

Pearson Edexcel BTEC Level 4 HNC Diploma in Business at the London College of Business

Programme Title	Pearson Edexcel BTEC Level 4 HNC Diploma in Business (QCF) 500/8241/3
Awarding Body	Pearson Edexcel
Teaching Institution	London College of Business
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Pearson Edexcel

Edexcel is the UK's largest awarding body and a part of the Pearson group, the world's largest education services company. As an accredited centre, the London College of Business (LCB) offers programmes in Finance, Human Resources, Marketing and Information Systems. These programmes adhere to the National Qualifications Framework (NQF) levels 4, 5 and 7.

BTEC Level 4 HNC Diploma in Business

This programme is available to students studying in the classroom in our Barking campus, as well as those studying online.

Edexcel BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC in Business (QCF) is a qualification with a minimum of 120 credits of which 60 are mandatory core. The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

The table below lists qualification titles and the units required for the HNC and HND diplomas. The QCF Qualification Accreditation Number (QAN) appears with the qualification titles. These qualification titles will appear on learners' certificates.

Pearson Edexcel BTEC Level 4 HNC Diploma in Business (QCF) 500/8241/3 (120 Credits required)			
Unit	Unit Title	Credits	Level
1	Business Environment	4	15
2	Managing Financial Resources and Decisions	4	15
3	Organisations and Behaviour	4	15
4	Marketing Principles	4	15
5	Aspects of Contract and Negligence for Business	4	15
6	Business Decision Making	5	15
7	Business Strategy	5	15
8	Research Project	5	20

Entry requirements:

The Edexcel BTEC Higher National qualifications are accredited on the QCF for learners aged 18 years and over.

Edexcel's policy regarding access to the qualifications is that:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from any barriers that restrict access and progression

- there must be equal opportunities for everyone wishing to access the qualification. We need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications.

- **English language expectations**

All learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 qualification.

- For learners who have recently been in education, the entry profile is likely to include one of the following:
 - a BTEC Level 3 qualification in business
 - a GCE Advanced 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 A* to C
 - other related level 3 qualifications
 - an Access to Higher Education Certificate awarded by an approved further education institution
 - related work experience.

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.

Learners with special learning requirements will be accommodated as much as is possible for the college to do so. It is the responsibility of every such learner to make the college aware of their requirements at the earliest opportunity to do so. No learner will be discriminated against in accordance with LCB's [Equal Opportunities Policy](http://www.lcbuk.org/pdf/Equal_Opportunity_Policy.pdf) available at http://www.lcbuk.org/pdf/Equal_Opportunity_Policy.pdf.

Recognition of Prior Attainment

If a learner has already studied QCF Level 4 or 5 units equivalent to or the same as the units of this specification (or from the broader Pearson Edexcel Business Specification for Level 4 and Level 5 (Issue 4 July 2011) found at http://www.lcbuk.org/pdf/Edexcel_level4_B.pdf), and can produce evidence to demonstrate how each of the assessment criteria have already been met, then those matching units can be exempted from study, the credits can be claimed, and the evidence can be included in the learner's portfolio of evidence when claiming the award.

Progression routes on completion:

The Pearson BTEC Level 4 HNC in Business (QCF) provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the business sector and also offers particular specialist emphasis through the choice of specialist units.

BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

The Pearson BTEC Level 4 HNC in Business (QCF) offers a progression route for learners who are employed in the business sector. Learners studying the BTEC Level 4 HNC will be able to progress onto the HND in Business, which allows more specialisation; this then allows progression to degrees in business subjects.

Teaching and Learning

An extract from the LCB Teaching and Learning Strategy reads:

“students should leave the college inspired and capable of life-long learning building upon the foundations and structure built through the college’s programmes. Various approaches to learning have been adopted to achieve the above:

- Direct contact (e.g. lectures, seminars, tutorials, guest speakers, external visits, case studies, or workshops),
- Collaborative learning (e.g. group projects, discussion forums, or debate),
- Independent learning.”

Learners are encouraged to bring their work and life experiences into the classroom. This Edexcel BTEC qualification has a vocational and work-related nature, which will be reflected in the discussion and assessment of the units. It is assumed that all students have access to and possibly direct experience in organisations where discussions about Business are relevant to the organisation.

The taught element of this programme accounts for about 40% of the student learning hours associated with the unit, as listed in each unit’s specification as Guided Learning Hours (GLH). A unit’s credit rating is indicative of the expected total learning hours associated with that unit, both guided and independent learning. The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Please read the college [Teaching and Learning Strategy](http://www.lcbuk.org/pdf/Teaching_and_Learning_Strategy.pdf) in full, available at http://www.lcbuk.org/pdf/Teaching_and_Learning_Strategy.pdf

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. To achieve a ‘pass’ a learner must have successfully passed all the assessment criteria. To assure quality of the programme Internal and external verification of student work takes place according to the LCB [Assessment Policy](http://www.lcbuk.org/pdf/Assessment_Policy.pdf) available at http://www.lcbuk.org/pdf/Assessment_Policy.pdf.

Each assignment will have a draft deadline, after which formative assessment will give feedback to the student on their learning and how it can be modified. It will inform student how well they have met / not met assessment criteria and how they can improve. There will also be a summative assessment deadline when the student is expected to submit a completed assignment. Failing assignments are allowed one more submission opportunity. Assignments are handed out on the first day of the start of the unit, when students will also be reminded of the formative and summative assignment deadlines, which are published on the programme calendar.

Each student will have some of their assessed work verified by an appointed verifier. They may be asked to discuss their work in person, on the phone, using a live internet video call, or via email. The purpose of the discussion is to verify the authenticity of the work. Any assessment suspected of unfair practice will trigger the [Unfair Practice Procedure](http://www.lcbuk.org/pdf/Unfair_Practice_Procedure.pdf) available at http://www.lcbuk.org/pdf/Unfair_Practice_Procedure.pdf.

Grading Higher National units

The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction. A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed below are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors below **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level. It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Summary of grades

In order to achieve a **pass** in a unit

- all learning outcomes and associated assessment criteria have been met

In order to achieve a **merit** in a unit

- pass requirements achieved
- all merit grade descriptors achieved and all prescribed indicative characteristics.

In order to achieve a **distinction** in a unit

- pass and merit requirements achieved
- all distinction grade descriptors achieved and all prescribed indicative characteristics.

Grade descriptors

Pass grade

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

Merit grade

Merit grade descriptors	Exemplar indicative characteristics
	Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a merit the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> identify and apply strategies to find appropriate solutions 	<ul style="list-style-type: none"> effective judgements have been made complex problems with more than one variable have been explored an effective approach to study and research has been applied
<ul style="list-style-type: none"> select/design and apply appropriate methods/techniques 	<ul style="list-style-type: none"> relevant theories and techniques have been applied a range of methods and techniques have been applied a range of sources of information has been used the selection of methods and techniques/sources has been justified the design of methods/techniques has been justified complex information/data has been synthesised and processed appropriate learning methods/techniques have been applied
<ul style="list-style-type: none"> present and communicate appropriate findings 	<ul style="list-style-type: none"> the appropriate structure and approach has been used coherent, logical development of principles/concepts for the intended audience a range of methods of presentation have been used and technical language has been accurately used communication has taken place in familiar and unfamiliar contexts the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.

Distinction grade

Distinction grade descriptors	Exemplar indicative characteristics
	Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a distinction the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> use critical reflection to evaluate own work and justify valid conclusions 	<ul style="list-style-type: none"> conclusions have been arrived at through synthesis of ideas and have been justified the validity of results has been evaluated using defined criteria self-criticism of approach has taken place realistic improvements have been proposed against defined characteristics for success
<ul style="list-style-type: none"> take responsibility for managing and organising activities 	<ul style="list-style-type: none"> autonomy/independence has been demonstrated substantial activities, projects or investigations have been planned, managed and organised activities have been managed the unforeseen has been accommodated the importance of interdependence has been recognised and achieved
<ul style="list-style-type: none"> demonstrate convergent/lateral/creative thinking 	<ul style="list-style-type: none"> ideas have been generated and decisions taken self-evaluation has taken place convergent and lateral thinking have been applied problems have been solved innovation and creative thought have been applied receptiveness to new ideas is evident effective thinking has taken place in unfamiliar contexts.

Higher level skills and abilities

Learners studying for Edexcel 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, eg 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 information technology 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, team-building, influencing and project-management skills
- interpersonal skills of effective listening, negotiating, persuading and presentation
- abilities to conduct research into business and management issues
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- abilities to conduct research into business and management issues.

This Programme Specification is based upon the Pearson Edexcel Business Specification for Level 4 and Level 5 (Issue 8) found at http://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/Business/2010/Specification/9781446925942_BTEC_HNs_L45_Bus_Issue_8.pdf