numeracy	Networking
1			X	X	X		
2	X	X	X	X			X
3		X		X		X	
4		X	X		X	X	
5	X			X	X	X	X
6		X	X				
7				X	X		X
8			X	X	X	X	
9	X				X		X
10			X		X	X	

Transferable skills mapping to UK Quality Assurance Agency (QAA) Subject Sector Benchmarks for Generic Skills and Attributes to Business and Management

Unit	Ability to work collaboratively	Ability to work with a range of cultures	Articulate effectively	Build and maintain relationships	Communication and listening	Emotional intelligence	Conceptual and critical thinking	Self-management	Self-reflection
1		X			X		X	X	
2	X	X	X	X	X	X	X	X	
3			X		X		X	X	
4			X		X	X	X	X	
5	X			X	X		X	X	X
6	X	X	X		X		X	X	X
7			X	X	X		X	X	
8					X		X	X	
9	X	X	X		X	X	X	X	X
10	X		X		X		X	X	

Appendix 3: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	Present the outcome of methodical and detailed examination either: • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Compose	Create or make up or form.
Communicate	Convey ideas or information to others. Create/construct skills to make or do something, for example a display or set of accounts.
Create/ Construct	Skills to make or do something, for example, a display or set of accounts.
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/ object/system/process.

Term	Definition
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as: ● strengths or weaknesses ● advantages or disadvantages ● alternative actions ● relevance or significance. Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other forms of expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	Students give reasons or evidence to: ● support an opinion ● prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.

Term	Definition
Review	Make a formal assessment of work produced. The assessment allows students to: ● appraise existing information or prior events ● reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example, running an event or a business pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC qualifications.

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Examination	This technique covers all assessment that needs to be done within a Centre-specified time-constrained period on site. Some units may be more suited to an exam-based assessment approach, to appropriately prepare students for further study such as progression on to Level 6 programmes or to meet professional recognition requirements.
Project	A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/ business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

Appendix 4: Assessment methods and techniques for the Pearson BTEC Level 3 International Foundation programme for Higher Education in Business
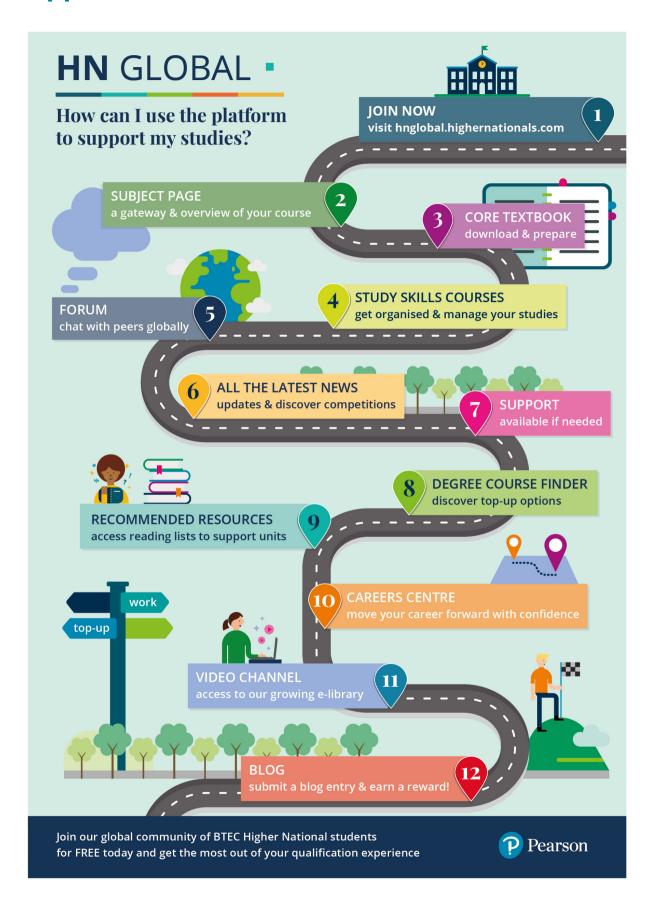
Assessment technique	Description	Transferable skills development	Formative or summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity Written communication Information and communications Technology Literacy	Formative Summative
Case study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning Critical thinking Analysis	Formative Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs.	Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation	Formative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology Literacy Analysis	Formative
Oral/viva	This technique asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are business plans, using a piece of equipment or a technique, building models and developing, interpreting and using maps.	Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and communications Technology Literacy	Summative
Project	This technique is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy Creativity Initiative	Summative
Role playing	This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication Leadership Information and communications Literacy Creativity Initiative	Formative

Assessment technique	Description	Transferable skills development	Formative or summative
Self-reflection	This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative
Team assessment	This technique asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes and submits it as a single piece of work.	Collaboration Teamwork Leadership Negotiation Written and oral communication	Formative Summative
Tiered knowledge	This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.	Critical thinking Analysis Interpretation Decision-making Oral and written communication	Formative

Assessment technique	Description	Transferable skills development	Formative or summative
Time-constrained assessment	This technique covers all assessment that needs to be done within a Centre-specified time-constrained period on-site.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example, a business plan, a report, marketing communication, set of instructions giving information.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative

Appendix 5: HN Global

HN GLOBAL

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