

# Pearson BTEC Level 4 Higher National Certificate in Business

## 1.1 Introduction

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

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 employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When redeveloping the Pearson BTEC Higher National qualifications in Business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant professional bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Business are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

## 1.2 The Student Voice

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

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

## 1.3 Why choose Pearson BTEC Higher Nationals?

Pearson BTECs combine a student-centred approach with a flexible, unit-based structure. Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills. Assessment reflects not only what the student knows but also what he or she can do to succeed in employment and higher education in an ethical manner.

Employers are looking for recruits with a thorough grounding in the latest sector requirements. They are also seeking employees with work-ready skills. Higher Education students must have experience of research, extended writing and meeting deadlines. The BTEC Higher Nationals address these various requirements by providing:

- A range of general and specialist units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers,

professional bodies and higher education for a skilled future workforce.

- Learning outcomes mapped against Professional Body standards, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson).
- A core of skills and understanding that is common to all students and aligned to the Framework of Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Sample Assessment Materials (SAMs)

## **1.4 Key features**

Pearson BTEC Higher National qualifications in Business offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully into further study or the world of work.
- A simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with optional units linked to their specialist area of study.
- Six specialist pathways in the Level 5 Diploma, so there is something to suit each student's preference of study and future progression plans.
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs.
- Assessments that consider cognitive skills (what students know) along with effective and applied skills (respectively how they behave and what they can do)
- Unit-specific grading and Pearson-set assignments.
- A diverse approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality assurance measures – as outlined in sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, businesses, colleges and students) can feel confident in the integrity and value of the qualifications.
- A qualification designed to meet the needs and expectations of students aspiring to work in an international business environment.

## **1.5 Collaborative development**

Students completing their BTEC Higher Nationals in Business will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications.

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

Association of Chartered Certified Accountants (ACCA)

Chartered Institute of Procurement & Supply (CIPS)

Chartered Institute of Personnel & Development (CIPD)

Chartered Institute of Management Accountants (CIMA)

Chartered Institute of Marketing (CIM)

Royal Holloway College

Skills CFA

University of Bournemouth

Wade Financial

Ealing, Hammersmith and West London College

Northampton University

University of Leeds

North Tech

FSB (Federation of Small Businesses)

These qualifications have also been approved by the following professional bodies as suitable qualifications for learners wanting to progress onto their approved courses at the appropriate level. The professional bodies include:

- ACCA
- CIMA
- CIPS

## **2.1 Purpose of the BTEC Higher Nationals in Business**

The purpose of BTEC Higher Nationals in Business is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the business sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

## **2.2 Objectives of the BTEC Higher Nationals in Business**

The objectives of the BTEC Higher Nationals in Business are as follows:

- To equip students with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.
- To provide education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.
- To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised market place.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in business, or progress to higher education qualifications such as an Honours degree in business or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To provide opportunities for those students with a global outlook to aspire to international career pathways.

- To provide opportunities for students to achieve a nationally-recognised professional qualification.
- To offer students the chance of career progression in their chosen field.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

We meet these objectives by:

- Providing a thorough grounding in business principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the business sector.
- Equipping individuals with commercial acumen, understanding and business skills for success in a range of administrative and management roles in business.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.
- Enabling progression to further professional qualifications in specific business areas by mapping to units in a range of professional business qualifications.

### **Who is this qualification for?**

The BTEC Higher National qualifications in Business are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the business sector and are designed for students who wish to pursue or advance their career in business. In addition to the knowledge, understanding and skills that underpin the study of the business sector, Pearson BTEC Higher Nationals in Business give students experience of the breadth and depth of the sector that will prepare them for further study or training.

## **2.3 Aims of the Level 4 Higher National Certificate in Business**

The Level 4 Higher National Certificate in Business offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

At Level 4 students develop a broad knowledge and awareness of key aspects of the business sector through six core units, which include one unit assessed by a Pearson-set assignment. The units are:

- Business and the Business Environment
- Marketing Essentials
- Human Resource Management
- Management and Operations
- Management Accounting
- Managing a Successful Business Project (Pearson-set unit).

The centre can also choose two further optional units at Level 4 from the following:

- Business Law
- Innovation and Commercialisation

- Entrepreneurship and Small Business Management
- Financial Accounting.

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of business. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to business, show resilience under pressure, and meet challenging targets within a given resource.

## Pearson BTEC Level 4 Higher National Certificate in Business

- 1 Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.
- 2 There is a required mix of core and optional units totalling 120 credits. All units are at Level 4.
- 3 In some cases a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units may **not** be substituted.

Pearson BTEC Level 4 Higher National Certificate in Business		Unit credit	TQT
Core Unit	<b>1 Business and the Business Environment</b>	15	150
Core Unit	<b>2 Marketing Essentials</b>	15	150
Core Unit	<b>3 Human Resource Management</b>	15	150
Core Unit	<b>4 Management and Operations</b>	15	150
Core Unit	<b>5 Management Accounting</b>	15	150
Core Unit	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	150
Optional Unit	<b>8 Innovation and Commercialisation</b>	15	150
Optional Unit	<b>9 Entrepreneurship and Small Business Management</b>	15	150

# **Unit 1: Business and the Business Environment**

**Unit code** L/508/0485

**Unit type** Core

**Unit level** 4

**Credit value** 15

**TQT** 150

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## **Introduction**

The aim of this unit is to provide students with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance, micro, 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 gained in this unit will help students to choose their own 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:

- 1 Explain the different types, size and scope of organisations.
- 2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.
- 3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.
- 4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

## **Unit 2: Marketing Essentials**

<b>Unit code</b>	<b>R/508/0486</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>
<b>TQT</b>	<b>150</b>

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### **Introduction**

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Organisations such as Apple, Google, VISA, Burberry, Zara, Cadbury, Nestle, Unilever, Coca-Cola, Unicef, BP and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up their own business or being employed by an organisation.

### **Learning Outcomes**

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

- 1 Explain the role of marketing and how it interrelates with other functional units of an organisation.
- 2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives.
- 3 Develop and evaluate a basic marketing plan.



# **Unit 3: Human Resource Management**

<b>Unit code</b>	<b>Y/508/0487</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>
<b>TQT</b>	<b>150</b>

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## **Introduction**

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use HR methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

## **Learning Outcomes**

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

- 1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives.
- 2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.
- 3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation.
- 4 Apply Human Resource Management practices in a work-related context.

# **Unit 4: Management and Operations**

<b>Unit code</b>	<b>D/508/0488</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>
<b>TQT</b>	<b>150</b>

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## **Introduction**

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 which support effective management and leadership. In addition, this unit will introduce the concept of operations as both a function and a process which all organisations must adopt to conduct business. Students will be introduced to contemporary and historical theories and concepts which will support their learning for this unit.

On successful completion of this unit students will have developed sufficient knowledge and understanding of how management and operations make a positive, efficient and effective contribution to an organisation at a junior level. This could be in the role of a team leader or managing a specific aspect of an operation function and/or process.

Underpinning all aspects of the content for this unit you will consider topics under two broad headings: management and operations.

## **Learning Outcomes**

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

- 1 Differentiate between the role of a leader and the function of a manager.
- 2 Apply the role of a leader and the function of a manager in given contexts.
- 3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation.
- 4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.

# **Unit 5: Management Accounting**

<b>Unit code</b>	<b>H/508/0489</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>
<b>TQT</b>	<b>150</b>

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## **Introduction**

The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organisations.

On successful completion of this unit students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

## **Learning Outcomes**

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

- 1 Demonstrate an understanding of management accounting systems.
- 2 Apply a range of management accounting techniques.
- 3 Explain the use of planning tools used in management accounting.
- 4 Compare ways in which organisations could use management accounting to respond to financial problems.

# **Unit 6: Managing a Successful Business Project**

**Unit code** D/508/0491

**Unit type** Core

**Unit level** 4

**Credit value** 15

**TQT** 150

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## **Introduction**

This unit is assessed by a Pearson-set assignment. The project brief will be set by the centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment.

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a business project which meets appropriate business aims and objectives.

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 business concepts within a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

## **Learning Outcomes**

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

- 1 Establish project aims, objectives and timeframes based on the chosen theme.
- 2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.
- 3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.
- 4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.

# **Unit 8: Innovation and Commercialisation**

**Unit code** M/508/0494

**Unit type** Optional

**Unit Level** 4

**Credit value** 15

**TQT** 150

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## **Introduction**

This unit aims to equip students with a comprehensive understanding of innovation and commercialisation.

In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Furthermore, adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

In this unit, we will look at a number of tools and techniques organisations use to drive innovation and become more commercial in their approach. The aim of the unit is to give students cutting-edge knowledge as well as practical application of the key ways organisations become more innovative while remaining commercially driven.

## **Learning Outcomes**

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

- 1 Explain the context for innovation and determine the difference between invention and innovation.
- 2 Explain the different types of innovation.
- 3 Discuss the process required to commercialise innovation.
- 4 Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages.

# **Unit 9: Entrepreneurship and Small Business Management**

<b>Unit code</b>	<b>T/508/0495</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>
<b>TQT</b>	<b>150</b>

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## **Introduction**

This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up.

Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs and the impact of personal situational factors, including education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will also be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge together with their learning to be able to identify the characteristics of entrepreneurial ventures.

## **Learning Outcomes**

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

- 1 Explore and illustrate the range of venture types that might be considered entrepreneurial.
- 2 Assess the impact of small businesses on the economy.
- 3 Determine and assess the key aspects of an entrepreneurial mind-set.
- 4 Examine the different environments that foster or hinder entrepreneurship.