Programme Specification

HND in Business

Date of Publication to Students: September 2015

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Module Specifications and in the Course Guide.

The accuracy of the information contained in this document is reviewed by the College and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Body:	**Pearson/Edexcel**
Teaching Institution:	Birmingham Metropolitan College
Interim Awards and Final Award:	**Final Award:** HND in Business
	Fall back Award: HNC in Business
Programme Title:	HND in Business
Main fields of Study:	Business
Modes of Study:	Full time
Language of Study:	English
UCAS Code:	B30/022N
JACS Code:	

Professional Status of the programme (if applicable):

Recognition of the programme through a professional body will be sought.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

The course aims, as set out in the programme specifications, are consistent with the QAA benchmarking statements, FHEQ level descriptors, the Degree Awarding Body descriptors and the College mission statement.

- Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 6.)
- Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- Mandatory core unit credit: 125 credits.
- Specialist unit credit: 115 credits.
- A maximum of 60 credits can be centre devised or imported from other QCF
- BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Programme philosophy and aims

BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate. They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment. A key progression path for BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

The BTEC HND in Business offer a progression route to the professional qualifications offered by various professional bodies in the business sector.

The aims of the programme are to:

- Provide education and training for a range of careers in business such as management, administration, personnel, marketing, accounting, and law
- Provide a general qualification which allows flexibility of study to meet local or specialist needs
- Provide specialist options which meet the needs of the major functions in business and allow specialisation with career progression and professional recognition in mind
- Provide opportunities which underpin some of the knowledge and understanding required for the relevant NVQ level 4 units in Accounting, Management, and Business Administration
- Provide opportunities for learners to focus on the development of higher-level skills in a business context
- Provide opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- Provide opportunities for individuals in employment to achieve a nationally recognised level 4 vocationally specific qualification
- Provide opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in business or progress to higher education vocational qualifications such as a full-time degree in business or a related area.

The qualification aims to meet the needs of the above rationale by:

- Equipping individuals with knowledge, understanding and skills for success in a range of administrative and management positions in business
- Providing specialist routes of study which relate to individual professions within the business world in which learners are working or intend to seek employment
- Enabling progression to an undergraduate degree or further professional qualification in business or a related area
- Supporting individuals employed or entering employment in the business field
- Developing the individual's ability in the business field through effective use and combination of the knowledge and skills gained in different parts of the programme
- Developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

- Develop vocationally relevant business skills which will enable students to progress into further study or to move directly into employment
- Develop critical thinking, innovation and resourcefulness in relation to problem solving
- Develop knowledge and understanding of professional practices in business studies
- Enable aspiring entrepreneurs to establish themselves in business
- Provide a supportive well-structured programme leading to the development of increasingly independent and personally focused learning

Knowledge and Understanding

- An understanding of business strategy and decision making
- An in-depth knowledge of one business area; marketing, HR, law or finance
- An awareness of emerging business ideas and theories
- An awareness of the ethical issues in business

Learners studying BTEC Higher Nationals in Business will be expected to develop the following skills during the programme of study:

- Cognitive skills of critical thinking, analysis and synthesis
- Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems
- Effective communication, oral and in writing, using a range of media widely used in business, e.g. the preparation and presentation of business reports numeric and quantitative skills including data analysis, interpretation and extrapolation; the use of models of business problems and phenomena
- Effective use of communication and IT for business applications
- Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- Developing an appropriate learning style
- Self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues
- Effective performance within a team environment including leadership, teambuilding, influencing and project-management skills
- Interpersonal skills of effective listening, negotiating, persuading and presentation
- Abilities to conduct research into business and management issues
- Effective performance within a team environment including: leadership, teambuilding, influencing and project-management skills
- Interpersonal skills of effective listening, negotiating, persuading and presentation
- Abilities to conduct research into business and management issues.
- Exercise self-management skills in planning workloads and meeting deadlines
- Respond to change and uncertainty
- Value the critical judgement of others, and recognise personal strengths and needs

Learning teaching, and assessment methods used

Teaching methods

Formal Lecture with student participation, group tutorials, one-to-one tutorials, case studies and guided self-study and research.

Some modules will contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the Business sector.

Work Experience

Work experience is not part of the HND programme, however the Division of Business has strong links with industry via the GBPSA and job/career opportunities are frequently brought to our attention.

Assessment methods and strategies

A range of summative assessments will be used including assignments, written examination and oral presentation. Many modules have several types of summative assessment such as assignment and written examination, while some of the specialist modules are assessed entirely by coursework. The assessment strategy provides a balance between the different assessment methods.

An assignment brief is written for each module. Each brief will include assessment criteria and grade descriptors. It is essential that the learner become familiar with these as they will help them to understand what they have to do for that particular assignment and why.

Format of assignments

Assignments should be presented using:

- font size 12
- font style Arial
- 1.5 line spacing
- Using the appropriate word count
- Page number bottom right
- Footer: your name
- Header: course title
- Contents page
- Bibliography – (minimum of five sources needed to pass – at least 2 text books and also needs to be in Harvard style).

Internal Moderation/Standardisation

Internal verification takes place at regular times during the course year. This process ensures that all assignment briefs meet the requirements of the course and awarding body.

Samples of assignment decisions for all modules are internally verified to check fairness and consistency to meet the requirements of the course and awarding body.

> **External Moderation**
>
> An External Examiner visits the college to check that the course meets the requirements of the awarding body. They meet with students and sample assignment decisions.

Programme structure and requirements, levels, modules, credits and awards

Programme Modules, Level and Credit Values
To achieve the qualification, the following units consisting of 240 credits must be achieved.

To gain a **Pass**
Students must have covered **all** of the Pass outcomes and assessment criteria for the module.

To gain a **Merit**
Students must have covered **all** of the Pass outcomes and assessment criteria PLUS **all** of the Merit grade descriptors for the module**.**

To gain a **Distinction**
Students must have covered **all** of the Pass outcomes and assessment criteria PLUS **all** of the Merit grade descriptors AND **all** of the Distinction grade descriptors for the module.

Pass qualification grade
Learners who achieve the minimum credit value will achieve the qualification at pass grade.

Qualification grades above pass grade
Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. The graded section of both the HNC and the HND is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.

The number of points available is dependent on the unit grade achieved and the credit size of the unit.

Point Range	Grade	
0-74	Pass	P
75-149	Merit	M
150+	Distinction	D

HND Grade descriptors

Achievement of a pass grade
A **pass** grade is achieved by meeting all the requirements defined in the assessment criteria for each individual unit.

Achievement of a merit or distinction grade
All the assessment criteria and **merit** grade descriptors need to be completed within a unit to achieve a **merit** grade. All the assessment criteria **merit** and **distinction** grade descriptors must be completed within a unit to achieve a **distinction** grade. The Merit and Distinction criteria generally recognize higher level skills or a higher standard of work. These are written to relate to the basic assignment tasks and, when appropriate, are included on the cover sheet for each assignment. Students should read these criteria and ensure that their

piece of coursework demonstrate the skill or knowledge required in order to be awarded the Merit and Distinction grades.

The general definitions for the Pass, Merit and Distinction criteria are given below. Students need to read each individual assignment sheet to understand the specific tasks and evidence required for the assignment in question.

Pass Grade descriptors	Indicative characteristics
A **pass grade** is achieved by meeting all the requirements defined in the pass assessment criteria for each unit.	
Merit Grade descriptors	**Indicative characteristics**
In order to achieve a **merit** the learner must:	The learner's evidence shows:
identify and apply strategies to find appropriate solutions	*Relevant theories and techniques have been applied* *Effective judgments have been made* *Complex problems with more than one variable have been explored* *An effective approach to study and research has been used*
Select/design and apply appropriate methods/techniques	*A range of methods and techniques have been applied* *A range of sources of information used* *The selection of methods and techniques/sources justified* *The design of methods/techniques justified* *Complex information/data have been synthesised and processed* *Appropriate learning methods/techniques applied*
Present and communicate appropriate findings	*Appropriate structure and approach has been used* *Logical and coherent arguments have been presented* *Technical language accurately used* *A range of methods of presentation has been used* *Appropriate media used* *Familiar and unfamiliar contexts have been used* *It is appropriate for familiar and unfamiliar audiences*
Distinction Grade descriptors	**Indicative characteristics**
In order to achieve a **distinction** the learner must:	The learner's evidence shows:
Use critical reflection to evaluate own work and justify valid conclusions	*Synthesis has been used to generate and justify valid conclusions* *The validity of results has been judged* *Self-criticism of approach has taken place evaluation has taken place using defined criteria* *Realistic improvements have been proposed against defined characteristics for success*
take responsibility for managing and organising activities	*Autonomy/independence demonstrated* *Substantial activities/projects or investigations have been planned, managed and organised* *Joint/activities of others have been managed* *The unforeseen has been accommodated* *The importance of interdependence has been recognized*

Demonstrate convergent, lateral and creative thinking	*Ideas generated and decisions taken*
	Self-evaluation has taken place
	Convergent and lateral thinking have been applied
	Problems have been solved
	Capacity for innovation and creative thought has been used
	Receptiveness to new ideas have been demonstrated
	Unfamiliar contexts have been applied

Year 1: 120 credits

Mandatory core units	Unit level	Unit credit
Business Environment	4	15
Managing Financial Resources and Decisions	4	15
Organisations and Behaviour	4	15
Marketing Principles	4	15
Aspects of Contract and Negligence for Business	4	15

Specialist units	Unit level	Unit credit
Personal and Professional Development	5	15
Advertising and Promoting in Business	4	15
Human Resource Management	4	15

Year 2: 125 Credits

Mandatory core units	Unit level	Unit credit
Business Decision Making	5	15
Business Strategy	5	15
Research Project	5	20

Specialist units	Unit level	Unit credit
Working with and Leading People	5	15
Marketing Planning	5	15
Human Resource Development	5	15
Managing Activities	4	15
European Business	5	15

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and with guidance reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- An induction programme providing dissemination of essential information.
- A Learning and Resource Centre providing access to a variety of learning resources, with support from staff
- A Student Handbook containing important information including tutors, staff responsibilities, contacts and regulations and requirements of the course.
- Access to the College IT facilities
- Access to the College Student Services and Careers Advisor
- Access to a Student Counsellor
- Regular group tutorial sessions
- One-to-one tutorials arranged on request
- Consultation with tutor by email, telephone, VLE and other electronic sources

Students will produce their own Personal Development Plans and have periodic reviews with their Personal Tutor.

Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

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

- A BTEC National Certificate or Diploma in an appropriate area
- An AVCE/GNVQ in an appropriate vocational area
- GCE A Level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at level A-C
- Other related Level 3 qualifications
- An Access to Higher Education Certificate awarded by an approved further education institution
- Related work experience.

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

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The quality of the programme will be closely monitored by all staff involved in its delivery. The Course Team Leader and Departmental Manager will oversee the delivery of the programme, the Head of Faculty for Higher Education and the College Director of Quality, monitor the overall effectiveness and quality through a robust College-wide quality control process. The programme will also adhere to the College's regulations and processes.

The College quality process applied to this programme includes:

- Regular teaching observations and reviews
- Staff skills updating as required and regular delivery team meetings
- Standardisation meetings and thorough internal verification process
- Programme management meetings involving student representatives and delivery team
- Seeking of student views during group tutorials, one to one tutorials and by formal
- College survey completion and national surveys.
- Termly Review Boards to review course performance on a regular basis.
- Production of programme Annual Monitoring Reports which detail the performance of the students and programme.
- End of module/programme Examination Boards, attended by an External Examiner.
- A robust system for dealing with complaints or issues, should they arise.

Students will have regular opportunities to present their views to subject tutors during taught sessions, during tutorials and during one-to-one tutorials (by appointment). They will also be able to express their views to the Course Director (by arranged appointment) and also express their views via the student Course Representative who will convey views to the course team, at termly Programme Management Meetings.

The Programme Management Meetings are attended by the course team, student representatives and where possible an employer. Minutes of the meeting are recorded and an action log produced.
Students are expected to complete regular quality surveys, both internal and external Higher Education Surveys.