Higher Nationals

Sustainable Business Management for England

Specification

For use with the Higher National Certificate and Higher National Diploma in Sustainable Business Management for England

First teaching from September 2025
First Certification from 2026

Higher National Certificate Lvl 4

Higher National Diploma Lvl 5

Undergraduate Level Qualifications

Pearson
BTEC

About Pearson

We are the world's learning company, operating in countries 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.

Summary of Pearson BTEC Higher Nationals in Sustainable Business Management for England specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Deleted reference to the assessment checking service in 8.7.1	48
Deleted P3 and M2 from *Unit 7 Project Management.*	116

Contents

1.0 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in applied, practical, interpersonal and thinking skills for more than three decades.

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

When developing our BTEC Higher National qualifications, we work with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications meet their needs and expectations. We also work closely with professional organisations to make sure the qualifications are in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high-quality professional and technical education at undergraduate Levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at Level 6 if they choose.

1.1   The student voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.2   Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may be exempted from professional or vendor qualifications and membership of selected professional organisations to help them on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Level 5. This means that students who want to progress to Levels 5 or 6 study should feel better prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans

- up-to-date content, closely in line with the needs of employers, professional bodies, and higher education, for a skilled future workforce

- Learning Outcomes mapped against professional body standards where appropriate

- support for tutors, including Authorised Assignment Briefs, curriculum planning support and assessment guidance, and

- support for students, including digital learning resources and communities, through HN Global.

1.3   HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during their BTEC Higher Nationals course. More information is available at: https://hnglobal.highernationals.com/.

1.4   Qualification titles

Pearson BTEC Level 4 Higher National Certificate in Sustainable Business Management for England

Pearson BTEC Level 5 Higher National Diploma in Sustainable Business Management for England

1.5   Qualification codes

Ofqual Regulated Qualifications Framework (RQF) qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Sustainable Business Management for England: **610/2692/X**

- Pearson BTEC Level 5 Higher National Diploma in Sustainable Business Management for England: **610/2693/1**

1.6   Awarding organisation

Pearson Education Ltd.

1.7   Key features

Pearson BTEC Higher National qualifications in Sustainable Business Management for England offer:

- an exciting and informative study programme that stimulates and challenges students.

- refreshed content that is closely aligned with occupational standard Level 4 Corporate Responsibility and Sustainability Practitioner, professional body, employer and higher education needs

- core competencies developed throughout the curriculum, to support lifelong learning skills for personal and professional development

- the knowledge, skills and behaviours required for employment in roles including responsibility business officer, environmental, social and governance officer and corporate responsibility officer

- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning

- unit-specific assessment and Pearson-set themes to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision-making

- a flexible approach to assessment that supports progression to higher education or to work and allows for different learning styles

- Quality Assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and

- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.8 Qualification frameworks

Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements, where applicable. These qualifications are part of the Regulated Qualifications Framework (RQF).

1.9 Collaborative development

We are grateful to the university and further education tutors, employers, professional bodies, and others who have generously shared their time and expertise to help us develop the new Pearson BTEC Higher Nationals in Sustainable Business Management for England. Our thanks go to:

- Pearson College London
- Croydon College
- Kirklees College
- Sunderland College
- Loughborough College
- Green Purposes Company Ltd
- Baxter 360 Engineering Consultants
- Institute of Environmental Management and Assessment (IEMA)
- Iken Associates Ltd
- SRS Sustainable Business Ltd
- Environment Analyst Ltd
- Institute for Outdoor Learning

2.0 Programme purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals

The purpose of these qualifications is to develop students as independent-thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives of the Pearson BTEC Higher Nationals

The aims of the Pearson BTEC Higher Nationals in Sustainable Business Management for England are:

- to develop students' sustainable business management skills, knowledge and understanding to achieve high performance and deliver sustainable business activities to drive business and the corporate social responsibility (CSR) and sustainability agenda

- to develop students with enquiring minds, who are tenacious and driven in approach to see projects through to completion and have an adaptable approach to meet changing work priorities

- to provide insight into multiple initiatives covering a variety of geographies, focus areas and stakeholders

- to equip students with the knowledge and skills to innovate and drive ambitions for social and environmental change and make these a reality

- to provide the knowledge, skills and behaviours required for a range of job roles that involve owning and delivering initiatives and campaigns that contribute to the CSR and sustainability strategy of an organisation

- to develop student behaviours that are inclusive, ethical, innovative and committed to developing self and others in ways that support CSR and sustainability engagement

- to offer a balance between employability skills, behaviours and knowledge essential for students with employment or academic ambitions.

2.3 Aims of the Pearson BTEC Level 4 Higher National Certificate in Sustainable Business Management for England

The Level 4 units lay the foundations of learning by providing a broad introduction to sustainability and different business functions. This develops and strengthens core skills while preparing students for study at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of sustainable business management knowledge tied to practical skills gained through research, independent study, directed study and workplace scenarios.

Students are involved in vocational activities that help them to develop vocational behaviours (the attitudes and approaches required for competence) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are highly valued in higher education and the workplace.

By the end of Level 4, students will have sound knowledge of the basic concepts of sustainable business management. They will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas of sustainable business management.

2.4 Aims of the Pearson BTEC Level 5 Higher National Diploma in Sustainable Business Management for England

Completion of the Level 4 and Level 5 units gives students the opportunity to gain knowledge, skills and behaviours aligned to the occupational standard (OS) for Corporate Responsibility and Sustainability Practitioner Level 4. The units will prepare students to enter employment with the qualities and abilities necessary for roles that require a practitioner with a social conscience to to drive social and environmental change, for example:

- corporate social responsibility officer
- environmental social governance officer
- responsible business officer.

The units also prepare students to progress to Level 6 higher education study, including higher apprenticeships and professional body qualifications. Students will be able to develop and apply their own ideas to their studies, deal with uncertainty and complexity, explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of sustainable business management situations.

By the end of Level 5, students will have a sound understanding of the principles of sustainable business management and will know how to apply those principles more widely in the business world.

2.5 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Sustainable Business Management for England support students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into five main categories.

Problem-solving skills

These include:

- critical thinking

- using expert and creative solutions to solve non-routine problems

- critical analysis and evaluation to support decision-making, and

- applying relevant IT solutions to CSR issues.

Independent skills

These include:

- self-management

- adaptability and resilience

- self-awareness

- willingness to learn from mistakes

- self-monitoring and self-development

- self-analysis, and

- reflection, planning and prioritising.

Interpersonal skills

These include:

- having regard to the needs of individuals/teams, and being able to tailor leadership style

- adopting a communication method that takes account of the audience

- working collaboratively with others and sharing good practice

- contributing to negotiation

- different forms of communication (written, verbal, electronic) and how to tailor these to the circumstances, and

- presentation skills, using a range of media.

Commercial skills

These include:

- researching the CSR landscape
- escalating best practice opportunities, and
- horizon-scanning for keeping up to date with the CSR landscape (including evolving best practice and what other organisations are doing).

Business skills

These include:

- awareness of types of companies and legal structures, and
- awareness of sector-specific legal, regulatory and compliance frameworks within which they must work, including current data protection regulations.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and select areas of interest for detailed study. In this way, the BTEC Higher Nationals in Sustainable Business Management for England provide a vocational context in which students can develop the knowledge and academic study skills they need to progress to university degree courses.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem-solving
- decision-making, and
- using digital technology.

Appendix 3 includes a map of transferable and academic study skills to help tutors develop students' skills. Students can also develop their academic skills through independent study modules and resources on the HN Global website: https://hnglobal.highernationals.com/.

2.5.1 Use of maths and English within the curriculum

Those working in CSR and sustainability cannot just rely on their technical skills, they must ensure that **all** their skills are relevant to increase their employment opportunities. They will be required to communicate appropriately with stakeholders throughout their career and the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills is embedded in these qualifications in accordance with industry requirements. Examples of how these skills are developed in the BTEC Higher Nationals curriculum include:

- preparing written reports

- giving formal presentations

- taking part in informal conversations

- using professional, sector-specific language, and

- interpreting and presenting financial statements.

Some aspects of this programme require maths skills, but students taking a BTEC Higher National in Sustainable Business Management for England will only require limited maths skills in areas such as the principles of finance and budgeting for projects.

We recommend that all students have a grade A* to C or 9 to 4 in GCSE Maths and English, before beginning a Higher National course.

2.6 What could these qualifications lead to?

The Level 4 Higher National Certificate (HNC) provides a solid foundation in sustainable business management, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma (HND) allows students to progress to degree-level study or into employment at lower management roles.

Once students have achieved the Level 5 Higher National Diploma, they can develop their career in the sustainable business management sector by:

- entering employment

- continuing existing employment

- linking with the appropriate professional body

- committing to continuing professional development (CPD) by undertaking a higher apprenticeship, or

- studying at university.

2.6.1 Progression to university

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

- BSc (Hons) in Sustainable Business

- BA (Hons) Management for Business

- BA (Hons) Business Management and Sustainability

- BA (Hons) Global Business Management.

2.6.2 University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second year of their courses. Agreements can include transferring learning credits from one course or qualification to another, articulation and case-by-case admission.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, please visit: https://www.highernationals.com/degree-finder.

3.0 Preparing students for employment

3.1   Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their higher apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways:

- They are involved in every stage of designing our qualifications, from developing the structure to selecting subjects, developing content and approving qualifications.

- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work-related learning are key features of BTEC Higher Nationals.

- They help us review and update our qualifications to meet occupational standards and provide supporting material, such as case studies, to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and higher apprenticeship programmes.

Including a Higher National qualification as part of a higher apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and

- a stepping stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeship and occupational standards for your qualification, please visit the apprenticeship pages on HN Global.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

Table 1 gives an indication of the level of role that a student graduating at each educational level might expect to enter, and some examples of the competencies expected.

Levels of competency			
Employability level at learning level	**Level 4 Operational**	**Level 5 Managerial**	**Level 6 Professional**
General employment outcomes for graduates at each level	Graduates are able to: • perform key business functions and tasks • understand processes and operations, and • work as effective skilled operatives.	Graduates are able to enhance business performance through strategic business planning to meet and fulfil business aims and objectives. They will have an understanding of managing business functions to work effectively in lower/middle management positions.	Graduates are able to: • formulate direction • take the lead, and • effectively manage change in middle management positions.
Typical employment roles in different business fields	Corporate citizenship administrator Responsibility officer Environmental, social and governance (ESG) coordinator	Corporate responsibility associate Sustainability and ESG specialist	Corporate social responsibility (CSR) business partner Diversity and inclusion and CSR manager ESG programme manager

Table 1: Levels of competency at employability level and examples of roles in different areas of sustainable business management at each level

3.1.2 Developing competencies for the workplace

Core competencies developed on the programme will support students in preparing for a range of employment opportunities that are aligned to the Level 4 occupational standard (OS) for Corporate Responsibility and Sustainability Practitioner. These core competencies collectively summarise the key capabilities that are important for sustainable business, covering areas of relevant expertise and technical skills that would be required to perform a job successfully across multiple business sectors, as defined in current advertised job vacancies.

Core competencies are developed on the programme in a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) Learning Outcomes to encourage a more vocational and practical approach to learning. These have been mapped to the knowledge, skills and behaviours (KSBs) for the Level 4 occupational standard for Corporate Responsibility and Sustainability Practitioner.

In their daily work, an employee in this occupation interacts with a variety of internal and external stakeholders. Internally, CSR and sustainability practitioners interact with a wide range of staff, which could be across one or multiple sites/countries. They facilitate change by helping others to understand how different roles fit within the strategy and how everyone's contribution can impact on the greater good.

Table 2 shows how the core competencies developed on the Pearson BTEC Higher Nationals in Sustainable Business Management for England programme fit a typical job description for a corporate responsibility officer.

Corporate responsibility officer	
Typical job description	**Skills gained on programme**
Developing policies relating to a company's ethical, sustainable and environmental responsibilities	Explore the need for businesses to develop a corporate social responsibility and sustainability strategy
	Develop strategic objectives to support corporate responsibility and sustainable business practice
Ensuring a company has a positive impact on local communities and the environment	Develop suitable resources, policies and procedures to ensure an event is delivered in line with event plans
	Present a business case for adopting sustainable business practices to meet business objectives
Raising public awareness of a company's social responsibility commitments through marketing	Propose plans for a sector-specific event that brings mutually compatible organisation and societal benefits
	Collect research data from a range of sources to inform ESG decision-making
Conducting research into best practice	Analyse data using appropriate techniques to communicate research findings

Writing and actioning a company's social responsibility strategy	Produce a strategic plan that manages the social, environmental and ethical risks and opportunities of an organisation
Creating partnerships with clients, employees, suppliers, charities and other groups	Appraise role of sustainability practitioners and responsibilities for stakeholder management
Ensuring that a company's policies meet legal and commercial needs	Examine the impact of legislation, directives and guidance on organisations
Organising events for employees and their teams	Propose plans for a sector-specific event that brings mutually compatible organisation and societal benefits
Encouraging links between the company and educational or charitable groups	Evaluate use of monitoring and evaluation approaches to ensure event meet needs of stakeholders
Reporting on social responsibility activity to senior managers	

Table 2: How core sustainable business management competencies fit a typical job description for a corporate responsibility officer

3.1.3 Professional body recognition and exemption

Aligning to professional body competency standards, content and assessment supports students in developing as professional practitioners for the future. This adds value for students by offering them access to CPD.

3.1.3.1 Types of professional body agreements for Higher Nationals in Sustainable Business Management

There are a variety of agreements that we can have in place with professional organisations, although note that not all of these will apply to all qualifications.

- **Professional accreditation:** where a specific study programme prepares students to register for a professional qualification. In some cases, completing the Higher National Diploma may be enough for students to receive the professional qualification.

- **Membership:** where students are offered student membership while studying, or progression onto membership on completion of their qualification.

- **Recognition:** where a professional organisation recognises the value of a Higher National in preparing students for the industry.

- **Exemption:** professional organisations may also offer exemptions from units on some of their qualifications. This means that students completing these Higher National units will have covered the material required for those professional body units and can claim exemption when studying for the professional body qualification.

For the full accreditation and exemption details for this qualification, please refer to the Progression Hub on HN Global: https://hnglobal.highernationals.com/progression-hub/memberships-certs or on the industry engagement page at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/industry-engagement/business-administration-and-law-sector.html. We continue to work to update and add new agreements, therefore please refer to these online pages for the most up-to-date information.

4.0 Centre support

4.1 Support for setting up your course and preparing to teach

You can access a wide range of resources and support to help you deliver our Pearson BTEC Higher Nationals in Sustainable Business Management for England with confidence. You will find a list of resources to support teaching, learning, assessment and professional development on HN Global.

4.2 Specification

This specification gives you details of the administration of the qualifications and information on the units included in them.

4.3 HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff in delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The HN Global Forum connects students and tutors and provides the opportunity to discuss common themes and share good practice. HN Global also provides access to the following:

The learning zone includes student study materials such as core textbooks, study skills modules, a 'progression hub' featuring opportunities to develop employability skills and an e-library and subject materials.

The tutor resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment and professional development opportunities. Staff can also access the QA Hub for templates and more centre support.

Short courses provide support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at: https://hnglobal.highernationals.com/.

4.4 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These AABs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as providing guidance and inspiration for effective planning and design of future assignment briefs.

They can be used in the following ways:

1. AABs **can be modified and customised** to meet localisation.

2. AABs **can be used off the shelf by centres if they meet your specific requirements**, following internal verification. They have been written to assess students' knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but they have not been contextualised to meet local need and international diversity. Centres will still need to select and provide a relevant organisation for assignment scenarios.

In both cases **the AAB should still be internally verified and made available for standards verification.**

AABs offer a range of real and simulated assessment activities, for example group work, to encourage cooperation and social skills or a solution-focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills. All assignments must be moderated in line with the internal verification process.

The tutor resources section on HN Global offers a wide range of resources and guidance documents to help you plan and design assessments effectively. Please see the Authorised Assignment Brief booklet on the subject page at: https://hnglobal.highernationals.com/.

4.5 Pearson English

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

The Pearson Languages portal also offers a variety of digital resources. The portal encourages users to get involved, improves teaching and results, and increases the learning experience.

5.0 Planning your programme

5.1 Delivering the Higher Nationals

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

You play a central role in helping your students choose the right Pearson BTEC Higher National qualification.

Assess your students very carefully to make sure they take the right qualification. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure that your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying. Centres must provide a programme specification for approvals, but it is also essential that centres produce:

- a staff handbook to support full-time and part-time members of your team, and

- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook available on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.1 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that your centre is ready to assess students and that we can provide the support you need.

For more information about becoming a centre and gaining approval to run our qualifications, please see the centre/qualification approvals page in the support section of our website at: https://support.pearson.com/uk/s/article/Centre-Qualification-Approvals.

5.1.2 Tutor knowledge

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team to make sure they are relevant, up to date and at the correct level.

5.1.3 Resources

As part of your centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning.

If you are delivering distance learning, please see the *Pearson distance learning self-assessment policy* at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.1.5 Support from Pearson

For each programme with active registrations, we will provide an external examiner to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: https://qualifications.pearson.com/en/support/training-from-pearson-uk.html.

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications but, as a centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Business
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Diploma from an approved further education institution
- relevant work experience, or
- an international equivalent to the above qualifications.

Our recognition of prior learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *Section 9.0: Recognition of prior learning and attainment* for more information.

5.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning. To assist centres in recruiting students who have the skills to benefit from undertaking a Higher National programme of study, we provide the following clarification regarding the English language **admission requirements** when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English.

Students applying for a Pearson BTEC Higher National qualification that is **taught and assessed completely in English** will need a certain level of English language skills.

Before accepting students onto a programme, you must make sure that those who are non-native English speakers and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- Common European Framework of Reference (CEFR) level **B2**
- Pearson Test of English (PTE) Academic **51**, or
- International English Language Testing System (IELTS) **5.5** (reading and writing must be at **5.5**).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above, but at the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

5.3   Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please recruit with integrity when registering students to our Pearson BTEC Higher National programmes. You should:

- make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs

- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and

- for students with disabilities and specific needs, consider the support available to them during teaching and assessment. For more guidance, please see *Section 5.6.2 Reasonable adjustments to assessment.*

5.4 Student registration and entry

All students should be registered on the qualification they are studying, and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at: https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for, you must transfer their registration to the new qualification.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equity, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and

- 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 by law (for example race, sexual orientation, religion or belief) are not disadvantaged in comparison with students who do not share that characteristic

- all students achieve the recognition they deserve for taking a qualification, and this achievement can be compared fairly with the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

5.6 Administrative arrangements for internal assessment

5.6.1 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 of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. 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.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have 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 in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.6.3 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. 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 JCQ guide to the special consideration process, which can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/.

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.

5.6.4 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 are available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/ and can be downloaded from the JCQ website https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal, they can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland, a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

5.7   Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: dealing with malpractice and maladministration*, available to download on our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: dealing with malpractice and maladministration* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The malpractice guidance document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

5.7.1 Student malpractice

Heads of Centres are required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete a *JCQ Form M1* available to download at: www.jcq.org.uk/malpractice and email it with any accompanying documents (signed statements from the student and invigilator, copies of evidence etc.) to the Investigations Processing team at: candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students 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.

Failure to report malpractice constitutes staff or centre malpractice.

5.7.2 Tutor and centre malpractice

Head of Centres are required to inform Pearson's Investigations Processing team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the investigations team by submitting a *JCQ Form M2* (downloadable from: www.jcq.org.uk/malpractice) with supporting documentation to: pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the investigations team will conduct the investigation directly or may ask the Head of Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be 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.

5.7.3 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

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

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary suspensions on certification of students

- placing temporary suspensions on registration of students

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (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 the JCQ appeals booklet available at: https://www.jcq.org.uk/exams-office/appeals.

6.0 Programme structure

6.1 Units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows them to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study.

If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 independent learning hours (ILH). (More information about guided and independent learning is given below.)

- **The total qualification time for Higher National Certificate (HNC) = 1,200 hours.**
- **The total qualification time for Higher National Diploma (HND) = 2,400 hours.**

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

6.1.1 Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- **The total guided learning hours for Higher National Certificate (HNC) = 480 hours.**

- **The total guided learning hours for Higher National Diploma (HND) = 960 hours.**

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor

- work-based learning supervised by a tutor

- a live webinar or telephone tutorial with a tutor

- live e-learning supervised by a tutor, and

- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence-based and turned into a learning opportunity.

6.1.2 Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self-discipline, time management and self-motivation.

- **The total independent learning hours for Higher National Certificate (HNC) = 720 hours.**

- **The total independent learning hours for Higher National Diploma (HND) = 1,440 hours.**

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation

- reading set texts or other sources of information

- watching subject-related videos as part of investigation and research

- reviewing recordings of scheduled sessions or notes from those sessions

- peer activities, such as group meetings and online discussions, where students explore their learning together, and

- reviewing and recording thoughts on their own learning.

6.2 Programme structures

Programme structures specify:

- the total credit value of the qualification

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

- the core units required.

6.2.1 Pearson BTEC Level 4 Higher National Certificate in Sustainable Business Management for England

- Requires at least 120 credits = 8 units, each with a value of 15 credits.

- Total qualification time = 1,200 hours.

- Total guided learning hours = 480 hours.

- All units are at Level 4.

Pearson BTEC Level 4 Higher National Certificate in Sustainable Business Management for England			
Unit type	**Unit**	**Credits**	**Level**
Core unit *Mandatory*	Unit 1: Principles of Sustainability	15	4
Core unit *Mandatory*	Unit 2: The Contemporary Business Environment	15	4
Core unit *Mandatory*	Unit 3: Operational Planning and Management	15	4
Core unit *Mandatory*	Unit 4: Sustainable Business Practice	15	4
Core unit *Mandatory*	Unit 5: Corporate Governance and Ethics	15	4
Core unit *Mandatory*	Unit 6: Sustainable Leadership and Management	15	4
Core unit *Mandatory*	Unit 7: Project Management (Pearson-set)	15	4
Core unit *Mandatory*	Unit 8: Research Data and Techniques	15	4

6.2.2 Pearson BTEC Level 5 Higher National Diploma in Sustainable Business Management for England

- Requires 240 credits, of which 120 credits are at Level 5 (8 units) and 120 credits are at Level 4 (8 units).

- Total qualification time = 2, 400 hours.

- Total guided learning hours = 960 hours.

Pearson BTEC Level 5 Higher National Diploma in Sustainable Business Management for England			
Unit type	Unit	Credits	Level
Core unit *Mandatory*	Unit 1: Principles of Sustainability	15	4
Core unit *Mandatory*	Unit 2: The Contemporary Business Environment	15	4
Core unit *Mandatory*	Unit 3: Operational Planning and Management	15	4
Core unit *Mandatory*	Unit 4: Sustainable Business Practice	15	4
Core unit *Mandatory*	Unit 5: Corporate Governance and Ethics	15	4
Core unit *Mandatory*	Unit 6: Sustainable Leadership and Management	15	4
Core unit *Mandatory*	Unit 7: Project Management (Pearson-set)	15	4
Core unit *Mandatory*	Unit 8: Research Data and Techniques	15	4
Core unit *Mandatory*	Unit 9: Research Project (Pearson-set)	30	5
Core unit *Mandatory*	Unit 10: Organisational Behaviour Management	15	5
Core unit *Mandatory*	Unit 11: Environmental, Social and Governance Planning	15	5
Core unit *Mandatory*	Unit 12: CSR Event Management	15	5
Core unit *Mandatory*	Unit 13: Principles of Change Management	15	5
Core unit *Mandatory*	Unit 14: Developing Individuals, Teams and Organisations	15	5

Pearson BTEC Level 5 Higher National Diploma in Sustainable Business Management for England			
Unit type	**Unit**	**Credits**	**Level**
Core unit *Mandatory*	Unit 15: Budget Management	15	5

6.3 Pearson-set units

Pearson-set units form part of the core units. Pearson will decide on a theme each year.

It is a formal requirement that you must:

- apply the theme to Level 4 and Level 5 units, and

- develop an assignment, to be internally assessed, to involve students in work related to the theme.

Example

Theme: The environmental, social and governance (ESG) framework and its importance for sustainability and competitive advantage.

Level 4 topics:

- How to start up a socially responsible company and attract investors.

- The impact of ESG reporting on one business area in an organisation (such as human resources, marketing or finance) to promote profitability and financial sustainability.

- Implementing CSR activities within organisations to meet sustainable objectives and ESG metrics.

You will find full support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation, which will be provided for each level, on the HN Global website at: https://hnglobal.highernationals.com/.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector, and

- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.

For more information about assessing Pearson-set units, please see *Section 7.0*.

6.4   Unit descriptor example

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme you offer at your centre.

You can use any of the unit descriptors listed in *Section 11.0 Environmental, Social and Governance Planning*. We have described each part of the unit as follows.

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit code.
Unit type	Core mandatory unit
Unit level	All our Pearson BTEC Higher National units are at Levels 4 or 5.
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate: ● 1 credit = 10 ULH, so ● 15 credits = 150 ULH. To complete a Higher National Certificate or Higher National Diploma, students must achieve all the credits required.
Introduction	Some general notes on the unit: ● setting the scene ● stating the purpose and aim, and ● outlining the topics to be studied and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually 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	Tutors can refer to this table when grading assignments. The table connects the unit's Learning Outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D), depending on the quality of the student's work.
Recommended Resources	This section lists the resources that students should use to support their study for the unit. It includes books, journals and online material. The programme tutor may also suggest resources, particularly for local information.

Table 3: Unit descriptor description

6.4.1 Web resources – referencing

Some units have web resources as part of their Recommended Resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem, we only link to the main page of the website and signpost students and tutors to the section where the resource can be found. Thereby, 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 section of the website where the resource can be found

[4] The type of resource it is, for example:

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

Example

[1] www.sustainabilityprofessionals.org

[2] International Society of Sustainability Practitioners

[3] News and industry articles

[4] (General reference)

Students and tutors must use a referencing system to cite and reference resources in an academic format.

7.0 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of:

- centre-developed internal assignments that are set and assessed by centres, and
- Pearson-set assignments, which are set by centres in line with our guidelines and graded by centres.

Pearson-set units are mandatory and target industry-specific skills.

For the HNC, centres will assess one compulsory Pearson-set unit targeted at particular skills. This is a Level 4 core unit carrying 15 credits.

For the HND, centres will assess two compulsory Pearson-set units targeted at particular skills:

- one Level 4 core unit carrying 15 credits.
- one Level 5 core unit carrying 30 credits.

All other units are assessed through internal assignments set by the centre.

7.1   Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. All your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. You can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

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

7.1.1 Assessment through assignments

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

Students should receive each assignment as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities that the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a Merit criterion requires the student to show 'analysis' and the related Pass criterion requires the student to 'explain', then to gain a Merit the 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.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a Pass, a student must have met all the Pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.

- To achieve a Merit, a student must have met all the Merit criteria (and the Pass criteria) through high performance in each Learning Outcome.

- To achieve a Distinction, a student must have met all the Distinction criteria (and the Pass and Merit criteria), demonstrating outstanding performance across the whole unit.

A Pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the Pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below.

- The **Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
  - o record-keeping
  - o liaising with the standards verifier
  - o acting as an Assessor
  - o supporting the rest of the assessment team
  - o making sure that the team has the information it needs about our assessment requirements
  - o organising training, and
  - o using our guidance and support materials.

- **Internal Verifiers** oversee all assessment activity with the Programme Leader. They check that assignments and assessment decisions are valid and meet our requirements. All Internal Verifiers will follow the same standards and procedures as instructed by your Programme Leader. Internal Verifiers are usually also Assessors, but they do not verify their own assessments.

- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the Programme Leader to all work to the same standards and procedures. They also work with the Programme Leader and Internal Verifiers to make sure the assessment is planned and carried out in line with our requirements.

Our external examiner will sample student work across your Assessors. They will also want to see evidence of how you have verified assignments and assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your 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.

We support you in this through:

- assessment and feedback guidance documents available on HN Global, and

- training materials and sample templates for curriculum planning.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.5 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used

- the importance of meeting assignment submission deadlines, and

- that all the work submitted for assessment must be their own.

To support them, you should provide a guide that explains:

- how you use assignments for assessment

- how assignments relate to the teaching programme

- how to use and reference source materials, including how to avoid plagiarism, and

- your centre's approach to assessments, for example how students must submit assignments, what happens if they submit late work, how they can request an extended deadline in special circumstances.

7.2 Making valid assessment decisions

7.2.1 Authentic student work

An Assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and

- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your Assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. Please see *Section 5.7 Dealing with malpractice in assessment* for more information.

7.2.2 Making assessment decisions using criteria

Assessors must use our Learning Outcomes criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time, but they must be satisfied that there is enough detailed evidence for each criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and

- their Programme Leader and assessment team's experience.

7.2.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your centre policies. Please see *Section 5.6 Administrative arrangements for internal assessment* for more information.

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally

- apply the penalty or cap to the grade awarded

- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback

- record both the uncapped and capped grades, and

- have both grades verified by a suitable Assessment Board, taking into account any genuine reasons for the assignment being late.

Please see also *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.2.4 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met

- may show why they have not demonstrated achievement against assessment criteria

- must not provide feedback on how to improve evidence, and

- may provide feedback on how to improve in the future.

7.2.5 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment. In this case:

- students can have the assignment reassessed once only

- if coursework and project-based or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again

- for examinations, reassessment will involve completing a new activity

- the grade for a reassessed assignment will be capped at a Pass

- assignments already graded at a Pass or higher cannot be reassessed.

7.2.6 Repeat units

If a student fails to achieve a Pass for a unit following reassessment, your Assessment Board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance

- the grade for the unit (if successfully completed) will be capped at a Pass.

Students can repeat a unit once only.

7.2.7 Assessment Boards

It is a formal Pearson requirement that centres must have an Assessment Board for all your Pearson BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students in the units

- extenuating circumstances

- cases of cheating and plagiarism

- students progressing to the next stage of the programme

- the awards to be made to students, and

- students resubmitting assignments and repeating units.

Assessment Boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an Assessment Board, our external examiner will discuss this with your quality nominee and Programme Leader. Assessment Board reports and minutes provide valuable evidence of your Quality Assurance processes.

7.3 Planning and record-keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your Programme Leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures

- the time available for teaching and carrying out assessments, including when students may complete assessments and when Quality Assurance will take place

- the completion dates for different assignments

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

- a procedure for Internal Verifiers to sample Assessors' decisions that covers all assignments and Assessors and a range of students

- a process to assess and verify students' work so that they receive formal decisions quickly, and

- a system for scheduling resubmissions.

The Programme Leader must also keep records of all assessments carried out.
The key records are:

- checking of assignment briefs

- student declarations

- Assessor decisions on assignments, with feedback given to students, and

- confirmation of assessment decisions.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available on the enhanced quality assurance section of our website at:
https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.4 Calculating the final qualification grade

7.4.1 Conditions for the award

7.4.1.1 Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4, and

- achieved at least a Pass in 105 credits at Level 4.

7.4.1.2 Conditions for awarding our HND

To achieve our Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- completed units equivalent to 120 credits at Level 5

- achieved at least a Pass in 105 credits at Level 5

- completed units equivalent to 120 credits at Level 4, and

- achieved at least a Pass in 105 credits at Level 4.

7.4.2 Compensation

7.4.2.1 Compensation for the HNC

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

7.4.2.2 Compensation for the HND

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per rules of combination of the required qualification.

7.4.3 Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a Pass, Merit or Distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For the HND, the overall qualification grade is based on student performance in Level 5 units only.

Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

7.4.3.1 Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Table 4: Points per credit

7.4.3.2 Point boundaries

Grade	Point boundaries
Pass	420−599
Merit	600−839
Distinction	840 +

Table 5: Grade point boundaries

7.4.4 Modelled student outcomes

7.4.4.1 Pearson BTEC Level 4 Higher National Certificate

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	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	4	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
Core 7	15	4	6	M	90	M	90	D	120	D	120	D	120
Core 8	15	4	6	M	90	M	90	D	120	D	120	D	120
Total	120	–	–	–	600	–	540	–	690	–	870	–	810
Grade	–	–	–	–	M	–	P	–	M	–	D	–	M

Table 6: Displaying example model outcomes

7.4.4.2 Pearson BTEC Level 5 Higher National Diploma

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
Total	240				720		600		810		570		840
Grade					M		M		M		P		D

Optional (Opt)

Table 7: Displaying example model outcomes

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8.0 Quality Assurance

The Quality Assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres have effective Quality Assurance processes to review their programme delivery. It also means that assessment grades are in line with national standards.

The Quality Assurance process for centres offering our Pearson BTEC Higher National programmes has five main features.

1. The approval process.

2. Monitoring internal systems.

3. Independent review of assessments.

4. Annual programme monitoring report.

5. Annual student survey.

8.1   The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or

- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively

- understands the rules of independent assessment and agrees to follow them

- has a strong internal assessment system supported by 'fit-for-purpose' assessment documentation, and

- has a system to internally verify assessment decisions so that they are consistent across all Assessors and sites.

Your application must be supported by the Head of the Centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2 Centre and qualification approval

As part of the approval process, your centre must meet the conditions listed below before offering the qualification.

- You must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications.
- You must provide the specific resources required for individual units.
- Staff involved in the assessment process must have relevant skills or experience.
- You must have systems to provide continuing professional development (CPD) for staff delivering the qualification.
- You must have suitable Health and Safety policies for students and staff using equipment.
- You must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3 Monitoring internal systems

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4   Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification, or

- provide actions to improve the quality of your assessments before allowing certification.

8.5   Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the Quality Assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year.

8.6   Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the Quality Assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at: http://hnglobal.highernationals.com.

8.7   Continuing Quality Assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. The guide contains detailed guidance on the quality processes you should follow.

8.7.1   Our key principles of Quality Assurance

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.

- As part of gaining our approval, the centre agrees to always follow our terms and conditions for delivering programmes effectively and assessment Quality Assurance.

- We provide approved centres with a range of materials and opportunities for reviewing internal materials through the External Verification process.

- You must follow agreed processes for:

  o making sure that Assessors and verifiers all work to the same standards and procedures

  o planning, monitoring and recording assessment processes, and

  o dealing with special circumstances, appeals and malpractice.

- We will work in partnership with you to help you achieve quality assured assessment.

- We will help you follow best practice and use suitable technology to support Quality Assurance processes.

- We will try to make sure our Quality Assurance processes do not create unnecessary administrative work for you.

- We will monitor and support you in achieving effective assessment and Quality Assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval

- carrying out approval visits to your centre

- making sure that you have a well-trained, effective team of Assessors and verifiers

- sampling and verifying your assessments, assessed student work and other relevant documents, and

- reviewing your strategy for assessing and quality assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to Quality Assurance, you will not be able to apply for certification for any of Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your Quality Assurance, we may withdraw approval for you to deliver our qualifications.

8.8   Use of Higher Technical Qualifications (HTQ) quality mark

When delivering the BTEC Higher Nationals in Sustainable Business Management for England, centres must take care to ensure that they use the HTQ quality mark with due care and attention on promotional material.

The quality mark must be only used by centres in relation to an approved Higher Technical Qualification to demonstrate that the qualification has been:

- approved by the Institute for Apprenticeships and Technical Education (IfATE), and to advertise a specific course leading to a Higher Technical Qualification

- for careers advisory purposes, to explain and promote the Higher Technical Qualifications programme as a whole.

It should only be used to promote approved Higher Technical Qualifications and must not be used in a way that could reasonably be misinterpreted as a wider endorsement of any other qualifications or your centre overall.

For more information about who can use the quality mark, and how it should be used, please refer to the Higher Technical Qualification quality mark guidelines at: https://www.gov.uk/guidance/higher-technical-education-reforms.

9.0 Recognition of prior learning and attainment

Recognition of prior learning (RPL) is a way of awarding credit if a student can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process* in the support section of our website at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

10.0 Equality, diversity and inclusion

Equality and fairness are central to our work. The design of these qualifications embeds equality, diversity and inclusion as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and

- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and

- our qualifications are 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 by law (for example race, sexuality. religion or belief) are not disadvantaged in comparison with students who do not share that characteristic

- all students achieve the recognition they deserve for taking a qualification, and

- this achievement can be compared fairly with the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards

- be free from any barriers that restrict access and progress, and

- offer equal opportunities for all those who want to access them.

Please see our *Equality, diversity and inclusion in Pearson qualifications and related services policy* downloadable from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes. You should:

- make sure they have the information and advice they need about the qualification to be sure it meets their needs

- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and

- for students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

10.1 Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found on the Joint Council for Qualifications (JCQ) website at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration and in *A guide to the special consideration process – General and Vocational Qualifications* at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance. Details on how to make adjustments for students with protected characteristics are provided in *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*, available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

11.0 Units

Unit 1: Principles of Sustainability

Unit code:	**R/650/7240**
Unit level:	**4**
Credit value:	**15**

Introduction

Sustainability is increasingly becoming the foundation of organisations, new and old, looking to make a difference to society, the environment and the economy. Fundamental to organisations' mission statements, corporate strategies and cultures, the demand from stakeholders to act on social and environmental causes is now reflected in business objectives and ongoing projects aimed at raising corporate responsibility. Businesses play a key role in taking measures to address the adverse social and environmental effects of their own business and promoting, advocating and supporting the communities they serve.

The overall aim of this unit is to introduce students to the essential principles of sustainability in business that organisations are increasingly making a priority and adhering to. Students will consider the impact of sustainable business on communities, and the steps necessary to develop sustainability strategies within organisations. They will also have the opportunity to investigate in more detail the role of sustainability practitioners, who are responsible for leading projects and working closely with a variety of stakeholders and partners.

On successful completion of this unit, students will be able to understand economic theories of sustainable development in organisations and make use of the different tools available to identify sustainable themes/partners for developing relevant strategies. Students will be equipped with the knowledge and skills required to progress into roles in the sector and/or higher levels of study.

Learning Outcomes

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

LO1   Explore the impact of sustainability principles and theories on organisations and communities

LO2   Explain the process required to develop sustainability strategies in organisations

LO3   Appraise role of sustainability practitioners and responsibilities for stakeholder management

LO4   Compare ways organisations identify, influence and work collaboratively with sustainability partners.

Essential Content

LO1 Explore the impact of sustainability principles and theories on organisations and communities

Defining sustainability:

Definition of sustainability and the three pillars of sustainability

The main findings of the Brundtland Report (1987) and the impact on business; the notion of the triple bottom line and 'green accounting'

The 1992 Earth Summit and environmental issues and corporate responsibility, including carbon emissions; biodiversity; environmental degradation; conservation; resource use; resource depletion; waste disposal; pollution; and water conservation

The 2020 United Nations (UN) Summit on Biodiversity and the Kunming–Montreal Global Diversity Framework to reverse the decline of biodiversity

International responses to climate change e.g. Kyoto Protocol, Rio Earth Summit, the Paris Agreement (2016)

Net zero to end CO_2 emissions

Social equity to reduce inequalities and promote social justice

UN Sustainable Development Goals (SDGs) and targets.

Features of sustainability principles:

Built on concept of social conscience e.g. moral and ethical responsibility to bring social change or find solutions to problems/injustices in the world

Contribute positively towards societal and environmental outcomes

Promote sustainable consumption behaviour, green marketing and production of goods and services

Create meaning, scope, and measurement tools and methods to demonstrate impact as part of organisational performance and change management

Integrate corporate responsibility and sustainability into core business values and pro-societal and environmental culture management

Create strong leadership advocating for sustainability across own industry, developing policies and engaging with government

Setting strategy, governance, metrics and targets

Disclosure and accountability

The concept of 'net positive' and putting more back in than taking out.

Economic theories/theorists on sustainable development:

Beyond own self-interest, give back and support for collective goods/development (Adam Smith)

Government role to collaborate and steer environmental and social issues to solve global challenges (John Maynard Keynes)

Social mindedness for moving towards sustainability (John Maurice Clark)

Social responsibilities of business people and pursuit of policies independent of governmental regulations (Howard Bowen)

Social responsibility of business is to increase profits (Milton Friedman).

LO2 **Explain the process required to develop sustainability strategies in organisations**

Factors that influence an organisation's choice of sustainability strategy:

The need for sustainability to be embedded in the organisation's purpose, strategy and business mode

Management motivation for social responsibility e.g. position, personality, copying and imitating, ethics, and morals, branding and reputation, reducing risk of not capitalising on opportunities

Value of corporate responsibility and sustainability, including intangible assets e.g. goodwill, intellectual capital, patents, brands, reputation

Stages of organisational learning for change and strategy e.g. Wilson and Zadek five-step model (Ignore, React, Defend, Accommodate, Proact)

Reporting frameworks as part of internal/external annual performance e.g. the Global Reporting Initiative (GRI), International Financial Reporting Standards Foundation, Corporate Sustainability Reporting Directive (CSRD)

Advertising standards

'Greenwashing' guidance.

Tools for establishing sustainable themes and business integration:

Alignment of businesses sustainable themes to UN Global Compact (UNGC) principles, UN Millennium Development Goals (UN MDGs) and UN SDGs framework

Recognised sector-specific certifications e.g. Fair Trade Certified, Marine Stewardship Council label, Forest Stewardship Council, ISO 14001: Environmental management systems

Adherence to guidance and frameworks e.g. ISO 26000: Social responsibility, Greenhouse Gas (GHG) Protocol for corporate accounting and reporting, Task Force on Climate-related Financial Disclosures (TCFD).

Process to develop sustainable business strategy:

Research potential data sources and types of metrics and insight evidence to help inform sustainability issues

Benchmark organisation to UN SDGs

Seeking endorsement of senior management and allocating resources for project plans, initiatives, campaigns and/or events

Considerations of social and environment impact in relation to sector, country and stakeholder community to ensure business relevance and goal-setting

Establishing stakeholder engagement opportunities to raise issues, present plans and reflect on goals, making any necessary revisions

Launch and implement strategy considering communications and engagement e.g. educating employees/stakeholders of importance, mutual benefits, progress evaluations and leading others

Reporting on social and environmental issues effectively, both financial and non-financial.

LO3 Appraise role of sustainability practitioners and responsibilities for stakeholder management

Role of sustainability practitioner:

Typical job titles and/or duties, including corporate social responsibility, environmental social governance, philanthropy coordinator, social impact, sustainability and events coordinator, community investment, sustainability ambassador/champion

Leading and/or participating in projects, initiatives, campaigns and/or events that support the embedding of sustainability practices

Positioning of corporate responsibility and sustainability function within organisational/governance structures, budgeting and reporting impact on performance

Role modelling ethical behaviour and values, internally and externally

Using different forms of communication and tailoring solutions to meet needs/requirements

Contributing to overall sustainability strategy design and implementation

Engaging with wider community to ensure business is aware of current/future sustainability opportunities and challenges.

Responsibilities for stakeholder management:

Establishing expectations of owners, shareholders and managers

Effectively advocating for sustainability in respect of organisational cultures and levels of employee interest

Working with government in accordance with regulations, responding to national trends and changing priorities

Building relationships with suppliers and areas of the supply chain (e.g. supplier, factory, transport, shop, customer, waste) to establish impact and organise/change systems

Understanding customers and product/service use, closing the gap between attitude and behaviour of purchasing patterns in relation to sustainability

Creating partnerships with non-governmental organisations (NGOs) to set agendas, shape policy and consolidate approach at scale

Dealing with media (e.g. journalists, social media, researchers) to raise awareness and share relevant information with the community.

LO4 Compare ways organisations identify, influence and work collaboratively with sustainability partners

Identifying/evaluating sustainability partners:

Business and strategic alliances, within or across sector boundaries

Programme partnerships as part of specific causes and/or marketing campaigns

Risk assessment investigations for ensuring compatibility, with or without contracts, to minimise inauthentic motivations and/or greenwashing.

Managing and influencing partner relationships:

Building relationships based on reputation and trust

Ensuring appropriate representation, equality and diversity

Challenges of stakeholder relationships e.g. geographical distance, political and economic stability, differences in culture and ethical standards, legal, language and time differences, disagreements and conflicts

Elicit cooperation through continued interaction, iterative communication, ongoing discussion opportunities, conflict resolution, actions for decision-making and interpersonal skills e.g. influencing, persuading, coaching.

Working collaboratively with partners:

Open and mutual communication

Understand organisations' core capabilities, resources and capacity

Finding and drawing on capabilities of other networks with expertise in different fields

Align sustainability delivery targets against objectives and explore techniques for reporting

Agree and set goals, expectations, commitment and outcomes

Social exchange theory to connect internal/external stakeholders

Employee participation programmes or initiatives e.g. volunteerism programmes, community outreach.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the impact of sustainability principles and theories on organisations and communities		**D1** Evaluate the impact of sustainability principles and theories on organisations and communities, using examples.
P1 Explain features of sustainability principles and their impact on organisations and communities. **P2** Discuss different economic theories of sustainable development in business.	**M1** Compare how businesses engage with sustainability principles and theories, using a variety of examples, to support both the organisation and its communities.	
LO2 Explain the process required to develop sustainability strategies in organisations		**D2** Critically analyse the process required to develop sustainability strategies, including factors and tools influencing organisations' choice of sustainability themes.
P3 Describe factors that influence organisations' choice of sustainability strategies. **P4** Review tools available for organisations looking to integrate relevant sustainability themes as part of their strategy.	**M2** Analyse the process required to develop sustainability strategies in organisations, referring to tools available when integrating relevant sustainability themes.	

Pass	Merit	Distinction
LO3 Appraise role of sustainability practitioners and responsibilities for stakeholder management		**LO3 and LO4**
P5 Assess the role of sustainability practitioners in organisations. **P6** Outline a sustainability practitioner's responsibilities for stakeholder management.	**M3** Examine the role of sustainability practitioners and responsibilities for stakeholder management.	**D3** Justify role and work of sustainability practitioners and the importance of working collaboratively with stakeholders and sustainability partners in organisations.
LO4 Compare ways organisations identify, influence and work collaboratively with sustainability partners		
P7 Compare how organisations select and evaluate the suitability of sustainability partners.	**M4** Evaluate the ways organisations identify, influence and work collaboratively with sustainability partners.	

Recommended Resources

Textbooks

Bachnik, K., Kaźmierczak, M., Rojek-Nowosielska, M., Stefańska, M. and Szumniak-Samolej, J. (2022) *Corporate Social Responsibility and Sustainability: From Values to Impact.* New York: Routledge.

DItlev-Simonsen, C.D. (2022) *A Guide to Sustainable Corporate Responsibility.* London: Palgrave Macmillan.

Pompper, D. (2017) *Corporate Social Responsibility, Sustainability and Public Relations: Negotiating Multiple Complex Challenges.* New York: Routledge.

Simões, C., Stancu, A. and Grigore, G. (2022) *Corporate Responsibility, Sustainability and Markets: How Ethical Organisations and Consumers Shape Markets.* London: Palgrave Macmillan.

Websites

www.businessleader.co.uk	Business Leader
	"What are the three pillars of sustainability?"
	(Article)
sdgs.un.org	United Nations Department of Economic and Social Affairs
	"Sustainable Development: The 17 goals"
	(General reference)
unglobalcompact.org	United Nations Global Compact
	(General reference)
https://www.un.org/millenniumgoals/	United Nations Millennium Development Goals
	(General reference)

Unit 2: The Contemporary Business Environment

Unit code: T/650/7241

Unit level: 4

Credit value: 15

Introduction

Business activity is fundamental and universal to our everyday lives. Business organisations may differ in many ways, depending on the industry in which they operate globally, but they do share one common feature – the transformation of inputs into outputs. This transformation process takes place against a background of external influences that impact on business activity. The external environment in which business organisations operate is dynamic, complex, volatile and interactive.

The aim of this unit is to give students background knowledge and understanding of business, of the functions of an organisation and of the wider business environments in which organisations operate. Students will examine the different types of organisation (including for-profit and not-for-profit), their size and scope – for instance, micro, small and medium-sized enterprise (SME), transnational and global – and how they operate. Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision-making.

The knowledge, understanding and skill sets that students gain in this unit will give them an insight into different business functions, which will support them with further study, support their development of analytical thinking and the application of key analytical tools used throughout sustainable business planning, and enable them to choose their preferred areas of specialism in future studies and in their professional career.

Learning Outcomes

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

LO1 Explain the different types, size and scope of organisations

LO2 Discuss the interrelationship of the various functions within an organisation and how they link to organisational structure

LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations

LO4 Determine the internal strengths and weaknesses of a business and their interrelationship with external macrofactors.

Essential Content

LO1 Explain the different types, size and scope of organisations

Different types of organisation:

Differences between for-profit and not-for-profit and non-governmental organisations (NGOs)

Micro and small and medium-sized enterprises (SMEs): different business purposes, objectives and supply of goods and services

The range of legal structures associated with different forms of business: sole traders, partnerships and limited companies.

Size and scope of organisations:

Differences between large, medium-sized and small organisations, including objectives and goals, market share, profit share, growth and sustainability

Global growth and development of transnational, international and global organisations

Differences between franchising, joint ventures and licensing

Industrial structures and competitive analysis

Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity

Examples of stakeholders e.g. employees, communities, shareholders, creditors, investors, government, customers, owners, managers, suppliers, competitors, unions, trade groups, analysts, media

Stakeholders and responsibilities of an organisation to engage with different internal and external stakeholder interests, perspectives and expectations.

LO2 Discuss the interrelationship of the various functions within an organisation and how they link to organisational structure

The various functions within an organisation:

The role of marketing, finance, human resource management and operations, and their interrelationships

Functions in relation to overall organisation values, mission and objectives.

Organisational structure:

Different structures depending on the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels

The virtual organisation and flexible, fluid structures that are geographically dispersed

Organisation structures and complexities of transnational, international and global organisations.

LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations

The context of the macroenvironment:

The different political, economic, social, technological, legal and environmental (PESTLE) factors that influence and impact on the business environment

The PESTLE framework as an analytical tool to monitor and forecast external influences

Different spatial levels of external influences e.g. local, regional, national, international.

The macrofactors that influence and impact on business activities:

The transformation of the work environment, the changing and emerging markets and the global shift in economic and social power due to international global crisis

The impact of emerging digital technologies on production and consumption of products and services, including:

- social and mobile technologies to engage and extend customer reach
- cloud technologies for making business more agile, collaborative and efficient
- artificial intelligence (AI) to sustain competitive advantage
- data analytics and business intelligence using big data to inform decision-making, the rise of cybersecurity and data protection

The growth of ethical considerations and sustainable business e.g. equality and diversity, corporate social responsibility

Climate change driving the environmental agenda and informing business strategy e.g. reducing emissions, recycling, waste reduction, renewable energy

The government's *Environmental Improvement Plan 2023* and targets set to reverse decline in biodiversity e.g. improving environmental quality, resources, improving biosecurity.

Organisation operations:

Company responses to transformation and managing resistance to change in response to highly volatile and changing market environments

Dealing with unexpected crises that affect business operations and activities e.g. crisis management, business recovery

Data security and management, providing management information based on the collation, analysis and interpretation of data

Managing remote teams, multiple teams and cross-cultural teams and developing high-performance teams

Optimising operations (e.g. procurement, supply chain, manufacturing) for environmental and financial benefits.

LO4 Determine the internal strengths and weaknesses of a business and their interrelationship with external macrofactors

Frameworks for analysis:

Introduction to SWOT (strengths, weaknesses, opportunities, threats) analysis and how it can assist in the decision-making process and feed into business planning to support continuous improvement

Different applications of SWOT analysis e.g. for sustainable development, market positioning, launching a new product, methods of sales distribution, commercial viability

Use of SWOT results in strategies, including strengths to maximise opportunities and minimise threats and opportunities to minimise weaknesses and avoid threats

The sustainability SWOT analysis, designed to help drive action and collaboration on environmental challenges, revealing real business risks and opportunities

The role of the sustainability SWOT analysis in decision-making, development of strategies and creating key performance indicators (KPIs) to measure performance.

Internal vs external factors:

Internal factors that inform strengths, weaknesses, opportunities and threats relating to products, pricing, costs, profitability, performance, quality, people, skills, adaptability, brands, services, reputation, processes and infrastructure

Key external factors that inform opportunities and threats that influence business and the business environment, including the competitive environment and government intervention.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the different types, size and scope of organisations		**LO1 and LO2**
P1 Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. **P2** Explain the size and scope of a range of different types of organisation.	**M1** Analyse how the structure, size and scope of different organisations link to their business objectives and products and services offered by the organisations.	**D1** Critically analyse the complexities of different organisations and structures.
LO2 Discuss the interrelationship of the various functions within an organisation and how they link to organisational structure		
P3 Discuss the relationship between different organisational functions and how they link to organisational objectives and structure.	**M2** Analyse the interrelationships between organisational functions and the impact that can have on organisational structure.	

Pass	Merit	Distinction
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations		**LO3 and LO4**
P4 Identify the positive and negative impacts the macroenvironment has on business operations, supported by specific examples.	**M3** Apply appropriately the PESTLE model to support a detailed analysis of the macroenvironment in an organisation.	**D2** Critically evaluate the impacts that both macrofactors and microfactors have on business objectives and decision-making.
LO4 Determine the internal strengths and weaknesses of a business and their interrelationship with external macrofactors		
P5 Conduct internal and external analysis of a specific organisation to identify strengths and weaknesses. **P6** Explain how strengths and weaknesses interrelate with external macrofactors.	**M4** Apply appropriately SWOT analyses and justify how they influence decision-making.	

Recommended Resources

Textbooks

Burns, J. and Needle, D. (2023) *Business in Context: An Introduction to Business and its Environment.* 8th Ed. Andover, Hants: Cengage Learning EMEA.

Morrison, J. (2023) *The Global Business Environment: Sustainability in the Balance.* 6th Ed. London: Bloomsbury Publishing.

Wetherley, P. and Otter, D. (2018) *The Business Environment: Themes and Issues in a Globalizing World.* 4th Ed. Oxford: Oxford University Press.

Worthington, I., Thompson, E. and Britton, C. (2023) *The Business Environment: A Global Perspective.* 9th Ed. Harlow: Pearson.

Websites

www.businessballs.com	BusinessBalls
	(General reference)
www.forbes.com	Forbes
	(General reference)
www.ted.com	TED
	(Videos)
www.ibtimes.com	International Business Times
	(General reference)

Unit 3: Operational Planning and Management

Unit code:	**K/650/2919**
Unit level:	**4**
Credit value:	**15**

Introduction

Operations management is everywhere, in every organisation, in every service experienced and in every product consumed. It is the administration of business practices to create the highest level of efficiency possible within an organisation. It is concerned with converting materials and labour into goods and services as efficiently as possible to maximise profits.

The aim of this unit is to enable students to explore how operations management manages all business activities to efficiently create and deliver products and services. This includes the transformation of inputs into outputs of finished goods and services, and activities throughout the supply chain. Students will explore the approach to quality management and continuous improvement in the production process. They will review how operations managers have to look externally as well as at internal processes, considering suppliers' performance and customers throughout the supply chain.

By the end of the unit, students will have an insight into the complex nature of operations, processes and supply chain management, fundamental for understanding the holistic work environment in any industry and organisation.

Learning Outcomes

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

LO1   Examine the interrelationships of operations management with the other functions within an organisation

LO2   Explain the importance of operations management in achieving effective organisational performance

LO3   Apply quality management approaches to solve practical operations management problems

LO4   Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.

Essential Content

LO1 Examine the interrelationships of operations management with the other functions within an organisation

Operations, core and support functions:

Definition of 'operations' and 'operations management'

Defining the operations function and management of activities to create and deliver products and services that include control and distribution systems, transformation process, process design, capacity management, logistics and inventory management

Core functions of operations e.g. marketing, product/service development

Support functions, including accounting and finance, human resources, information systems and process technology

Interrelationships between operations, core and support functions.

Skills and competences required:

Soft skills e.g. logical approach, quality conformance, communication skills, ethical awareness

Technical skills e.g. collaborative planning and forecasting, assessing and prioritising risks, business continuity planning and mitigation, integrating and improving systems technologies

Managing business recovery, uncertainty and seeking innovative solutions to business needs in a post-pandemic world

Managing interrelationships e.g. how to manage potential conflict, hold-ups

Managing operations-driven sustainability e.g. streamline processes to use less energy and resources, produce less waste throughout the supply chain.

Input–transformation–output process:

Inputs, including raw materials, information and customers

Transforming resources of facilities and staff

Outputs of products and services, including facilitating services, service-conscious manufacturing and the servitisation of organisations e.g. offer to customers of maintenance, maintenance support and training updates

The process hierarchy – levels of process, the operation, supply network and individual processes

Impact of the 'four Vs' on operations and processes – volume, variety, variation, visibility.

LO2 Explain the importance of operations management in achieving effective organisational performance

Importance of operations:

The value of operations management for sustainable success, maximising profitability, productivity and efficiency

The benefits of effective operations management e.g. quality, productivity, customer satisfaction, reduced cost

The importance of meeting stakeholder requirements

Improvement and innovation in the operations function for driving organisational improvement, quality and organisational reputation.

Challenges faced in operations management:

Factors affecting pricing models, the increased volatility and rising costs of raw materials

Dealing with post-Brexit trade barriers and regulations, and the impact this has on operations and supply chains e.g. labour shortages, additional costs, complexity, risk of delay associated with new checks

Increased customer expectations relating to quality, sustainability and variety

Social and environmental issues e.g. political disruption, climate change, natural disasters

Addressing the challenges of reducing greenhouse gas emissions in supply chains, reducing impacts on air, land, biodiverse and geological resources

Globalisation e.g. shipping costs, energy costs

Partnership relations and reputation management.

Organisational performance measurement:

Performance objectives of operations management e.g. quality, speed, dependability, flexibility, cost

Setting performance targets and key performance indicators (KPIs) to measure success.

Defining key performance metrics, including financial and non-financial, customer satisfaction, employee satisfaction, productivity, response rate, environmental, social and governance metrics

Balanced scorecard approach to performance measurement: financial, customer, internal processes, and learning and growth.

LO3 Apply quality management approaches to solve practical operations management problems

Importance of quality:

Increased customer satisfaction, including loyalty and retention

Improved organisational performance e.g. market share, waste reduction, impact on costs and revenue, improved operation processes

The impact that quality has on reputation and employee motivation and engagement.

Different approaches to quality and continuous improvement:

Process management to improve efficiency, compliance and output

Total quality management (TQM) and developments from Deming's original 14 points for quality control for meeting customers' requirements, including employee involvement, process review and redesign, competitive benchmarking, 'right first time' and constant measurement of results

Quality systems approach to achieve quality management that documents structure, processes, roles and responsibilities, policies and procedures

ISO 9001: Quality management systems, including the ISO's seven quality management principles

Dimensions of TQM e.g. continuous improvement, process control, management and leadership, teamwork

Theories of TQM: Crosby, Juran, European Foundation for Quality Management (EFQM)

TQM methodologies, including Six Sigma and DMAIC (define, measure, analyse, improve, control), lean manufacturing, zero defects, just-in-time, quick response manufacturing

The use of lean principles to eliminate waste, streamline operations, lower costs and support 'lean to green' in meeting sustainability goals e.g. reducing waste, cutting water consumption, lowering energy consumption

Best practice in TQM e.g. continuous improvement, customer focus, clear implementation strategy.

Monitoring and controlling operations:

Frequency of monitoring and evaluating

Reporting results

Deviating from the operational plan and replanning activity

Use of control techniques e.g. push and pull control, trial and error control.

LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements

The scope of supply chain management:

The difference between supply chains and supply networks

Internal and external supply chains

Tangible and intangible supply chains

Lean supply networks, efficiency and the functional product vs agile supply networks, responsiveness and the innovative product

Operating dynamic and efficient supply chains to empower a circular economy, encouraging reuse, the design of out-waste, promotion of sustainable consumption and protecting natural resources.

Supply chain performance objectives:

Different objectives of quality and speed, including responsiveness to customer demand and the impact on inventory, dependability, flexibility/agility, cost and sustainability.

Managing supply chain relationships:

In-house vs outsourcing of activities

Contract-based/transactional relationships vs long-term/partnership relationships

Characteristics, advantages and disadvantages of these relationships

Supply-side management and the four key approaches of multiple, single, delegated and parallel sourcing

Ethical global sourcing benefits and risks, including the ethical and sustainable considerations and standards of sources e.g. human rights, modern-day slavery, corruption and bribery

Development of new pricing approaches, flexibility, and capabilities to create long-term competitive advantages

Demand-side management components, including logistics services (both in-house and outsourcing) and customer relationship management (CRM)

Approaches to stakeholder and supplier relationship management, including effective networking, collaborative working techniques and negotiation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the interrelationships of operations management with the other functions within an organisation		**LO1 and LO2**
P1 Examine the interrelationships between operations and the core support functions in a range of organisations. **P2** Examine the impact that operations and processes have on other functions within an organisation.	**M1** Analyse the role of operations and processes and impacts within an organisation.	**D1** Critically analyse operations, processes and management in successfully improving organisational performance and achievement of objectives.
LO2 Explain the importance of operations management in achieving effective organisational performance		
P3 Explain the challenges faced by operations management in a range of organisations when meeting customer requirements. **P4** Compare how different organisations measure operations performance and their effectiveness.	**M2** Analyse the importance and effectiveness of operations management in enhancing organisational performance.	

Pass	Merit	Distinction
LO3 Apply quality management approaches to solve practical operations management problems		
P5 Apply different approaches to quality management for given operations management problems to optimise organisational performance.	**M3** Compare benefits and limitations of different approaches for solving operations management problems and improving and optimising organisational performance.	**D2** Justify different quality management approaches to successfully solve operations management problems and optimise organisational performance and meet business objectives.
LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements		
P6 Review the role of supply chain management in supporting different organisations to supply products and services to meet their customers' needs.	**M4** Evaluate how different organisations manage their supply chain relationships to ensure and maintain customers' satisfaction.	**D3** Critically evaluate effective supply chain management to make recommendations for enhancing and exceeding customer satisfaction.

Recommended Resources

Textbooks

Cole, G.A. and Kelly, P. (2020) *Management Theory and Practice*. 9th Ed. Andover, Hants: Cengage Learning EMEA.

Grant, D.B., Trautrims, A. and Wong, C.Y. (2022) *Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management.* 3rd Ed. London: Kogan Page.

Jacobs, F.R. and Chase, R.B. (2023) *Operations and Supply Chain Management.* 17th Ed. Maidenhead: McGraw-Hill Education.

Reid, R.D. and Sanders, N.R. (2019) *Operations Management: An Integrated Approach*. 7th Ed. Hoboken NJ: Wiley.

Slack, N., Burgess, N. and Brandon-Jones, A. (2022) *Operations Management.* 10th Ed. Harlow: Pearson.

Websites

www.ascm.org	Association for Supply Chain Management
	(General reference)
www.cips.org	Chartered Institute of Procurement and Supply
	(General reference)
www.ismworld.org	Institute for Supply Management
	(General reference)
www.scdigest.com	Supply Chain Digest
	"Resources/Education"
	(General reference)

Unit 4: Sustainable Business Practice

Unit code: Y/650/7242

Unit level: 4

Credit value: 15

Introduction

Sustainable business practice is a component of organisations, internally and externally, across industries, helping to facilitate and manage strategy for environmental and social change. All stakeholders are participants and identifying the knowledge required is important for roles, responsibilities and initiatives to be beneficial.

The aim of this unit is to give students background knowledge and understanding of sustainable business practice and its operational impacts. Students will explore developments in guidance and how this has contributed to the structure of organisations. The unit will include the influence of roles and responsibilities to ensure the effective delivery of sustainable business practice and the factors that deliver benefits and minimise operational risk.

This knowledge will enable students to comprehend the scope of corporate social responsibility (CSR) and sustainability within organisations and explore how this impacts on meeting objectives for sustainable business practice. The same knowledge is relevant both to those directly responsible for CSR and sustainability and those for whom relationships are interrelated in shaping decision-making, including operations, supply chain, human resources and communications.

Learning Outcomes

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

LO1   Explain the characteristics of sustainability and corporate social responsibility

LO2   Examine the impact of legislation, directives and guidance on organisations

LO3   Explore operational risks and benefits of sustainability

LO4   Present a business case for adopting sustainable business practices to meet business objectives.

Essential Content

LO1 Explain the characteristics of sustainability and corporate social responsibility

CSR vs environmental, social and governance (ESG):

Definitions of and differences between CSR as a business model and ESG as the criteria investors use to assess investment opportunities

CSR informs culture, values and goals of the business, ESG sets measurable goals of sustainability

The ESG framework to manage risks and opportunities around sustainability issues.

Characteristics of sustainability and CSR:

Purpose to drive ambitions for change that embed and implement sustainability and CSR across an organisation

A net positive approach to business

Principles and concepts e.g. Elkington's triple bottom line, the six capitals model of integrated reporting, the circular economy model of production

The importance of good governance in an increasingly VUCA (volatile, uncertain, complex, ambiguous) world.

Stakeholder engagement with UN Sustainable Development Goals (SDGs) framework for organising an organisation's work on sustainability

Affiliation with UN Global Compact (UNGC) principles for sustainable business and themes, including human rights, labour, environment and anti-corruption

Climate change targets and meeting net zero emissions

Measured reporting of UN SDGs to focus on how/what businesses contribute, locally and internationally.

Examples of corporate responsibility and sustainability initiatives:

Types of initiative, stakeholder relationships, communications and strategy to support and update the business on CSR best practices, including:

- Microsoft Philanthropies: a partnership with non-profits, investing in digital inclusion programmes connecting those who need it most to drive inclusion growth in the global economy

- Patagonia, Inc: renowned for its incorporated sustainability, employee activism and recycled organic apparel products, aligning its business activities so environmental concerns take priority over making a profit

- Tony's Chocolonely: its integrated mission is to make chocolate 100% slave free, with annual FAIR reports highlighting ongoing challenges in the supply sector and the impact of the work it is doing to raise awareness.

Cross-functional requirements in organisations:

The evolution and transformation of organisations to embrace, embed and commit to sustainability and to affect CSR performance

The interrelationships between business functions in relation to CSR

The emergence of new CSR/ESG roles and responsibilities and business functions within organisations that contribute to sustainable operations, and how these are represented in the organisational structure

Integration of corporate responsibility and sustainability into core business values and pro-societal and environmental culture management.

LO2 Examine the impact of legislation, directives and guidance on organisations

Key legislation, directives and guidance:

Current legislation, guidance and directives and the impact of non-compliance e.g. Environment Act 2021, Climate Change Act 2008, Corporate Sustainability Reporting Directive (CSRD), national government environmental and sustainability policies (the Green Book)

Details of the Environment Act 2021, including rolling out local nature recovery strategies to identify areas to create and restore habitat, and biodiversity net gain to enhance the built environment

The goals set to reduce the decline of biodiversity: increased conservation of ecosystems and species, resources used as sustainably as possible, more equal sharing of natural resources, increased financial support for biodiversity protection

Non-financial, diversity and sustainable disclosure regulatory requirements for greater transparency and accountability

CSR as a business function and the application of operational procedures, policies and regulatory requirements to meet CSR

Different environmental directives and obligations e.g. EU Environmental Impact Assessment Directive (2017), EU Industrial Emissions Directive

The net zero agenda and annual UN Conference of the Parties (COP) meetings

Appreciation of ethics and standards and the ways in which they should be followed.

The roles and responsibilities within an organisation to ensure adherence:

Appropriate strategies to address skills gaps e.g. upskilling, embedding sustainability practices, accelerating change through support, growth and retraining

Matching different roles of business units and the interrelationships between these business functions

Stakeholder engagement, internally and externally

Functions in relation to meeting overall organisation mission and objectives.

Impact on governance and Quality Assurance:

The impact of the ESG agendas on CSR and sustainable delivery and how these are affecting industry

Current directives in business and their contribution to roles and responsibilities within the organisational structure

Quality Assurance and monitoring the delivery of CSR and sustainability and the roles and responsibilities within this

Use of strengths in internal organisational structures to embed good practice within the organisation

The influence of legislation on negotiation of external CSR and sustainability projects of mutual benefit

Sector-specific legal, regulatory and compliance frameworks e.g. supply chains and certifications, consumer campaigns and consumer conscience.

LO3 Explore operational risks and benefits of sustainability

Operational risks and benefits:

Operational risks, including safeguarding, customer readiness and understanding customer mindset regarding sustainability, costs implications and presenting an investment case for sustainability, lack of tools, insights and expertise to implement sustainability vision

Benefits of CSR, including employee engagement and satisfaction, financial returns, local/global community engagement, brand reputation and public image, supply chain and operational efficiencies, opportunities for investments/funding.

Operational readiness, capacity and capability:

Understanding of macro (external) and micro (internal) environment influences that shape opportunities and pose threats to organisations achieving sustainability practices e.g. global governance, corporate power, lobbying, political influence, individual motivation and attitudes

The use of analytical tools to monitor and forecast internal/external influences and capacities for supporting CSR e.g. SWOT (strengths, weaknesses, opportunities, threats), PESTLE (political, economic, social, technological, legal, environmental)

The use of different techniques to identify potential internal/external CSR partners e.g. stakeholder analysis to identify potential stakeholders, stakeholder matrix to identify influence and importance

Management and operational control to meet performance goals and ability to adopt, resource and engage with CSR and sustainability initiatives

Strategies to overcome related challenges e.g. shared motivations and attitudes, networking, financial assistance, management and/or sharing of resources with partners, stakeholder and public awareness, local/global infrastructure, legal regulatory environment, education and training.

LO4 Present a business case for adopting sustainable business practices to meet business objectives

Framework for developing a business case:

Define the opportunity to be pursued: identify problem, develop opportunity statement, identify business objectives, prioritise objectives, assign metrics to measure objectives

Generate a list of alternative options and demonstrate choices to make final selection

Research the CSR landscape to ensure best practice evidence is gathered to support decision e.g. collect or use relevant data, document estimates and assumptions

Make a choice and assess the risk for selecting choices, including weighing the risks and how to mitigate them, determining whether to modify

Outline plan for implementing and communicating choices to ensure consideration of business objectives and audience

Business case should include SMART (specific, measurable, achievable, realistic, time-bound) objectives

Provide a measurable set of ESG propositions for investors and external partners

Adopt suitable communication methods, both verbal and non-verbal, for presenting a business case.

Sustainable business practices:

Initiatives for establishing an organisational culture built on ethical standards and commitments

Business focus on inclusion, diversity and equality initiatives

Creating an ESG framework to embed sustainable business plan goals

Organising volunteer events or programmes for stakeholders and/or partner network

Encouraging employees to donate, volunteer and contribute as part of programmes

Review/rethink use of renewable energy

Promotion and awareness of climate change through strategies and/or policies

Selection and use of corporate donations to non-profits and charities.

Importance of sustainable business practices and meeting business objectives:

The importance and value of CSR to organisational performance, standards and sustainable practice of the organisation, internal and externally

External business practices that affect the products and services sold by the organisation, the impact on supply chains and stakeholders

Implementation and alignment with organisation objectives in accordance with CSR guidance and legislation

The growth of ethical considerations and sustainable business e.g. equality and diversity, CSR

Key external factors informing opportunities and threats, including competitive environment and government intervention, that influence organisations and business

The importance of leadership and management styles that champion the CSR ethos in setting and embedding organisational culture

Factors that influence the development of an organisational culture e.g. mission, vision, values.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the characteristics of sustainability and corporate social responsibility		**LO1 and LO2**
P1 Explain the characteristics of sustainability and CSR in practice. **P2** Discuss the role of the United Nations in sustainability and sustainable development in business.	**M1** Analyse how businesses can engage with sustainability and CSR, including cross-functional requirements in organisations.	**D1** Evaluate the characteristics of sustainability and CSR, and how these affect governance and Quality Assurance in organisations.
LO2 Examine the impact of legislation, directives and guidance on organisations		
P3 Examine the purpose and significance of legislation, directives and guidance for organisational sustainable development.	**M2** Assess the role and responsibilities of organisations to ensure legislation, directives and guidance are followed for organisational sustainable development.	

Pass	Merit	Distinction
LO3 Explore operational risks and benefits of sustainability		**LO3 and LO4**
P4 Explain macroenvironment and microenvironment influences for an organisation looking to adopt sustainability and CSR. **P5** Discuss operational risks and benefits of an organisation's readiness to adopt sustainability and CSR.	**M3** Evaluate the impact of operational risks and benefits to sustainability and CSR, including strategies to overcome related challenges.	**D2** Make suitable recommendations that consider operational risks and benefits for adopting sustainable business practices to meet the business objectives in an organisation.
LO4 Present a business case for adopting sustainable business practices to meet business objectives		
P6 Present a business case outline with options for sustainable business practices relevant to an organisation. **P7** Present a business case summary that considers the value of sustainability business practices in an organisation.	**M4** Prepare a business case to achieve sustainable business practices to meet the business objectives in an organisation.	

Recommended Resources

Textbooks

Dhiman, S. and Samaratunge, R. (2021) *New Horizons in Management, Leadership and Sustainability: Innovative Case Studies and Solutions for Emerging Economics.* Cham, Switzerland: Springer Nature.

Grayson, D., Coulter, C. and Lee, M. (2022) *The Sustainable Business Handbook.* London: Kogan Page.

Wheelan, T., Hunger, J., Hoffman, A. and Bamford, C. (2023) *Strategic Management and Business Policy: Globalization, Innovation and Sustainability.* 16th Ed. Harlow: Pearson Education.

Websites

www.microsoft.com	Microsoft
	"Corporate social responsibility"
	(General reference)
www.nike.com	Nike
	"Sustainability"
	(General reference)
eu.patagonia.com	Patagonia
	"Our footprint"
	(General reference)
www.tesla.com	Tesla
	"Impact"
	(Reports)

Unit 5: Corporate Governance and Ethics

Unit code:	**A/650/7243**
Unit level:	**4**
Credit value:	**15**

Introduction

Corporate governance and ethics are critical to operations in every organisation so that all areas of organisational behaviour follow exacting standards. Corporate governance and ethics ensure the proper business practices meet legal obligations and conditions in an organisation. They are concerned with moral dilemmas and strategic approaches to business operations.

The aim of the unit is to help students understand corporate governance and ethics and their relationship to organisational operations. The unit examines conceptual ideas of ethics to establish the impact of corporate behaviour and corporate governance on competitive advantage. Using management techniques and conceptual frameworks, students can examine the application of corporate governance and ethics through continuous improvement and benchmarking.

This unit will be of interest to those concerned with management culture and promoting the case for good governance and corporate social responsibility. The unit will help to determine the appropriate management structures to support a corporate social responsibility (CSR) and sustainability strategy. It supports the case for communicating to all participants the approaches required to manage ethical issues. Problems can be highlighted through risk analysis, and issues addressed to align with business objectives. The delivery of ethical behaviour is applicable to all areas within an organisation. The knowledge and skills covered in this unit will enable senior managers and staff alike to deploy adaptive leadership and techniques for managing and influencing stakeholder relationships.

Learning Outcomes

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

LO1   Identify the ethical issues and moral dilemmas facing an organisation

LO2   Explain the impact of corporate social responsibility and sustainability strategy on business performance

LO3   Explore the need for businesses to develop a corporate social responsibility and sustainability strategy

LO4   Compare the approaches businesses adopt at a strategic level when managing ethical issues.

Essential Content

LO1 Identify the ethical issues and moral dilemmas facing an organisation

Nature and scope of ethical issues and moral dilemmas facing organisations:

The influence and interaction of government policies and organisational practice and society

Elements of ethical behaviour and approaches to corporate governance

Ethical dilemmas, including compromising on product quality; creating honest and transparent marketing; working with offshore suppliers and creating an ethical supply chain; discrimination and harassment in the workplace; employees' use of social media and whistle-blowing

Use of an ethics risk assessment to identify, analyse and evaluate ethical values and standards

The standards and good practice against which to benchmark.

Characteristics:

Culture and artefacts (Schein) of an ethical organisation and employees engaging with these

The importance of being ethical and non-judgemental

Utilitarianism, ethical realism and normative theories of ethics, including rights and virtues

The practice of deontology, utilitarianism and virtue ethics in relation to moral dilemmas and examples of standards and good practice against which to benchmark (e.g. Patagonia, Tesla), including how they have made improvements.

LO2 Explain the impact of corporate social responsibility and sustainability strategy on business performance

Corporate social responsibility (CSR) in the business environment:

Implications for improved CSR and sustainability

The alignment of performance objectives to a sustainability strategy e.g. managing business risk, presenting new growth opportunities, creating a positive brand image, increasing productivity.

External and internal factors:

Process and operations and managing change

Factors that affect the development of CSR and sustainability through mission, values and culture

The impacts on stakeholders.

Business development:

Financial and non-financial impacts of CSR and sustainability strategy on business e.g. productivity, quality, knowledge, change, satisfaction

Adaptive leadership and the techniques for managing and influencing stakeholder relationships.

LO3 **Explore the need for businesses to develop a corporate social responsibility and sustainability strategy**

Theories and developments in sustainable strategy:

The concept of sustainable business to maximise long-term economic, social and environmental value

Creating ecosystems that are designed to support ethical profitability and longevity

The concept of CSR and the impact of its initiatives on key stakeholder groups, including employees, customers, suppliers, governments and local communities

Stakeholder theory and the triple bottom line.

CSR to enhance performance:

Internal and external reputational factors

The impacts of innovative ways to add value to CSR issues while remaining objective

Strong ethical policies that go beyond upholding the law to add value to a brand.

Organisational design:

Management structures, including classical, human relations, systems and contingency, and their relationship to CSR and sustainability strategy

The importance of board-level ownership (e.g. ethics champion, ethics committee, environmental, social and governance (ESG) committee, CSR advocate) and ethical review.

LO4 Compare the approaches businesses adopt at a strategic level when managing ethical issues

Business approaches at strategic level:

Creating governance structures to include people with appropriate skills to scrutinise performance and strategy across social, ethical and environmental issues

The importance of having at board level an ethics champion/advocate and an ethics committee to take an ethical stance

Embedding ethics in business models, strategy and decision-making

Different models within public and private sector organisations in regard to managing ethical issues

Use and implementation of codes of conduct and policies to embed ethical standards

Assessing skills and capabilities using audits and gap analysis for identifying talent and skills needed to build a sustainable business

Deming's plan-do-check-act (PDCA) cycle to develop and improve approaches to adoption of ethical issues

The use of technology and digital communication to notify unethical business practice.

Convincing argument:

Develop evaluative conclusions

Compare and contrast the adoption of ethical issues when applied to different business situations

Define the capabilities and skills for managing ethical issues to sustain corporate values and business objectives.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify the ethical issues and moral dilemmas facing an organisation		**LO1 and LO2**
P1 Identify different types of ethical issues and moral dilemmas facing an organisation. **P2** Discuss the importance of corporate governance ethical issues and dilemmas facing businesses.	**M1** Compare different ethical issues and dilemmas within different organisational examples.	**D1** Evaluate a range of ethical issues and moral dilemmas and the characteristics associated with CSR and sustainability strategy in business performance.
LO2 Explain the impact of corporate social responsibility and sustainability strategy on business performance		
P3 Explain the impact CSR and sustainability strategy has on business performance. **P4** Discuss internal and external factors that influence the impact of CSR and sustainability strategy on business performance.	**M2** Assess the ways in which CSR and sustainability strategy can impact on business performance.	

Pass	Merit	Distinction
LO3 Explore the need for businesses to develop a corporate social responsibility and sustainability strategy		**LO3 and LO4**
P5 Examine the concept of and need for a CSR and sustainability strategy. **P6** Discuss the appropriate management structures to support a CSR and sustainability strategy.	**M3** Evaluate the benefits of a CSR and sustainability strategy and its contribution to competitive advantage.	**D2** Critically evaluate the need for CSR and sustainability strategy and approaches taken to ensure sustained ethical practice.
LO4 Compare the approaches businesses adopt at a strategic level when managing ethical issues		
P7 Investigate different approaches businesses adopt at a strategic level when managing ethical issues. **P8** Compare the differences within operational environments when managing ethical issues.	**M4** Evaluate the impact of the different approaches businesses adopt on stakeholder groups.	

Recommended Resources

Textbooks

Buchanan, D. and Huczynski, A. (2023) *Organizational Behaviour*. 11th Ed. Harlow: Pearson Education.

Grayson, D. Coulter, C. and Lee, M. (2022) *The Sustainable Business Handbook*. London: Kogan Page.

Mullins, L. J. and Rees, G. (2023) *Management and Organisational Behaviour*. 13th Ed. Harlow: Pearson Education.

Rezaee, Z. (2020) *Business Sustainability, Corporate Governance and Organizational Ethics*. London: Wiley.

Wheelan, T. Hunger, J. Hoffman, A. and Bamford C. (2023) *Strategic Management and Business Policy: Globalization, Innovation and Sustainability*. 16th Ed. Harlow: Pearson Education.

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development
	"Corporate governance"
	(General reference)
www.cgi.org.uk	Chartered Governance Institute UK and Ireland
	(General reference)
www.gov.uk	Crime, justice and the law – GOV.UK
	"Modern slavery"
	(General reference)
www.ibe.org.uk	Institute of Business Ethics
	"Knowledge hub"
	(General reference)

Unit 6: Sustainable Leadership and Management

Unit code:	**D/650/7244**
Unit level:	**4**
Credit value:	**15**

Introduction

The ability to lead and manage effectively is highly sought after by industry, as employers seek to produce and develop managers who can motivate, enthuse and build respect throughout their workforce. The hard and soft skills required by leaders and managers are frequently highlighted by employers as skills gaps in recruitment. Developing these skills will help students to meet career aspirations in leadership and management.

The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits that support effective management and sustainable leadership. Students will learn about the theories that have shaped the understanding of leadership and management and how these provide a guide to action for managers and leaders who want to secure success for their businesses. Students will look at leadership styles, the concept of sustainable leadership and how and why these are used and the extent to which they are effective.

This unit also gives students an understanding of motivational strategies. They will develop motivational strategies covering intrinsic and extrinsic aspects of motivation. Finally, students will evaluate the importance of managing performance in achieving continuous improvement.

Learning Outcomes

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

LO1   Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation

LO2   Review the influence of sustainable leadership and management on the culture of organisations

LO3   Create a motivational strategy to optimise team performance

LO4   Adapt sustainable leadership and management approaches to meet individual and team needs.

Essential Content

LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation

Definitions of management:

Defining management, what management is (Fayol), what managers should do (Peters) and key roles (Mintzberg)

Key skills and competences of management e.g. team dynamics, planning, decision-making, strategic mindset, problem-solving, effective communication (verbal and non-verbal), motivating, delegating, managing discipline, dealing with conflict

Management activities e.g. planning, organising, motivating, controlling

Approaches to management e.g. task orientation, relationship orientation.

Theories of management:

Classical theorists, including administrative (Fayol) and scientific (Taylor)

Management as a function of organisations (Handy)

Modern management theorists e.g. Porter, Kotler, Handy.

Theories and definitions of leadership:

The pros and cons of key theories and theorists, including:

- transformational (Burns)

- transactional (Bennis, Bass)

- situational/contingency (Fiedler, Vroom and Yetton, Hersey and Blanchard)

- charismatic (Conger, Kanungo)

- emotional (Goleman's six styles)

Leadership skills e.g. communication (verbal, non-verbal), delegation to enable delivery through others, inspirational motivation, positive attitude, trustworthiness, creative thinking, innovative problem-solving

Competences e.g. giving and receiving constructive feedback, actively listening, taking responsibility for both success and failure, managing cultural sensitivity and diversity, global outlook, agility

The hard skills of management versus the soft skills of leadership

The importance of sustainable leadership in finding a balance between the demands of short-term goals and longer-term objectives relating to improving the social and environmental scene

Sustainable leadership management approaches that provide solutions for environmental, social and economic challenges

Responsible leaders' traits, including looking beyond their role, organisation and sector, thinking long term, visionary in their approach, morally driven, encourage autonomy and inspire creativity.

LO2 Review the influence of sustainable leadership and management on the culture of organisations

Leadership styles:

Different types of leadership, including Tannenbaum and Schmidt's continuum of leadership styles, Likert's four systems and McGregor's Theory X/Theory Y

Adapting sustainable leadership styles to utilise strengths of internal organisational structures to help build self-sustaining corporate social responsibility (CSR) and sustainable practices

The skills and behaviours for effective sustainable leadership e.g. actively champion the CSR agenda and ethos, develop self and others in ways that support CSR engagement, stand by difficult CSR decisions and hold own team/organisation to account

Impacts of sustainable leadership and management styles on ethical decision-making in an organisation e.g. building employee morale, productivity, decision-making speed, metrics.

Influence on culture:

The value of sustainable leadership and management styles in setting and embedding organisational culture that reflects the CSR agenda and ethos e.g. leadership defines and teaches core values, fosters a desire to learn, promotes a culture of recognition, encourages a shared vision

Sustainable leadership promotes the success and growth of businesses, and fosters an environment of honesty, integrity, trust and justice.

LO3 Create a motivational strategy to optimise team performance

Theories of motivation:

Content theories, including Maslow, Herzberg and McClelland, and their application to different work situations

Process theories, including expectancy theory (Vroom), equity theory (Adams) and goal theory (Locke), and their application to different work situations.

Motivational strategy:

Financial and non-financial strategies e.g. to recognise and reward performance, encourage collaborative team working, embed praise and frequent feedback to individuals and encourage creativity and innovation

Different strategies for addressing and managing unsuccessful performance and demotivated employees

Implications of strategy for improved job satisfaction, performance and productivity, including different variables e.g. social, cultural, organisational, environmental.

Techniques to optimise team performance:

Techniques to utilise the comparative strengths and weaknesses across teams and across the organisation e.g. profiling, delegating responsibility to individuals on the basis of their expertise, competence, skills, knowledge, development needs

Remuneration aligned to skills and job expectations

Techniques to motivate individuals to work together to meet CSR requirements e.g. sharing vision, goals and sustainable strategy, reward and recognition, celebration of milestones, training and professional development, performance management.

LO4 Adapt sustainable leadership and management approaches to meet individual and team needs

Leadership skills and behaviours:

Behaviours, communication processes and strategies applied in different business situations e.g. dealing with conflict, resistance to change, cultural awareness

Defining capabilities and skills for a transformational environment e.g. determination, multicultural perspectives, coaching and mentoring, aligning to changing CSR and sustainability goals

Skills for adapting to individual or team needs e.g. flexibility, reflection and 'keep an open mind', taking the lead in helping others to achieve CSR results, seeking innovative ways to add value to CSR issues while remaining objective.

Learning and development:

The different techniques by which individual or team learning is determined and implemented, including feedback tools (e.g. feedback loops, 360-degree feedback) and coaching tools e.g. GROW (goal, reality, obstacles, options, way forward), SMART (specific, measurable, achievable, realistic, time-bound) objective setting

Supporting learning and development needs linked to embedding CSR ethos e.g. different types of formal training, on-job training, self-directed study, secondment, coaching and mentoring, attending CSR workshops, conferences, social learning, networking.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation		**LO1 and LO2**
P1 Discuss different theories of leadership in relation to management activities in different organisations. **P2** Explore different theories of management in relation to management and leadership activities in different organisations.	**M1** Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation.	**D1** Critically evaluate the impact of different approaches to sustainable leadership and management.
LO2 Review the influence of sustainable leadership and management on the culture of organisations		
P3 Assess sustainable leadership and management approaches and their influence on organisational culture.	**M2** Compare the impact of sustainable leadership and management on decision-making for CSR in different organisations. **M3** Evaluate the importance of organisational culture in fulfilling sustainable strategy and goals.	

Pass	Merit	Distinction
LO3 Create a motivational strategy to optimise team performance		**D2** Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.
P4 Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives.	**M4** Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation.	
LO4 Adapt sustainable leadership and management approaches to meet individual and team needs		**D3** Make recommendations to improve performance management that will ensure continuous improvement.
P5 Adapt sustainable leadership and management approaches to meet individual and team needs in a range of business situations.	**M5** Adapt sustainable leadership and management approaches for successfully managing performance to support continuous improvement.	

Recommended Resources

Textbooks

Adair, J. (2022) *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*. 5th Ed. London: Kogan Page.

Cole, G. and Kelly, P. (2020) *Management Theory and Practice*. 9th Ed. Andover, Hants: Cengage Learning EMEA.

Mullins, L.J. and Rees, G. (2023) *Management and Organisational Behaviour*. 13th Ed. Harlow: Pearson.

Orti, P. and Middlemiss, M. (2019) *Thinking Remote: Inspiration for Leaders of Distributed Teams*. London: Virtual Not Distant.

Varney, S. (2021) *Leadership in Complexity and Change: For a World in Constant Motion*. Berlin: De Gruyter.

Websites

www.businesstrainingworks.com	Business Training Works
	"Resources"
	(General reference)
www.managementstudyguide.com	Management Study Guide
	"Management functions"
	(General reference)
www.managementtoday.com	Management Today
	(General reference)
www.mindtools.com	Mind Tools
	"Leadership and management"
	(General reference)
www.ted.com	TED Talks
	"Business"
	(Videos)

Unit 7: Project Management (Pearson-set)

Unit code:	**F/650/7245**
Unit level:	**4**
Credit value:	**15**

Introduction

Skilled project managers are experts in bringing together people, materials and processes in the right order, at the best possible time. Projects can be complex and highly technical or straightforward and simple, but the aim of achieving a clearly defined output for a project in the most effective and economical way is the same.

This unit introduces students to the elements that constitute a project, the tools available to help achieve the specified outcome and the role of the project team and the project manager in the process. Students will examine the criteria for the success or failure of a project, evaluate project management systems and consider the reflective and analytical processes involved in the appraisal of the finished project. They will also look at the need for structured organisation and responsibility, effective control, coordination and reporting, and communication and leadership in the project team. It will give them the opportunity to negotiate and undertake a small-scale project that focuses on an aspect of corporate social responsibility (CSR).

On successful completion of this unit, students will have the confidence to engage in decision-making, problem-solving and research activities using project management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant CSR concepts in a work-related context, determine appropriate outcomes, decisions or solutions, and present evidence to various stakeholders in an acceptable and understandable format.

*Please refer to the accompanying *Pearson-set Assignment Guide and Theme Release* document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

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

LO1   Explain the key stages of the project life cycle that should be considered when project managing

LO2   Negotiate a CSR project to produce a project management plan (PMP)

LO3   Implement the project management plan (PMP) to communicate results from the research and make conclusions from the evidence of findings

LO4   Reflect on value gained from implementing a CSR project and the project management process.

Essential Content

LO1 Explain the key stages of the project life cycle that should be considered when project managing

Project management:

Defining project management

The project life cycle and the stages of the project life cycle e.g. conception, initiation, planning, execution, closure

The advantages of using project management and why it is important

Project management skills, including good planning, organising, leadership and communication skills, budget accountability and decisions on spending, and flexibility in meeting the needs of the organisation

Project leadership styles, qualities and attributes e.g. flexible, agile, adaptable

Importance of motivation in team performance

Delegation of work and responsibility

Skills and techniques for dealing with conflict, including negotiation and chairing meetings

Project process management (e.g. process identification, specification, documentation, governance, operation) and how that applies at each stage of the project

Contribution of process management in meeting project objectives

Different project methodologies and frameworks e.g. waterfall, agile, hybrid, critical path, critical chain, scrum, kanban.

Project management plans:

Scoping a project – defining objectives, scope, purpose and deliverables to be produced

Developing the project plan, including planning for timescales and time management, cost, quality, change, risk, stakeholder communication.

Project management tools:

Different types of software and application used to support project management e.g. Microsoft Project for tracking, managing and analysing projects and Asana for holistic project management and integration of workload, inbox, calendars and tasks

Use of project-planning tasks and tracking tools e.g. Trello, Smartsheet and Excel spreadsheets

Tools and techniques used to create activity plans, work breakdown structure (WBS) and Gantt charts for effective planning

Project progress measurement and reporting techniques e.g. staff hours' earned value and progress, 'S' curves, critical path analysis and reporting, milestone trending

Problem-solving tools e.g. brainstorming, cause and effect diagrams, fishbone diagrams, force field analysis.

LO2 Negotiate a CSR project to produce a project management plan (PMP)

Types of CSR projects and activities:

The four types of CSR project: ethical, environmental, philanthropic and financial

Volunteering programmes and opportunities

Charitable giving to not-for-profit causes

Environmental polices, including investing in renewable energy, recycling and composting in the office and walk or ride your bike to work

Workplace policies, including time off, diversity and inclusion.

Principles of negotiation:

Use of stakeholder power/impact matrix to identify stakeholders, their attitudes and potential need for involvement in the project

Different approaches to engage, manage relationships and communicate (both verbally and non-verbally) with each stakeholder

Key communication for negotiating project scope with stakeholders and negotiating contracts e.g. active listening, persuasion, strategising, compromising and cooperating

The key stages of the negotiation process: preparation and planning, clarification of vision and goals, generate and evaluate alternatives, reach a mutual agreement.

Factors to consider in a PMP:

Scheduling techniques estimating project activities and Quality Assurance of project activities; relationship between schedules

Progress monitoring and metrics to assess work performed against the schedule, e.g. organisational breakdown structure (OBS), work breakdown structure (WBS), bar charts, milestone schedules

Cost breakdown structure: resources needed e.g. funding, estimating, overheads, direct costs, indirect costs, fixed costs, variable costs, overall budget for a project

Tracking systems for actual costs, accruals and committed costs; alternative cost breakdowns to provide for graphical representations and performance management

Project stakeholder management: their perspectives, different interests and levels of influence on project outcomes; stakeholder engagement e.g. challenges, complexities, limitations

Human resources and requirements: calculation, specification and optimisation of human resource requirements, job descriptions; formation of project teams; project initiation and start-up procedures

Procurement strategies for outsourcing, external contracting and resource planning

Project risk and issue management: need for, and implementation of, a risk management plan; risk management methods and techniques to identify and prioritise threats or opportunities; mitigation actions to minimise risk impacts; optimise benefits by managing opportunities

Post-project appraisals: comparison of project output/outcome with business objectives; process of self-reflection on project process and outputs/outcomes.

LO3 Implement the project management plan (PMP) to communicate results from the research and make conclusions from the evidence of findings

Facilitating processes:

Team management, including selecting and preparing people (internal and external recruitment, secondment, arranging training and support); allocating tasks to team and monitoring work; delegation; resource levelling; managing people and performance; developing positive relationships and a collaborative project culture; performance appraisal; providing feedback and resolving conflicts

Risk management e.g. reviewing risk log, monitoring high-risk tasks, applying risk mitigation strategies, amending project plan

Contract management e.g. defining requirements and responsibilities, strategic alignment

Stakeholder management e.g. consultation, communication, stakeholder engagement planning

Information management e.g. communications management plan

Impact of project delivery problems on the progress and success of a project; problems e.g. limited resources, overrun costs, poor communications, missed deadlines, lack of commitment, changes to project scope.

Termination of the project:

Closing out contracts, meeting the final project goals within budget, compiling final reports and documentation.

Project impact evaluation:

Achievement e.g. expected financial and non-financial impact, investment and strategic decisions, monitoring, change/social change

Impact on society, the environment and economy.

LO4 **Reflect on value gained from implementing a CSR project and the project management process**

Reflection for learning and practice:

Differences between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter considers the quality of the research argument and use of evidence

The cycle of reflection and using reflection to inform future behaviour

The value of reflection for adaptability, responding to feedback and generating new ideas and ways of working.

Reflective writing:

Writing to avoid generalisation, focusing on personal development and the research journey in a critical and objective way.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the key stages of the project life cycle that should be considered when project managing		
P1 Explain the stages of the project life cycle (PLC) and their importance to the success of a project. **P2** Examine the factors to be considered when compiling a project management plan (PMP).	**M1** Evaluate the stages of the PLC and the factors (deliverables, quality, risk, communication and resources) to be considered in a PMP.	**D1** Critically evaluate the project management process.
LO2 Negotiate a CSR project to produce a project management plan (PMP)		
P3 Produce a PMP that covers aims, objectives, deliverables, quality, risk, communication and resources, based on negotiation with stakeholders. **P4** Produce a work breakdown structure and a schedule to provide time frames and stages for completion.	**M2** Produce a detailed PMP and schedule for monitoring and completing the aims and objectives of the project.	**D2** Justify the choices made in the design of the PMP for completing the aims and objectives of the project.

Pass	Merit	Distinction
LO3 Implement the project management plan (PMP) to communicate results from the research and make conclusions from the evidence of findings		**LO3 and LO4**
P5 Conduct a CSR project as stated in the PMP and communicate findings. **P6** Present data to draw valid and meaningful conclusions and recommendations from data analysis.	**M3** Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives.	**D3** Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.
LO4 Reflect on value gained from implementing a CSR project and the project management process		
P7 Reflect on the value of undertaking the business project to meet stated objectives and support own learning and performance.	**M4** Evaluate the project management process to meet stated objectives and support own learning and performance.	

Recommended Resources

Textbooks

Flick, U. (2020) *Introducing Research Methodology: Thinking Your Way Through Your Research Project.* 3rd Ed. London: SAGE Publications.

Gray, D. (2021) *Doing Research in the Real World.* 5th Ed. London: SAGE Publications.

Maylor, H. and Turner, N. (2022) *Project Management.* 5th Ed. Harlow: Pearson.

Pinto, J. (2019) *Project Management: Achieving Competitive Advantage, Global Edition.* 5th Ed. Harlow: Pearson.

Saunders, M., Lewis, P. and Thornhill, A. (2019) *Research Methods for Business Students.* 8th Ed. Harlow: Pearson.

Websites

www.apm.org.uk	Association for Project Management
	"Resources"
	(General reference)
www.asana.com	Asana
	"Resources"
	(General reference)
www.projectmanagement.com	ProjectManagement.com
	(General reference)
www.projectsmart.co.uk	ProjectSmart
	(General reference)
www.trello.com	Trello
	(Tools)

Unit 8:   Research Data and Techniques

Unit code:	**H/650/7246**
Unit level:	**4**
Credit value:	**15**

Introduction

The ability to understand and analyse numerical data and information is an essential skill in coming to the right conclusions and making the right decisions in any industry. 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 that concerns customers, markets, competitors and business processes, to support ethical decision-making.

In this unit, students will be introduced to the knowledge and skills needed to be able to support the collection, storage and interrogation of data for business decision-making. They 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. Students will also explore the numerical analysis techniques and digital platforms required to generate management information. They 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 students to be able to research the corporate social responsibility (CSR) landscape and champion the CSR cause in future job roles.

Learning Outcomes

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

LO1 Collect research data from a range of sources to inform CSR decision-making

LO2 Apply techniques to interpret CSR data to inform business CSR reporting

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

LO4 Present data and information in appropriate formats to highlight CSR issues.

Essential Content

LO1 Collect research data from a range of sources to inform CSR decision-making

Sources of data for CSR:

Different sources of data e.g. organisational, sectoral, stakeholder

Different primary data sources, including observation, experimentation, e-marketing research, focus groups, panels, field trials, piloting, surveys and methods 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 business sources, including data records, loyalty schemes, electronic point of sale (EPOS), website monitoring, e-transactions, accounting records, production information, sales figures

External sources, including internet, government statistics, printed materials, university research, company reports, trade journals, specialist agencies.

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.

Decision-making tools:

Horizon-scanning techniques for keeping up to date with the CSR landscape and examples of best practice in industry sectors

The different political, economic, social, technological, legal and environmental (PESTLE) factors that influence and affect the business environment

The PESTLE framework as an analytical tool to monitor and forecast external CSR influences

Different spatial levels of external influences e.g. local, regional, national, international

SWOT (strengths, weaknesses, opportunities, threats) analysis and how it can assist in the CSR decision-making process and feed into business planning in organisations to support continuous improvement e.g. focus on long-term economic, social and environmental objectives to meet stakeholder requirements and add value.

LO2 Apply techniques to interpret CSR data to inform business CSR reporting

Apply, interpret and evaluate data presented in quantitative format:

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

Representative values: arithmetic mean, median, mode

Range, interquartile 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 qualitative format:

Qualitative techniques: interview transcripts, open-ended questionnaire questions, observation notes

Techniques, manual and automated, to organise unstructured data e.g. use of Excel spreadsheets, computer-assisted qualitative data analysis software (CAQDAS)

Use of content analysis, thematic analysis, narrative analysis and discourse analysis.

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

Analysis of data to form evidence-based conclusions on CSR performance and non-financial metrics, providing transparency on the organisation's impact on society and the environment.

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

Maintenance and security of stored data:

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

Planning for adverse effects, including methods used to back up stored data, locations and methods available for backup

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

CSR and compliance:

Government expectations of data management responsibilities e.g. information technology, security techniques and information security management systems requirements (ISO/IEC 27001)

Compliance and associated regulations, including worldwide data protection and privacy legislation e.g. General Data Protection Regulation 2018 (GDPR)

Cybersecurity: network threats and vulnerabilities, protecting and preventing attacks and mitigating risk

Artificial intelligence (AI) risks of privacy violations, manipulation, fairness and transparency.

LO4 Present data and information in appropriate formats to highlight CSR issues

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

Different written report formats e.g. formal or informal, appropriateness for audience and content

Different types of presentation, including choice and use of appropriate software to include textual, graphical and pictorial elements

Use of handouts and summary sheets.

Use of tables, graphs, charts and 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 from a range of sources to inform CSR decision-making		
P1 Conduct primary and secondary research to support CSR decision-making. **P2** Apply a range of different business models to support CSR decision-making outcomes.	**M1** Analyse primary and secondary research to appropriately support CSR decision-making and outcomes.	**D1** Critically analyse the validity and reliability of the outcomes of the research.
LO2 Apply techniques to interpret CSR data to inform business CSR reporting		
P3 Apply quantitative and qualitative techniques to interpret given data sets to report on the CSR performance of a business. **P4** Illustrate data in different diagrammatic forms to support CSR reporting.	**M2** Analyse data sets to provide CSR reporting on a range of business CSR goals.	**D2** Critically analyse data sets given in quantitative and qualitative diagrammatic forms to formulate valid conclusions.

Pass	Merit	Distinction
LO3 Assess digital platforms for collection, storage and analysis of data and presentation of CSR 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 data can be stored and distributed securely, ensuring confidentiality.	**D3** Justify the methods chosen to collect, store and analyse data and present information.
LO4 Present data and information in appropriate formats to highlight CSR issues		
P7 Present findings, conclusions and recommendations from research to highlight CSR issues for different stakeholders.	**M4** Present appropriate use of tables and selected graphical visuals to support the communication of findings, conclusions and recommendations.	**D4** Justify the formats selected and the use of textual, tabular and graphical visuals to meet the needs of the intended audience.

Recommended Resources

Textbooks

Davis, G. and Pecar, B. (2021) *Statistics in Business and Management.* London: SAGE Publications.

Newbold, P., Carlson, W. and Thorne, B. (2022) *Statistics for Business and Economics.* 10th Ed. Harlow: Pearson.

Saunders, M., Thornhill, A. and Lewis, P. (2023) *Research Methods for Business Students.* 9th Ed. Harlow: Pearson.

Websites

www.bbc.co.uk/teach   BBC Teach

                                 "Maths for adults"

                                 (General reference)

www.statstutor.ac.uk   statstutor

                                 (General reference)

www.ukdataservice.ac.uk   UK Data Service

                                 "Learning hub"

                                 (Resources)

Unit 9: Research Project (Pearson-set)

Unit code: H/618/5060

Unit level: 5

Credit value: 30

Introduction

Research skills are as vital for the workplace as they are for academic development. Research skills enable students to identify a problem, collect informational resources that can help address the problem, evaluate the resources for quality and relevance, and come up with an effective solution to the problem. These are seen as essential skills by employers for most positions in industry. They support a range of duties, including report writing, building a business case, business planning and launching a new product or service.

This is a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson, which will change annually. The project must be related to the student's specialist pathway, unless they are studying the general business pathway. This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop a research aim and objectives, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future personal development are key learning points.

***Please refer to the accompanying *Pearson-set Assignment Guide and Theme Release* document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

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

LO1   Examine research methodologies and methods to identify those appropriate to the research process

LO2   Develop a research proposal, including a supporting literature review

LO3   Analyse data using appropriate techniques to communicate research findings

LO4   Reflect on the application of research methodologies and process.

Essential Content

LO1 Examine research methodologies and methods to identify those appropriate to the research process

The research process:

The distinct phases of research, including research aims and objectives, methodology, literature review, methods, analysis and presentation of findings

The use of secondary data to inform primary data collection

Explorative, descriptive and causal research approaches.

Research methodologies and methods:

Different research methodologies underpinning a philosophical approach: positivism (deductive) vs interpretivism (inductive) paradigms

Conceptual framework of ideas, philosophies, approaches and concepts to conduct research

Qualitative and quantitative research methods

Mixed-method approaches, including limitations and advantages

Associated tools and techniques e.g. focus groups, in-depth surveys, questionnaires.

Ethics, reliability and validity:

Role and significance of ethics in conducting research e.g. informed consent, confidentiality

Reliability of research and degree to which research methods produce consistent results

LO2 Develop a research proposal, including a supporting literature review

Developing a research proposal:

Developing a methodical and valid proposal as the foundation for a research project

Purpose and significance of the research question/hypothesis

Clarity on the research aim and supporting objectives, and how these may change as the research process unfolds

Application of research methods and ethical considerations that need to be addressed in conducting the research.

Literature review:

The purpose of the literature review e.g. to explore, summarise, compare and critically analyse what other researchers have written about the research topic

Adopting a 'funnel' approach, balancing focus and depth

Positioning a research project in context of existing knowledge

Identification of relevant schools of thought and/or seminal research works

Potential to open up new gaps in knowledge or levels of awareness.

LO3 Analyse data using appropriate techniques to communicate research findings

Primary data collection and sampling:

The significance of gathering primary data, qualitative or quantitative, to support research analysis

Characteristics of primary data

Selecting sample types and sizes relevant to the research

Alternative random and non-random probability sampling approaches

Different digital tools for data gathering e.g. SurveyMonkey, Google Forms, SurveyGizmo.

Analysing data:

Quantitative data: validation, editing, coding and analysis

Qualitative data: data preparation and analysis of content, narrative and discourse approaches.

Communicating research outcomes:

Alternative methods of communicating outcomes persuasively and logically

Recognising method (e.g. spoken word) and medium (e.g. presentation)

The influences of research and intended audience

Use of frequency tables, simple tables, pie charts, histograms, frequency curves and normal curves

Advantages and disadvantages of different methods

Software for analysing and presentation of quantitative data e.g. Excel, SPSS.

LO4 Reflect on the application of research methodologies and process

Reflection for learning and practice:

Difference between reflecting on performance and evaluating a research project, including the research process, the quality of the research argument and use of evidence

Reflection on the merits, limitations and potential pitfalls of chosen methods.

The cycle of reflection:

Critical and objective self-reflection to inform personal development along the research journey

Reflection in action and reflection on action

Using self-reflection to inform and develop future behaviours, considerations and actions.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine research methodologies and methods to identify those appropriate to the research process		**LO1 and LO2**
P1 Examine alternative research methodologies. **P2** Explore alternative methods and tools used for the collection of research data that consider costs, ethics and access.	**M1** Evaluate alternative research methodologies and data collection methods and justify choices made based on philosophical/theoretical frameworks.	**D1** Justify chosen research methodologies and processes, supported by a credible academically underpinned literature review.
LO2 Develop a research proposal, including a supporting literature review		
P3 Produce a research proposal, including defined aim and objectives, supported by a literature review.	**M2** Evaluate the merits, limitations and pitfalls of approaches to data collection in compiling the research proposal.	
LO3 Analyse data using appropriate techniques to communicate research findings		
P4 Conduct research using appropriate methods for a business research project. **P5** Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience.	**M3** Present the analysis of data, using appropriate analytical techniques, charts and tables to meet the research aim and communicate outcomes.	**D2** Communicate to the intended audience the research findings and outcomes, including justified recommendations.
LO4 Reflect on the application of research methodologies and process		
P6 Reflect on the effectiveness of research methods applied in meeting objectives of the business research project. **P7** Consider alternative research methodologies and lessons learned in view of outcomes.	**M4** Demonstrate self-reflection and engagement in the research project process, leading to recommended actions for future improvement.	**D3** Demonstrate critical self-reflection and insight that results in recommended actions for improvements to inform future research.

Recommended Resources

Textbooks

Flick, U. (2020) *Introducing Research Methodology: Thinking Your Way Through Your Research Project.* 3rd Ed. London: SAGE Publications.

Gray, D. (2021) *Doing Research in the Real World*. 5th Ed. London: SAGE Publications.

Saunders, M., Lewis, P. and Thornhill, A. (2019) *Research Methods for Business Students.* 8th Ed. Harlow: Pearson.

Websites

www.skillsyouneed.com   Skills You Need

"Learning skills"

(General reference)

Unit 10: Organisational Behaviour Management

Unit code:	**R/650/2920**
Unit level:	**5**
Credit value:	**15**

Introduction

Organisational behaviour is concerned with understanding, explaining and predicting the behaviour of individuals in the workplace and can assist in the development of practical solutions to organisational and managerial problems. Individuals, whether acting in isolation or collectively as part of a group, engage in actions and behaviours that can have a positive or negative impact on company performance and the achievement of strategic goals. It is therefore essential that those involved in managing and leading people in organisations acquire insight and expertise in organisational behaviour.

The aim of this unit is to develop knowledge and understanding of how organisational behaviour concepts, theories and techniques can be applied in work and management settings to enhance individual, team and organisational performance. Students will be able to apply this knowledge in a variety of business situations. They will appreciate how effective application of organisational behaviour principles can be used to explain why people behave and act in particular ways and to predict how employees will respond to certain demands. The unit also develops students' understanding of the influence of culture, the operation of power and politics in organisations and how these variables influence the actions and behaviour of people in an organisational context.

On successful completion of this unit students will have developed a range of transferable skills and knowledge. This includes core people management skills used to achieve positive organisational outcomes and to create value by recognising individual difference, team working and the creation of inclusive organisational cultures.

Learning Outcomes

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

LO1   Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches

LO2   Apply content and process theories of motivation to create and maintain an effective workforce

LO3   Lead a group team activity for a given business situation to demonstrate effective team leadership skills

LO4   Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.

Essential Content

LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches

Individual difference – personality:

Approaches to the study of human personality

Nomothetic and idiographic perspectives and implications

Debates around measuring and testing human personality

The 'big five' dimensions of human personality: extroversion, agreeableness, conscientiousness, emotional stability and openness to experience

Debates around individual personality differences and abilities

Application of personality and other forms of psychometric assessment in selection and promotion decisions, team building and professional development programmes

The extent that personality dimensions link to sustainability practitioner job roles and performance, job attitudes, leadership and team working abilities, including responsiveness to change, being flexible to changing demands, being resilient under pressure, influencing and negotiation, and demonstrating ethical behaviour, integrity and respect (internally and externally)

Sustainable practitioner roles (e.g. responsibility officer, sustainable specialist, sustainability manager) and skills at leadership level e.g. managing/leading sustainable projects, formulating and coordinating a response to sustainable issues, prioritising sustainable risks, influencing the CSR agenda.

Emotional intelligence as a related concept of human personality:

Developing self-awareness and understanding the value of own impact and emotional intelligence

Importance of developing emotional intelligence: awareness of own thoughts, actions and feelings, ability to sense others' moods and needs

Managing self and the warning signs of stress e.g. fatigue, anxiety, inability to concentrate

Managing stress e.g. seeking clarity on job/task requirements, prioritising and organisation, creating a balanced schedule, asking for help and support from others.

Individual difference – perception:

Significance of perception for developing effective personal and work relationships

Factors that influence an individual's perceptual set e.g. personality, past experiences, expectations, learning

Relationship between perception and behaviour

Perceptual errors and distortions, including stereotyping, unconscious bias and how cultural differences can be misconstrued

The relationship between perception and communication

Verbal and non-verbal communication, selecting information and making judgements

Attribution theory and interpersonal perception.

LO2 Apply content and process theories of motivation to create and maintain an effective workforce

Motivational theories:

Main features of key models and their underpinning assumptions of content and process theories of motivation

Content theories, including Alderfer, Herzberg, Maslow and McClelland

Process theories, including Adams, Latham and Locke, and Porter and Lawler

The implications of motivational theory for management and leadership practice in organisations

Differences between intrinsic and extrinsic motivation

The relationship between motivation, job satisfaction and employee commitment and engagement

Modifying employee on-the-job behaviour through reinforcement initiatives.

Application of motivation theories:

Characteristics and behaviours of employees who demonstrate low and high motivation

Implications of motivation theories for the design of work

The job characteristics model of Hackman and Oldham

Implications of motivation theories for the design of reward and benefit packages

The concept of empowerment and empowering people to meet higher-level needs

Human motivation as a complex, dynamic and culture-bound concept, affected by a range of personal, generational and environmental factors.

LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills

Different types of organisational teams:

The importance of work groups and effective team working in contemporary organisations

Types of team e.g. functional and cross-functional, problem-solving, project and self-directed

The impact of globalisation and digital technologies on organisational teams to include virtual and cross-cultural teams

Diversity and issues of communication, leadership and insufficient support

Digital tools for communication (e.g. Slack, Skype, Microsoft Teams) and project management (e.g. Trello and Smartsheet)

Cloud-based technologies for file sharing, collaboration and storing information.

Team dynamics and teamwork:

Differences between groups and teams

Team development models: the stages of team development and the implications for task achievement and team member relationships and development

Tuckman's four stages of team development

Belbin's role typology for creating effective teams and consideration of skills required for resolving team conflict and creating effective teams

The concept of cohesiveness and the role and importance of norms

Issues with cohesive teams e.g. groupthink, suspicion and aggression towards outsiders, resistance to change

Challenges in facilitating cohesiveness in global, virtual and diverse teams.

Leading a team:

Techniques for effectively chairing meetings both offline and online

Effective communication of organisational vision and goals and how this influences teams

Delegating responsibility to individuals on the basis of their expertise, competence, skills, knowledge and development needs

Categorising areas for improvement in team members' performance outputs and standards

Quality assuring own and others' work in accordance with organisational requirements

Amending priorities and plans to take account of changing circumstances

Techniques for leading multiple virtual teams

Skills and behaviours for effective leadership e.g. inclusive, agile, professionalism in setting an example, being fair, consistent and impartial

Skills and behaviours for leading on the corporate social responsibility (CSR) agenda to achieve results, standing by difficult decisions and holding the team accountable.

LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals

Influence of power:

Power as a property viewpoint: individual, relationships and embedded in structures; hard and soft sources of power

Bases and types of power, power controls and power sources

The use of power as an influencing mechanism in different circumstances and situations, to achieve organisational goals and influence employee behaviour and performance.

Influence of politics:

Organisational politics arising from structural divisions, differing priorities and interests, and when policies and rules are interpreted or acted on differently

Political activity during periods of organisational change and political behaviour associated with conflict and resistance.

Influence of culture:

Culture as a key variable affecting organisational success and factors that influence it e.g. nature of business, company goals, employee behaviours, diversity

Culture promoting organisational values and expectations of how work should be undertaken and behavioural expectations of employees

The impacts of organisational cultures and diversity on leading and managing change

How culture manifests itself at different levels (Schein)

Types of organisational culture and their influence on organisational CSR e.g. adhocracy, bureaucracy, clan cultures

Types of organisational culture and factors to consider when seeking to develop high-performance cultures

Cross-cultural differences, diversity and the need for awareness of cultural difference when developing organisational strategy and policy

Hofstede's cultural dimensions theory and application

The influence of globalisation and digital technologies on organisational culture in the 21st century, including the opportunities and challenges of remote working practices

Principles of network theory and systems theory as frameworks to understand organisations.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches		**LO1 and LO2**
P1 Assess own personality traits and attributes in terms of them having a positive or negative effect on management approaches and company performance. **P2** Reflect on the value and importance of personality and perception for effective managerial relationships.	**M1** Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships.	**D1** Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
LO2 Apply content and process theories of motivation to create and maintain an effective workforce		
P3 Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples.	**M2** Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and process theories of motivation.	

Pass	Merit	Distinction
LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills		
P4 Communicate organisation goals and objectives to effectively lead a team for a given business situation. **P5** Explore the relevance of group behaviour and team theory in the creation and management of effective team working.	**M3** Reflect on personal contribution to group behaviour and dynamics in leading and managing the team effectively.	**D2** Revise personal contribution and skills to effectively lead teams to make justified recommendations for own improvement.
LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals		
P6 Examine how the operation of power, politics and culture in an organisation affect employee behaviour and the accomplishment of organisational goals.	**M4** Evaluate how the operation of power, politics and culture affect employee behaviour and the accomplishment of organisational goals.	**D3** Make justified recommendations on how power, politics and culture can be used effectively to influence and direct employee behaviour towards the accomplishment of organisational goals.

Recommended Resources

Textbooks

Brooks, I. (2018) *Organisational Behaviour: Individuals, Groups and Organisation.* 5th Ed. Harlow: Pearson Education.

Buchanan, D. and Huczynski, A. (2023) *Organizational Behaviour.* 11th Ed. Harlow: Pearson Education.

Carbery, R. and Cross, C. (2021) *Organisational Behaviour: An Introduction.* 2nd Ed. London: Red Globe Press.

Mullins, L.J. and Rees, G. (2023) *Management and Organisational Behaviour.* 13th Ed. Harlow: Pearson Education.

Wilson, F.M. (2018) *Organizational Behaviour and Work: A Critical Introduction.* 5th Ed. Oxford: Oxford University Press.

Websites

www.businessballs.com	BusinessBalls
	"Organisational Culture"
	(Articles)
www.hrzone.com	HR Zone
	"Lead – Culture"
	(Articles)
www.managementstudyguide.com	Management Study Guide
	"Library – Organizational Behaviour"
	(General reference)
www.managementtoday.co.uk	Management Today
	(Articles)

Unit 11: Environmental, Social and Governance Planning

Unit code:	**J/650/7247**
Unit level:	**5**
Credit value:	**15**

Introduction

Understanding sustainable planning business from a corporate perspective is about analysing resources issues and realistic solutions that promote opportunities and growth.

The aim of this unit is to explore the importance of strategy and sustainable planning to match the organisation's objectives and support environmental, social and governance (ESG) reporting metrics to present to stakeholders. Students will gain an appreciation of the complexities of sustainable strategy in a global environment, giving them insight into an organisation's current position. This unit will provide an understanding of the risks and threats to operations and develop students' knowledge of sustainable strategy using appropriate tools and insight. This knowledge will be useful both to those involved in developing strategy and those implementing an understanding of sustainability throughout all areas of the value chain.

On completion of this unit students will be able to apply their strategic knowledge to different working environments. This will include the use of strategic models to assess the capability and competence of the organisation to meet its sustainable planning objectives. Students will be able to establish a range of views of both external and internal factors to enable strategic and sustainable choices and set actions to meet sustainable aims. The knowledge will be applicable to local and international standards, reflecting the global relevance of sustainability to supply and operations. This will give students insights that can be used for decision-making and formulating operational plans.

Learning Outcomes

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

LO1 Conduct an internal audit of an organisation using appropriate tools and techniques for sustainable planning

LO2 Develop strategic objectives to support environmental, social and governance planning for sustainable business practice

LO3 Produce a strategic plan that manages the social, environmental and ethical risks and opportunities of an organisation

LO4 Evaluate threats to environmental, social and governance reporting and best practice for monitoring performance.

Essential Content

LO1 Conduct an internal audit of an organisation using appropriate tools and techniques for sustainable planning

The aim of sustainable business planning:

Make a positive impact on the environment and society

Address environmental, economic and social factors when making business decisions to ensure short-term profits do not turn into long-term liabilities e.g. issues of environmental degradation, inequality and social injustice

Focus on the non-financial key performance indicators (KPIs) aligned to the sustainable strategy and environmental, social and governance (ESG) framework.

The baseline for sustainable business planning:

The importance of understanding the current impact that business has on the environment and community

The examination of current policies, procedures and processes to establish issues and solutions e.g. reducing waste, reducing pollution, improving energy efficiency, improving diversity, inclusion and equity in the workplace

The sustainability of product and service delivery e.g. sustainable approaches to product design and manufacturing, packaging that can be recycled, eco-friendly branding.

Internal audit:

The different types of framework and analysis of the internal environment and their capabilities

*S*takeholder analysis and stakeholder matrix, stakeholder mapping

Boston Consulting Group (BCG) matrix to classify products and the product portfolio

Structure–conduct–performance model

Strategic positioning e.g. Ansoff's growth vector matrix

Organisational audit and the use of SWOT (strengths, weaknesses, opportunities, threats) analysis, benchmarking indicators

McKinsey's 7S model as a management tool

Analysis of strategic capabilities using the value, rarity, imitability and organisation or non-substitutable (VRIO/VRIN) framework.

Characteristics of internal analysis:

Differences between quantitative and qualitative data sources

Insightful understanding of current capability and competence of corporate strategy and sustainability planning

Evidence of size and structure to examine scope and effectiveness of strategy and resources.

LO2 Develop strategic objectives to support environmental, social and governance planning for sustainable business practice

Strategic objectives:

Setting strategic goals for sustainability e.g. to encourage employees to take positive social and environmental action in the local community, reduce the organisation's environmental footprint, create a culture of belonging

Setting SMART (specific, measurable, achievable, realistic, time-bound) objectives for sustainability e.g. develop an employee volunteering scheme, develop a mass tree planting scheme, reducing power usage in the office, use of green certified products, source ethical suppliers, develop a diversity and inclusion framework

Integrating social and environmental objectives

Identifying and establishing strategic actions and performance indicators.

Impact of external environment on organisational operations:

The factors that are transforming the organisational environment, the changing operations and strategic sustainable business objectives due to global, economic and social power

Strategic capabilities and the key components of strategic capabilities

The role of ESG standards to measure the impact on society and the environment in a transparent and accountable way and in line with legislative and industry requirements.

The key elements of a strategic business planning:

Vision: Where do you want to get to?

Values: How will you behave on the journey?

Focus areas: What are going to be your strategic priorities?

Strategic objectives: What do you want to achieve? Use of SMART objectives

Actions and projects: How are you going to achieve the objectives?

KPIs: How will you measure success?

Tables of evidence of applied models for strategic purpose

Product life cycle planning for strategic planning

Applying a balance scorecard to sustainable planning

Alignment of internal processes to strategic objectives of organisational sustainability.

LO3 Produce a strategic plan that manages the social, environmental and ethical risks and opportunities of an organisation

Strategic management planning:

The role of strategy to achieve sustainable business objectives and goals, strategic intent and different strategic direction

Disclosure of strategy and external ESG reporting on progress in line with industry and legislative requirements

Definitions and overview of strategic management, the process of strategic management and elements included in strategic planning

Use of the business model canvas to visualise, assess and change business models

Use of road maps to visualise long-term business objectives and strategies.

Strategic choices and directions:

Strategic alignment of internal processes to organisational objectives

Organisational sustainability

Selection of fit-for-purpose strategy, in line with corporate agendas

Selecting a strategy that meets strategic objectives and uses existing resources

A clear resource-based view that is measurable and achievable

Use of internationally recognised standards and benchmarks in line with industry and legislative requirements.

Measuring and evaluating success of strategic outcomes:

Identifying and establishing strategic KPIs and ESG metrics to track, measure and evaluate performance

Different types of measures e.g. efficiency, quality, outcome measures

ESG metrics examples: total energy consumption vs the percentage of energy from renewable sources; percentage of gender and ethnic identity representation for management and employees; number of ESG policies implemented; and the percentage of employees (or partners) trained in and following those policies.

LO4 Evaluate threats to environmental, social and governance reporting and best practice for monitoring performance

Identifying threats to the corporate responsibility strategy:

Examination of VUCA (volatile, uncertain, complex and ambiguous) environment

Reviewing and redefining goals and objectives

The conceptual threats to organisations from external stakeholders

Extending the use of PESTLE (political, economic, social, technological, legal and environmental) and SWOT analyses to develop contingency plans and strategies to mitigate negative consequences

Mitigating risk from increasing frequency of non-economic risks e.g. natural disasters, geopolitical uncertainty, global pandemics

Use of risk identification and mapping to support risk assessment and the prioritisation of responses and escalation of risks.

Risk analysis and management:

Conducting a risk analysis at the operational, tactical and strategic level

Exploring risk analysis options e.g. avoid, reduce, transfer, accept

The use of risk management standards and benchmarks

Strategic risk analysis as a systematic and continual process for assessing the most significant operational risks facing the organisation.

Monitoring performance:

Monitoring performance against strategic management plans to adjust to internal and external changing corporate social responsibility (CSR) landscape

Monitoring techniques e.g. setting monitoring alerts, status reporting using reports, dashboards, analytics, monitoring risk and mitigating risks, frequently revisiting and reviewing action plans that detail strategy implementation and issues

Reviewing and redefining goals, objectives and timelines

Escalating best practice opportunities.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Conduct an internal audit of an organisation using appropriate tools and techniques for sustainable planning		**LO1 and LO2**
P1 Complete an internal audit and capabilities assessment of a given organisation using appropriate tools and techniques. **P2** Discuss data from a variety of sources, using different methods of analysis.	**M1** Analyse results of the internal audit to suggest suitable strategic management decisions for sustainable planning.	**D1** Evaluate the use of internal audit and strategic objectives as part of strategic business planning to support CSR and sustainable business practice.
LO2 Develop strategic objectives to support environmental, social and governance planning for sustainable business practice		
P3 Develop appropriate strategic objectives, based on outcomes of an internal audit, to support an organisation's approach to ESG and sustainable business practice. **P4** Determine suitable performance indicators, based on choice of strategic objectives, to measure ESG and sustainable business practice.	**M2** Assess the impact of external environment and organisational operations on choice of strategic objectives to support ESG and sustainable business practice.	

Pass	Merit	Distinction
LO3 Produce a strategic plan that manages the social, environmental and ethical risks and opportunities of an organisation		
P5 Apply a range of models, concepts or theories to manage social, environmental and ethical risks and opportunities for a given organisation. **P6** Develop a strategic plan for an organisation that manages the social, environmental and ethical risks and opportunities for sustainable practice.	**M3** Create a strategic sustainable management plan that has tangible and tactical strategic priorities to meet corporate objectives.	**D2** Recommend strategic directions, objectives and tactical actions for successfully achieving strategic alignment.
LO4 Evaluate threats to environmental, social and governance reporting and best practice for monitoring performance		
P7 Conduct a risk review to monitor performance and manage uncertainty and threats to ESG and a sustainable strategy using risk identification and mapping.	**M4** Analyse threats to recommend contingency and best practice for monitoring performance.	**D3** Justify contingency plans and strategies for managing threats to a sustainable strategy based on risk analysis.

Recommended Resources

Textbooks

Buchanan, D. and Huczynski, A. (2023) *Organizational Behaviour*. 11th Ed. Harlow: Pearson Education.

Grayson, D., Coulter, C. and Lee, M. (2022) *The Sustainable Business Handbook*. London: Kogan Page.

Mullins, L.J. and Rees, G. (2023) *Management and Organisational Behaviour*. 13th Ed. Harlow: Pearson Education.

Wheelan, T., Hunger, J., Hoffman, A. and Bamford, C. (2023) *Strategic Management and Business Policy: Globalization, Innovation and Sustainability*. 16th Ed. Harlow: Pearson Education.

Websites

www.mckinsey.com	McKinsey & Company
	"Sustainability"
	(General reference)
	"Five ways that ESG creates value"
	(Article)
www.strategy-business.com	Strategy + business
	"Strategy"
	(General reference)
www.youtube.com	YouTube
	"Internal analysis: The VRIO framework"
	(Video)

Unit 12: CSR Event Management

Unit code:	**K/650/7248**
Unit level:	**5**
Credit value:	**15**

Introduction

The ongoing duties of corporate social responsibility (CSR) and sustainability roles include the expectation of leading, managing and coordinating projects and events. Depending on the size of the organisation, these events can take place over short or long periods of time and practitioners are expected to remain adaptable in changeable environments. Ensuring events remain part of the organisation's CSR and sustainability themes is crucial, and so is ensuring they continue to facilitate delivery of business objectives.

The aim of this unit is to provide students with background knowledge and understanding of event management. Students will explore factors that contribute to successful events and consider in detail approaches to researching, planning and communicating to ensure events meet sustainability business objectives. They will also have the opportunity to plan their own CSR event and reflect on future opportunities to develop ways to use monitoring and evaluation approaches to improve their practice.

On successful completion of the unit, students will gain an understanding of the processes and procedures used to manage events and the skills needed to oversee successful event management, including engaging with stakeholders, proposing event plans, communication, evaluating outcomes, contingency planning and managing a team.

Learning Outcomes

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

LO1   Examine how events are researched, planned and communicated to meet sustainability business objectives

LO2   Produce plans for a CSR event that brings mutually compatible organisational and societal benefits

LO3   Develop suitable resources, policies and procedures to ensure a CSR event is delivered in line with event plans

LO4   Evaluate use of monitoring and evaluation approaches to ensure a CSR event meets the needs of stakeholders.

Essential Content

LO1 Examine how events are researched, planned and communicated to meet sustainability business objectives

Types of event relevant to CSR and sustainability:

Sustainability corporate themed events, fundraising events, galas, subject-based conferences, and conventions, team building initiatives or incentives, national days and special events.

Considerations when researching event choices:

Explore areas where the event would have the greatest engagement and impact and where mutual dependencies have the highest potential to exist

Build an understanding of the issues and benefits from both business and societal perspectives to find mutual value creation

Partner relationships where there are strengths on both sides and greater motivation for win–win potential

The sustainability and suitability of venues e.g. use of renewable energy, recycling, controlled power and air conditioning, access using public transport

Using ISO 20121 standards as a practical tool for managing sustainable events

Capture data that supports decision-making process, including data relevant to the organisation, sector and stakeholders; data that is relevant to the theme or issue; evidence-based conclusions from similar event/project performances.

Planning events:

The context e.g. place, timing, location, size, special requirements, available resources, technology

Different requirements for face-to-face events vs virtual events

Event paraphernalia, media messaging and sustainability content

Fundraising principles and sponsorship and/or other sources of funding, including laws and fundraising regulations

Financial viability and event plan considerations e.g. budget, sales, people and resources, leadership/management, contract agreements

Monitoring progress and developing critical path for implementing tasks/projects to achieve goals, identifying dependencies and critical success factors, and making necessary adjustments.

Factors contributing to successful events:

Setting realistic aims and objectives that reflect relevant themes and goals

Communicated shared purpose, motivations and desires to create a positive outcome at an event e.g. emotions, sensations, memories

Suitable recognition and marketing promotion that represents brand image and encourages stakeholder engagement

Creation of interaction 'touchpoints' within an event to initiate and deliver the experience

Opportunities for networking that strengthen stakeholder relationships.

LO2 Produce plans for a CSR event that brings mutually compatible organisational and societal benefits

Societal benefits and types of events:

Corporate away days and team building activities to raise donations for charity and increase employee satisfaction and engagement

Group volunteering days to support charities, raise awareness and increase employee satisfaction and engagement

Conferences and galas to raise awareness, fundraise and attract social investors

Community events that enable social networking, a sense of place and cohesion.

Administrative and logistical aspects:

Define event scope, project plan, administer/monitor steps and process of evaluation

Establish event requirements, details, staging or logistic requirements

Plan and organise workflow, solve problems and make decisions

Managing the budget: fixed and variable costs, different expenses based on type of event (e.g. face-to-face, online, hybrid), revenue and contingency funds

Finalise event preparations, oversee set-up and breakdown, monitor event operation, coordinate and liaise with services, evaluate operational success

Implement and monitor environmentally sustainable work practices, including current practices in relation to resource usage, set targets for improvement, develop improvement strategies and monitor/record performance.

Media and marketing communications:

Role of media and social media in events management e.g. media sponsors, partners, producers

Benefits and risks of media coverage on events and links to stakeholders.

Engagement with internal and external stakeholders:

Build partner relationships between stakeholders, conduct negotiations (if required), make formal business agreements, foster/maintain relationships

Check to ensure alignment of purpose, goals, agenda and expectations, and that outcomes are met to ensure benefits.

LO3 Develop suitable resources, policies and procedures to ensure a CSR event is delivered in line with event plans

Resources and skills:

The importance of conducting pre-event data collection and/or briefings to ensure event tasks are delegated and run smoothly

Carrying out the necessary training to ensure stakeholders understand their respective roles and responsibilities in the implementation phase

Effectively implementing pre-event, during and post-event checks and/or inspections to ensure all stakeholders and resources are in the right place at the right time and of the quantity/quality expected

Skills required for effective management of events, including establishing working relationships, managing finances within a budget, leading and managing people, coordinating event infrastructure.

Policies and procedures:

The importance of policies and procedures for successful event management e.g. insurance, caring for event participants with additional requirements, employing event personnel, environmental policy, handling hazardous materials, handling cash, health and safety, staff/guest code of conduct, handling of food, traffic management

Following international standards for sustainable events e.g. ISO 20121 guidance and best practice to help manage events and control their social, economic and environmental impact

Types of risk associated with events and how procedures can be used to mitigate these, with or without policies and procedures

How to interpret and use relevant legal, regulatory and other requirements to inform policies and procedures

Importance of sourcing expert advice, consultation and/or information on required policies and procedures

Process of updating existing policies and procedures or drafting new documents as required.

LO4 Evaluate use of monitoring and evaluation approaches to ensure a CSR event meets the needs of stakeholders

Monitoring events:

Establishing key performance indicators (KPIs) for events

Process for monitoring and recording quality/quantity of related products and/or services linked to event, stakeholder availability, event staffing issues and logistics

Dealing with variances to ensure event success.

Considerations when evaluating events:

How the proposed plans for the event maintained new/existing stakeholder relationships to achieve progress on plans e.g. objectives, key initiatives, shared interests, formal business agreements

Gathering, interpreting and analysing data evidence generated through all stages of the event to determine success from both business and societal perspectives in relation to performance and feedback

How delivery of the event impacted on the environment, social and governance agendas affecting sector-specific industry

The importance and influence of legislation, guidance and best practice factors when delivering the event.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine how events are researched, planned and communicated to meet sustainability business objectives		
P1 Explore how sources of data and business research are used to inform events and meet sustainability business objectives. **P2** Discuss key principles of planning and communicating used to inform events and meet sustainability business objectives.	**M1** Compare approaches to researching, planning and communicating events to meet sustainability business objectives.	**D1** Appraise approaches to researching, planning and communicating event plans, and make recommendations for ensuring they will underpin event success to meet sustainability business objectives.
LO2 Produce plans for a CSR event that brings mutually compatible organisational and societal benefits		
P3 Generate ideas for a CSR event relevant to an organisational and societal theme. **P4** Prepare an event plan that brings both organisational and societal benefits.	**M2** Prepare an event plan for a CSR event that considers administrative, logistical, marketing and communications details, and brings both organisational and societal benefits.	**D2** Critique the proposed plans, making improvements where required, and summarise how it brings mutually compatible organisational and societal benefits.

Pass	Merit	Distinction
LO3 Develop suitable resources, policies and procedures to ensure an event is delivered in line with CSR event plans		
P5 Determine the resources and skills required to deliver an effective event. **P6** Develop suitable policies and operational procedures in line with event plans.	**M3** Design relevant and suitable resources, policies and procedures required to ensure an event is delivered in line with event plans.	**D3** Justify design explanations and choice of resources, skills, policies and procedures plans to ensure the event is delivered in line with event plans.
LO4 Evaluate use of monitoring and evaluation approaches to ensure a CSR event meets the needs of stakeholders		
P7 Discuss gathering data and feedback to inform success of a CSR event and to ensure it meets the needs of stakeholders. **P8** Evaluate use of monitoring and evaluation approaches to ensure a CSR event meets the needs of stakeholders.	**M4** Critically evaluate use of monitoring and evaluation approaches, including the use of data and feedback, to ensure a CSR event meets the needs of stakeholders.	**D4** Make practical recommendations, based on critical evaluation, for monitoring and evaluating future CSR events, and how to ensure events continue to meet the needs of stakeholders.

Recommended Resources

Textbooks

Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2022) *Events Management: An Introduction.* 3rd Ed. Abingdon: Routledge.

Hall, S., McGee, J.A. and Cooper, W.E. (2022) *Security and Risk Assessment for Facility and Event Managers.* Harrogate: Human Kinetics.

Herrwell, D. (2020) *Event Planning – The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Special Events.* Deni Benati.

Hind, D.W.G., Disimulacion, M.A.T., Fernandez, K., Lin, K-W.E., Sharma, A. and Suroto, P.Z. (2019) *International Best Practice in Event Management.* Jakarta: Prasetiya Mulya Publishing.

Javis, D.S. (2023) *The Beginners Guide to Fundraising: A Step-by-Step Guide for Beginners.* Independently published.

Parker, P. (2018) *The Art of Gathering: How We Meet and Why It Matters.* London: Portfolio Penguin.

Websites

www.gov.uk	Cabinet Office
	"Organising a voluntary event: a 'can do' guide"
	(Resource)
www.eventbrite.co.uk	Eventbrite
	"How to make an event sustainable with 7 examples"
	(Article)
www.eventmobi.com	EventMobi
	"The benefits of running a CSR event"
	(Article)
www.gov.uk	Government Website
	"Data protection"
	(General reference)
www.hse.gov.uk	Health and Safety Executive
	(General reference)

Unit 13:   Principles of Change Management

Unit code: **L/650/7249**

Unit level: **5**

Credit value: **15**

Introduction

Change occurs in all areas of an organisation, impacting on the operations, employees, strategy and culture. So businesses need to adapt to changing environments and technologies. New working patterns, technological advances and structural processes play a big part in this increased pace of change.

This unit will provide students with an appreciation of how change can influence organisational behaviour, both during and after the change. They will be able to determine the drivers for change and how these affect organisations in different ways, including sustainability and the focus on the environmental, social and governance (ESG) agenda that organisations are embracing. Students will appreciate the impact change has within an environment. This includes the impact of change on organisational culture and behaviour to improve outcomes, guiding and supporting others to deliver results.

Theories and models are discussed so they can be applied to a variety of situations that focus on achieving sustainable outcomes and can provide different perspectives when dealing with change. Students will be able to plan for change and anticipate action in organisational settings to support the management response to embedding sustainable strategy.

Throughout this unit, students will be able to explain a range of change management concepts and principles, including identifying event triggers and resisting forces. On completion, students will be able to plan for change and adapt to situational change in organisational settings. This will enable them to contribute to change initiatives that maximise opportunities in the workplace.

Learning Outcomes

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

LO1   Produce a comparative analysis of the different types and drivers of change in business

LO2   Evaluate the impact of change on organisational culture and behaviour

LO3   Recommend key principles, theories and models relating to change for given situations

LO4   Assess the effectiveness of change management to improve and deliver sustainable results.

Essential Content

LO1 Produce a comparative analysis of the different types and drivers of change in business

Types of organisational change:

Change in a business context, including large scale (e.g. radical, discontinuous, revolutionary) and small scale (e.g. incremental, evolutionary)

Different types of change that include planned or emergent, initiated or imposed

Types of internal organisational change: structural, strategic, people and process

Individual, group and organisational levels of change.

Drivers of change:

Internal and external drivers of change e.g. customers, competition, the economy, technology, political and social conditions, resources, poor/new leadership, poor organisational performance

Methods and techniques to identify drivers of change e.g. PESTLE (political, economic, social, technological, legal and environmental), STEEP (social, technological, economical, environmental and political), 5Cs of change (culture, communication, courage, conviction and compassion)

Sustainability and the 'eco-awakening' driving business change, changing behavioural mindset and the reporting of non-financial ESG metrics

The impact of technologies, including mobile devices, cloud computing, artificial intelligence (AI), cognitive computing and data analytics, on the speed of change and as a driver of change

The digital transformation of organisations and the change business model

Events that trigger change e.g. global pandemic

Joseph Schumpeter and the theory of 'creative destruction' leading to change.

LO2 Evaluate the impact of change on organisational culture and behaviour

Change and the impact on organisational behaviour:

The impact of change at individual, group and organisational level

The psychological impact of change on people and the implications of change for employees and customers/service users

Impact on team dynamics and how people are led and managed

The influence of position and perception within an organisation to drive change

Management of positive and negative reactions to change within the organisation.

Facilitation of change:

Resistance to change and actions to mitigate this

Management techniques and strategies to implement change e.g. persuasion, coercion, commitment, collaboration

Transformational and transactional leadership

The influence of position and perception on differing views of change, negatively or positively

The use of force field analysis to understand likely opposition to and support for change

The use of change agency and coalitions to promote changed behaviour

A sustainable approach to change e.g. use leadership as influencers for change, provide opportunities for employees to shape change, establish a neutral facilitator

Creating a corporate social responsibility (CSR) function and CSR roles within governance structures to drive change in CSR performance.

Measures to minimise impact change:

Different perspectives to dealing with change

Change impact analysis (e.g. Bohner and Arnold) and impact analysis techniques

The importance of stakeholder analysis and communication in change

Application of the Burke–Litwin model to make the change process efficient and effective.

LO3 Recommend key principles, theories and models relating to change for given situations

Theories and models in change management:

The benefits and disadvantages of the key models of change, including:

- Kotter's 8-step change model

- Lewin's change management model

- McKinsey's 7S model

- Kotter's dual operating system, which addresses both entrepreneurial ideas and strategy

- The Change Kaleidoscope and the application of power politics and culture to change

- Change through strategic communication and the principles of change leadership

- The use of the ADKAR (awareness, desire, knowledge, ability and reinforcement) model to identify why change is difficult and why changes succeed or fail.

Approaches and resistance to change:

The scope of the change and the impact this may have on decision-making

Responding to barriers and resistance to change

The Kubler-Ross Change Curve to recognise and manage emotional reactions to change.

LO4 Assess the effectiveness of change management to improve and deliver sustainable results

Sustainable outcomes:

Different examples of business goals of saving energy, developing green products and retaining and motivating employees, to help companies capture value through growth and return on capital

Improving business models and platforms to achieve sustainability goals, increase operational efficiencies, comply with regulatory requirements, expose innovation opportunities and improve the customer experience while creating competitive advantage

Outcomes that focus on improving infrastructure, supply chains and circularity, drive for decarbonisation and energy efficiency.

Monitoring effective change:

The context of a task, activity, industry or challenge to determine leadership styles and management approaches to improve outcomes for ESG

Benefits and use of a balanced scorecard approach

Change Kaleidoscope and the application of power politics and culture to change.

Change management to enhance performance and sustainability:

Integrating change management into the project life cycle for transformation

The relationship between sustainable leadership and sustainable performance

The use of change agents (e.g. ESG champion, emotional champion, developmental strategist, intuitive adapter, continuous improver) in initiating and aiding change

Identifying and prioritising opportunities, using the ESG framework as a lens to capture the value that sustainable transformation creates

Taking ownership and commitment to deliver and engage investors and stakeholders

Leading transformational change to deliver and embed change.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Produce a comparative analysis of the different types and drivers of change in business		**LO1 and LO2**
P1 Analyse a range of contemporary examples of organisational change and their impact on business operations. **P2** Compare drivers for change and their influence on organisational change.	**M1** Critically analyse drivers for change and the types of organisational change they have affected.	**D1** Make justified recommendations to minimise impact of organisational change on organisational behaviour.
LO2 Evaluate the impact of change on organisational culture and behaviour		
P3 Analyse how leadership and individual behaviour in organisations can be affected by change. **P4** Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.	**M2** Critically evaluate the implications of change on organisational behaviour.	

Pass	Merit	Distinction
LO3 Recommend key principles, theories and models relating to change for given situations		**LO3 and LO4**
P5 Recommend appropriate key principles, theories and models relating to change for given situations. **P6** Determine how organisations apply key principles, theories and models relating to change, providing examples.	**M3** Compare change principles, theories and models in given situations and the contribution to competitive advantage.	**D2** Critically analyse the use of change management principles, theories and models to support organisational change and behaviour for sustainable results.
LO4 Assess the effectiveness of change management to improve and deliver sustainable results		
P7 Examine the effectiveness of change and identify opportunities to improve sustainable outcomes. **P8** Assess a range of change management principles to improve sustainable outcomes, guiding and supporting others to deliver results for sustainability.	**M4** Determine the impact of change and the use of sustainable leadership approaches and models for given situations.	

Recommended Resources

Textbooks

Buchanan, D. and Huczynski, A. (2023) *Organizational Behaviour*. 11th Ed. Harlow: Pearson Education.

Cameron, E. and Green, M. (2024) *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. 6th Ed. London: Kogan Page.

Dawson, P. and Andriopoulos, C. (2021) *Managing Change, Creativity and Innovation*. 4th Ed. London: Sage Publishing.

Journals and articles

Phillips, J. and Klein, J.D. (2023) 'Change management: from theory to practice', *TechTrends*, 67(1), pp. 189–197. Available at: https://doi.org/10.1007/s11528-022-00775-0.

Rousseau, D.M. and ten Have, S. (2022) 'Evidence-based change management', *Organizational Dynamics*, 51(3), p. 100899. Available at: https://doi.org/10.1016/j.orgdyn.2022.100899.

Websites

www.cipd.org	Chartered Institute of Personnel and Development
	"Change management"
	(Factsheets)
www.ibm.com	IBM
	"What is sustainability in business?"
	(General reference)
www.mckinsey.com	McKinsey & Company
	"Organising for sustainability success: Where, and how, leaders can start"
	(Article)
www.mercer.com	Mercer
	"How is sustainability influencing reward and benefits practices? "
	(Report)

Unit 14: Developing Individuals, Teams and Organisations

Unit code:	**T/618/5127**
Unit level:	**5**
Credit value:	**15**

Introduction

This unit gives students knowledge of key areas for a career in human resource development and management positions where employee training and development are part of their role.

This unit will give students knowledge of the different factors involved in diagnosing the skills, training and development requirements for future employees and their individual career goals. Students will be introduced to the concept of high-performance workplaces and the strategic benefits this can bring to an organisation. They will recognise that their professional development is just one route to improving the performance of the teams and organisations in which they work. Students will plan towards achieving their career goals while becoming aware of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organisation's strategy.

On successful completion of this unit, students will have laid the foundations for their continuing professional development (CPD), which will support them in becoming engaged in lifelong learning. They will be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

Learning Outcomes

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

LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance

LO2 Evaluate the ways in which performance management can support high-performance culture and commitment

LO3 Review the factors to be considered when planning training and development activities in an organisation

LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.

Essential Content

LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance

High-performance working (HPW):

HPW as a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations

HPW and human resource management (HRM) practices to support HPW.

HPW organisations and teams:

The characteristics of an HPW organisation (HPWO)

Benefits of HPW to employees and the employer

Addressing barriers and how to overcome difficulties in an HPWO

Selling the concept of HPW to those who will be facilitating its implementation

Ethical considerations in developing and promoting an HPWO

Katzenbach and Smith's *The Wisdom of Teams*, the characteristics of a high-performing team, common approaches to building team performance

Larson and LaFasto's eight dimensions of team effectiveness

Features, advantages and disadvantages of different problem-solving methods, including plan-do-check-act (PDCA) problem-solving cycle, FOCUS (find the problem, organise a team, clarify the problem, understand the problem, select a solution) model, GROW (goal, reality, obstacles, options, way forward) model.

HPW culture:

Different types of organisational culture

The role that organisational culture plays in an HPWO

Cultural awareness, diversity and sensitivity in organisational culture to support an HPWO.

LO2 Evaluate the ways in which performance management can support high-performance culture and commitment

Performance management (PM):

PM as a concept and a process

Effective and ineffective PM

The use of PM to inform learning and development at the organisational, team and individual level

The ways in which evolving organisational, team and individual learning needs are analysed against performance gaps and planned goals

Differences in PM systems

Use of PM to transform organisations.

Organisational culture:

A facilitator or barrier to effective PM

The use of internal collaboration to deliver effective PM.

The developmental approach to PM:

Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims.

LO3 Review the factors to be considered when planning training and development activities in an organisation

Learning and development objectives:

Defining the strategic role and different objectives of learning and development

The key areas and primary objectives for learning and development and meeting the corporate social responsibility (CSR) agenda: talent and acquisition, motivating and engaging employees, building a values-based culture, building an employee brand, the mental health and well-being of employees.

Supporting organisational and individual learning:

Learning-focused strategic and tactical goals, informed by relevant evaluation and analysis e.g. gap analysis, skills evaluation

Steps to build a learning organisation and building self-sustaining CSR teams.

Coaching and mentoring models:

TGROW: based on the GROW model, perhaps the most well known in coaching circles – five-stage model based on topic, goal, reality, options, wrap-up

CLEAR: based on contract, listening, explore, action, review

OSKAR: outcome, scaling, know-how, action, reviewing progress

The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets.

Training and development:

Training as a one-off event or series of activities is different to development, which has a more protracted timescale and builds on the skills and knowledge gained during training

On the job, off the job, different training and development methods e.g. coaching, training that leads to a qualification, CPD activities.

The learning cycle:

Lifelong learning, learning cycle theories e.g. Kolb, Honey and Mumford, Lewin

The conscious competence ladder and four stages of competence to aid learning and reflection

Reflective models e.g. Gibbs, Schön.

LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation

Continuing professional development (CPD):

Defining CPD and its purpose in both an organisational and personal context

Career planning for the career matrix and the value of lifelong learning principles to adapt to transformation and changing career opportunities

Engaging in CPD and the CPD cycle

Structuring CPD activities in an organisation and on an individual basis

The recording and evaluation of CPD at a personal and organisational level

The use of skills audits in diagnosing areas for development e.g. personal skills audits, gap analysis

The importance of professional frameworks e.g. professional industry body standards.

Managing self:

Meaning of self-management skills and the ability to control feelings, emotions and activities to feel and be more productive.

Areas of self-management e.g. self-awareness, stress management, time management

Developing self-awareness and asking for feedback to get different perspectives; identifying blind spots; paying attention to other people's body language, emotions and words

Exploring feelings and emotions by practising regular self-reflection and self-motivation

Time management strategies, including using 'to do' lists (e.g. monthly, weekly, daily), prioritising tasks (e.g. importance vs urgency), Covey's time management matrix

Scheduling tasks; allowing flexibility in scheduling; setting realistic goals and deadlines; regularly reviewing workload; keeping multitasking to a minimum; minimising distractions; managing emails effectively.

Managing performance:

The purpose and use of personal development planning (PDP)

Identifying own responsibilities: job description; contract; staff handbook; code of conduct; organisational structure

Goal-setting: agreeing SMART (specific, measurable, achievable, realistic, time-bound) objectives with line manager; alignment of objectives with organisational aims/goals; relationship of personal objectives to those of team members and other colleagues

Measurement standards: agreed criteria for measuring progress and achievement; varying criteria depending on organisation and role (e.g. quality of work, volume of work, timeliness of completion, customer satisfaction)

Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence

Methods of monitoring and assessing performance.

Reflective learning:

Meaning of reflective practice: learning from own experiences and actions to improve

Application of the learning cycle in personal development

The conscious competence ladder and the four stages of competence for reflective practice

Reflective learning as a philosophy and a concept

Becoming a reflective practitioner to reflect on own performance and working style and impact on others.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance		**LO1, LO2 and LO3**
P1 Review how HPW contributes to employee engagement and improved sustainable business performance for a specific organisation.	**M1** Analyse the benefits of applying HPW, with justifications for a specific organisation to support successful sustainable business performance.	**D1** Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement, commitment and competitive advantage.
LO2 Evaluate the ways in which performance management, can support high-performance culture and commitment		
P2 Evaluate different approaches to performance management and how they support high-performance culture and commitment, giving specific examples.	**M2** Critically evaluate the effectiveness of different approaches to performance management and how they support high-performance culture and commitment.	
LO3 Review the factors to be considered when planning training and development activities in an organisation		
P3 Review the factors to be considered when implementing training and development and how they enable an organisation to maintain a competitive advantage.	**M3** Critically evaluate the factors to be considered when planning training and development, supported by specific organisational examples.	
LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation		
P4 Determine appropriate personal and professional knowledge, skills and behaviours required for a specific job role. **P5** Produce a personal and professional development plan for a specific job role, informed by reflective practice and evaluation.	**M4** Design a detailed personal and professional development plan that incorporates the CPD cycle.	**D2** Create a detailed and coherent personal and professional plan, based on insightful reflection and critical evaluation of audits conducted.

Recommended Resources

Textbooks

Cheung-Judge, M.Y. and Holbeche, L. (2021) *Organizational Development: A Practitioner's Guide for OD and HR*. 3rd Ed. London: Kogan Page.

Cottrell, S. (2021) *Skills for Success: Personal Development and Employability*. 4th Ed. London: Macmillan Education.

Michelsen, W. (2022) *The Essential Guide for Effective Team Management: The Rules and Tools For Achieving High Performance Teams*. Independently published.

Taylor, S. and Woodhams, C. (2022) *Studying Human Resource Management: A Guide to the Study, Context and Practice of HR*. 3rd Ed. London: Kogan Page and CIPD.

Websites

www.businessballs.com	BusinessBalls
	"Performance and talent management"
	(General reference)
www.hrmagazine.co.uk	HR Magazine
	(General reference)
www.thebalancemoney.com	The Balance
	"Career planning"
	(General reference)

Unit 15:   Budget Management

Unit code: T/650/7250

Unit level: 5

Credit value: 15

Introduction

Organisations today are operating in a constantly changing environment where the need for effective budgeting is playing a more important role in supporting business decision-making and business performance. Budgeting encourages an organisation to plan for the future and will provide the knowledge on where to allocate and use resources within the organisation and support the drive for sustainable organisations. Effective budgeting will help to coordinate activities across different functional departments so that organisational objectives can be achieved.

It is important that managers making decisions understand the role of budget planning and control and are able to use these to inform decision-making processes. Budgets can be used to monitor and evaluate business operations and will act as an early warning system when future plans may need to be revised. Information from budgets and costs will provide managers with the information to make informed decisions about production levels, pricing strategies, competitive strategies and any future investments.

Managers will be given responsibility for reviewing and controlling the budget and will need an understanding of the strategies that could be implemented when the actual performance has not met predicted targets. For an organisation to run effectively it is important that managers have an understanding of the costs incurred, for example, in the production of products and the development of services and new initiatives. They will need to identify whether the performance in one area of the organisation is impacting on the profits from another area.

This unit enables students to develop an understanding of the importance of budgeting and the impact on the decision-making process in organisations, within the context of supporting a sustainable business strategy. It should be delivered in conjunction with *Unit 11: Environmental, Social and Governance Planning*, which provides the context of application for this unit.

Learning Outcomes

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

LO1   Examine the impact of internal and external factors on budgetary planning in business

LO2   Evaluate strategies used to manage budget variance and improve profitability

LO3   Analyse cost information in business to implement future budgetary management controls

LO4   Prepare budgets to support a sustainable business strategy and create social, environmental and business value.

Essential Content

LO1 Examine the impact of internal and external factors on budgetary planning in business

Long-term and short-term planning:

Roles of long-term, medium-term and short-term planning, turning the corporate plan into a series of short-term plans (budgets), strategic planning, operational planning and management control.

Functional departments and responsibilities centres:

Functional departments e.g. production, sales, human resources (HR), research and development, purchasing, marketing

Responsibilities centres e.g. revenue centres, expense centres, profit centres, investment centres

Relationship between functional departments and responsibilities centres

Difference in how inputs and outputs are measured.

Internal and external sources of information:

Past data on trends e.g. costs, sales, profit margins, changes in consumer needs, suppliers

Government e.g. changes to taxation, interest rates

Information on competitor activity

New technological developments that would impact on sales

Reliability of source and accuracy of information.

LO2 Evaluate strategies used to manage budget variance and improve profitability

Variance:

Difference between budgeted figures and actual figures

Positive/favourable variance; adverse/unfavourable variance; identify reason for variance

Where remedial actions are needed

Adjustments to forecasts

Reduction in spending e.g. change supplier, reduce labour or overheads

Adjustments to processes e.g. change to production process, increase or reduce advertising.

Budgetary management controls:

Clearly defined responsibilities; planning for future; early detection of problems; identification of potential problems

Identify and set targets; promote coordination of activities; ability to review and revise forecasts

Management and allocation of resources and finance to meet business objectives

Evaluation and monitoring process; basis for performance appraisal; ability to take corrective actions; investigation of unaccounted variance.

LO3 **Analyse cost information in business to implement future budgetary management controls**

Costs:

Different types of cost incurred in business e.g. start-up costs, operating costs

Fixed costs that do not change with production levels e.g. heating, lighting, rent

Variable costs that can change e.g. raw materials, semi-variable costs

Direct costs directly associated with a specific product e.g. raw materials, labour costs

Indirect costs not directly linked to a specific product e.g. heating, advertising

Total costs.

Use of cost data for business planning of corporate social responsibility (CSR):

Cost, profit and investment centres

How standard costing and variance analysis can contribute to control of costs and other decisions in the organisation

Methods and techniques to calculate business costs, including cost benefit analysis, break-even analysis to identify when revenue is equal to costs and trend analysis

The use of marginal costing/contribution analysis in decision-making.

Costing methods and techniques:

Process costing; job costing; batch costing; product costing; activity-based costing

Use of cost centres to identify profitable areas of the business

Absorption costing

The concept of a standard cost for products and/or services and how standard costs are calculated

The concept of marginal cost and how marginal cost is calculated

Payback method.

LO4 Prepare budgets to support a sustainable business strategy and create social, environmental and business value

Nature and purpose of budgeting:

Budgets as a key management accounting tool

Definitions and reasons organisations use budgets

Stages in the budgeting process; master, subsidiary and functional budgets

Corrective action to inform resource allocation and decision-making.

Budget preparation and budgetary control:

Importance, role and limitations of budgets in controlling activity

The principal budget factor and budget types, including fixed, flexible, zero-based, incremental, rolling, activity-based, value proposition

Variance analysis

The steps for the preparation of a cash budget

Direct vs indirect costs e.g. salaries, travel expenses, consumables vs fixed overheads, admin costs.

Producing a spreadsheet:

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

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

How to format spreadsheet cells, rows, columns and worksheets effectively using appropriate tools and techniques

Use of formulas and filters to enter, edit and present numerical data

Visual representation of data and data analysis using pie charts, bar charts and graphs

Inserting spreadsheet data into Word documents.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the impact of internal and external factors on budgetary planning in business		**LO1 and LO2**
P1 Discuss long-term and short-term budgetary plans for different business scenarios. **P2** Examine internal and external sources of information used to determine cost, price and demand.	**M1** Evaluate a range of internal and external sources and their impacts on budgetary planning for different business scenarios.	**D1** Recommend long-term or short-term budget plans based on evaluation and budget management to improve profitability.
LO2 Evaluate strategies used to manage budgets and improve profitability		
P3 Evaluate how budgetary management methods, processes and strategies are used to optimise business performance. **P4** Explore the concept of variance analysis and its importance for budgetary control.	**M2** Critically evaluate the impact of identifying variances to control, monitor and minimise budget deficit.	

Pass	Merit	Distinction
LO3 Analyse cost information in business to implement future budgetary management controls		**LO3 and LO4**
P5 Analyse different types of cost incurred by businesses and how they support business planning. **P6** Discuss the uses of cost data for future business planning and control purposes.	**M3** Evaluate methods and techniques used to calculate different types of business cost.	**D2** Justify budget allocation for specific activities, using methods and techniques to calculate different types of cost.
LO4 Prepare budget to support a sustainable business strategy and create social, environmental and business value		
P7 Calculate resources, time allocation and costs for activities, including initial capital investment. **P8** Present the allocation of budget for specific activities to meet a sustainability strategy.	**M4** Present an itemised budget for both direct and indirect costs, considering contingency and management reserves.	

Recommended Resources

Textbooks

Atrill, P. and McLaney, E. (2022) *Accounting and Finance for Non-Specialists*. 12th Ed. Harlow: Pearson.

Bamber, M. and Parry, S. (2020) *Accounting and Finance for Managers: A Business Decision Making Approach*. 3rd Ed. London: Kogan Page.

Websites

www.accountingcoach.com	AccountingCoach.com
	(Training)
www.accaglobal.com	Association of Chartered Certified Accountants
	(General reference)
www.cimaglobal.com	Chartered Institute of Management Accountants
	(General reference)
corporatefinanceinstitute.com	Corporate Finance Institute
	"Resources"
	(General reference)

12.0 Appendices

Appendix 1: Mapping of HND in Sustainable Business Management for England against FHEQ Level 5 qualification descriptors

Key

Key for outcome classifications	
KU	Knowledge and understanding
CS	Cognitive skills
AS	Applied skills (referred to as practical skills by QAA)
TS	Transferable skills

The HND qualification will be awarded to students who have demonstrated the following:

FHEQ Level 5 descriptor		HND in Sustainable Business Management for England programme outcomes
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary business environment
	KU2	Understanding and insight into different organisations, their values and ethics, purposes, structures and operations and their influence on the external environment
	KU3	A critical understanding of the evolving concepts, theories and models within the study of sustainable business management across a range of practical and hypothetical scenarios
	KU4	An ability to evaluate and analyse the positioning of the CSR function within organisational and governance structures and the impact on performance
	KU5	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development and how this links to embedding CSR ethos
	KU6	Knowledge and understanding of a range of sustainable practices available to any organisation, including in-house practices, partner policies and outputs

FHEQ Level 5 descriptor		HND in Sustainable Business Management for England programme outcomes
	KU7	Understanding of how CSR delivery is impacted by the environment, social and governance (ESG) agendas affecting industry
	KU8	Understanding of operational management approaches and models, including creating plans to deliver objectives and setting key performance indicators (KPIs)
	KU9	Knowledge and understanding of how responsible corporate approaches bring mutually compatible organisational and societal benefits
	KU10	The importance and impact of sector-specific factors (legislation, guidance and best practice) when developing a sustainable strategy
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Ability to assess the effectiveness of change and identify opportunities to improve outcomes, guiding and supporting others to deliver results
	AS1	Apply innovative solutions to develop systems, processes or services that respond to the changing nature of organisations
	AS2	Integrate theory and practice through the investigation and examination of practices in the workplace
	AS3	Ability to support high-performance working and the management of change within the organisation
	AS4	Apply knowledge and understanding of essential concepts, principles and models in the contemporary business environment, to provide ESG solutions supported by evidence-based decision-making
	AS5	Able to apply the principles of data management to manipulate and store data needed for ESG projects
	CS2	Support, manage and communicate change by identifying barriers and overcoming them
	AS6	Employ a range of analytical and business planning techniques in the creation and delivery of operational plans

FHEQ Level 5 descriptor		HND in Sustainable Business Management for England programme outcomes
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	CS3	Critically evaluate CSR opportunities and threats to escalate and mitigate risks
	KU11	An understanding of the appropriate decision-making techniques and methodologies used to resolve real-life problems in the workplace
	AS7	Ability to use relevant project management tools to plan, organise and manage resources to deliver required outcomes, monitor progress and identify risk and their mitigation
	TS1	Develop a skill set to enable the evaluation of appropriate actions taken for solving problems in a specific organisational context
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge	TS2	Self-reflection, including self-awareness, the ability to become an effective self-student and appreciate the value of the self-reflection process
	TS3	Committed to developing self and others in ways that support ESG engagement
	TS4	Undertake independent learning to expand on own skills and delivered content

Typically, holders of the qualification will be able to demonstrate the following:

FHEQ Level 5 descriptor		HND in Sustainable Business Management for England programme outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS5	Competently use digital literacy to access a broad range of research sources, data and information
	CS4	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making
	CS5	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	TS6	Communicate confidently and effectively, both orally and in writing and both internally and externally, with organisations and other stakeholders
	TS7	Communicate ideas and arguments in an innovative manner, using a range of digital media
	AS8	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical, computer-based) in defined contexts
	TS8	Communicate effectively, verbally and in writing, and articulate well-defined issues for a variety of purposes, taking into account the audience viewpoint
	TS9	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS10	Identify personal and professional goals for continuing professional development (CPD) to enhance competence to practise within a chosen field of leadership and management
	TS11	Take advantage of CPD through higher education, higher apprenticeships and professional body qualifications

Holders will also have the following:

FHEQ Level 5 descriptor		HND in Sustainable Business Management for England programme outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	TS12	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies
	TS13	Show an ability to work as a member of a development team, recognising the different roles within a team and the different ways of organising teams
	TS14	Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines
	TS15	Use quantitative skills to manipulate data, evaluate and verify existing theory to form evidence-based conclusions on ESG performance
	TS16	Show awareness of current developments in sustainability and the impact on employability and CPD
	TS17	Manage small to medium-scale projects using appropriate planning and time management techniques, seeking support when needed
	CS6	Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional CPD as necessary
	TS18	Display emotional intelligence and ethical and non-judgemental sensitivity

Appendix 2: HNC/HND Sustainable Business Management for England Programme Outcomes for Students

Unit	Knowledge and understanding											Cognitive skills						Applied skills									Transferable skills																	
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1		X	X	X		X	X		X	X		X	X												X					X	X	X		X							X				
2	X	X					X				X			X	X				X		X				X					X	X	X		X							X			
3	X						X			X	X				X	X		X	X				X		X					X	X	X		X	X					X			
4		X	X	X		X	X		X		X	X	X					X	X		X				X					X	X	X	X	X						X				
5		X				X	X								X				X						X					X	X	X		X							X			
6					X	X							X				X	X	X	X	X				X			X	X	X	X	X	X	X	X					X				X
7						X													X		X	X	X	X	X					X	X	X	X	X	X				X	X	X	X		X	X
8											X	X		X	X				X			X			X		X			X	X	X	X	X						X	X		
9			X												X				X		X			X	X					X	X	X	X	X						X	X		X
10					X														X						X				X	X	X	X	X		X	X	X		X	X	X			X
11		X	X			X		X	X		X			X	X	X		X	X		X		X		X					X	X	X		X						X	X		
12					X			X											X				X	X	X				X	X	X	X	X	X				X		X			
13			X		X		X					X	X	X					X	X	X				X					X	X	X		X						X			
14					X								X				X	X	X	X				X					X	X	X	X		X		X	X			X		X		X
15							X		X		X				X				X		X	X			X					X	X	X		X						X			

Appendix 3: Transferable skills mapping

Level 5 Higher National Diploma in Sustainable Business Management for England: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
Unit	Problem-solving	Critical thinking/analysis	Decision-making	Effective communication	Digital literacy	Creativity	Numerical	Plan/ prioritise	Self-management	Independent learning	Collaborative	Team work	Leadership	Cultural awareness
1		X	X	X	X			X	X	X				X
2		X	X		X			X	X	X				
3	X	X		X	X			X	X	X				
4			X	X	X	X		X	X	X				
5		X	X	X	X			X	X	X				X
6	X	X		X	X			X	X	X	X	X	X	X
7	X		X	X	X	X	X	X	X	X	X			X
8	X	X	X	X	X	X	X	X	X	X				
9	X	X	X	X	X	X	X	X	X	X				
10					X			X	X	X	X	X	X	X
11	X	X	X	X	X			X	X	X				
12	X		X	X	X	X		X	X	X	X	X	X	X
13		X	X	X	X			X	X	X				
14			X			X		X	X	X	X	X		X
15	X		X	X	X		X	X	X	X				