

**Pearson
BTEC Level 4 HNC Diploma
in Business**

**Pearson
BTEC Level 5 HND Diploma
in Business**

Specification

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Issue 6

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

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This specification is Issue 6. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: www.edexcel.com

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Pearson BTEC Level 4 HNC Diploma in Business

Pearson BTEC Level 5 HND Diploma in Business

Pearson BTEC Level 5 HND Diploma in Business (Accounting)

Pearson BTEC Level 5 HND Diploma in Business (Management)

Pearson BTEC Level 5 HND Diploma in Business (Marketing)

Pearson BTEC Level 5 HND Diploma in Business (Human Resources)

Pearson BTEC Level 5 HND Diploma in Business (Law)

The Qualifications and Credit Framework (QCF) has been introduced to replace the National Qualifications Framework (NQF). It recognises achievement through the award of credit for units and qualifications, working at all levels between Entry level and level 8.

To accommodate the new framework we have taken the opportunity to revise the academic level and size of the Pearson BTEC HNCs (Higher National Certificates). These are now at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the Pearson BTEC HNDs (Higher National Diplomas).

Pearson BTEC HNDs remain as level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications remain as Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to Pearson BTEC Higher Nationals continues to be from level 3 qualifications and progression from Pearson BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

Existing NQF Higher National units achievement can count towards the QCF Pearson BTEC Higher Nationals.

Pearson BTEC Higher Nationals within the QCF, NQF and FHEQ

QCF/NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), e.g. EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	Pearson BTEC HNDs (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
4	Pearson BTEC HNCs (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	Pearson BTEC Level 3 Extended Diplomas Pearson BTEC Level 3 Diplomas Pearson BTEC Level 3 Subsidiary Diplomas Pearson BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

UNITS

The units for the Pearson BTEC Higher Nationals in Business are on the CD ROM that accompanies this specification and on the Edexcel website.

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Qualification titles covered by this specification

Pearson BTEC Level 4 HNC Diploma in Business (QCF)

Pearson BTEC Level 5 HND Diploma in Business (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF).

The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Centres are reminded that The Report of the National Committee of Inquiry into Higher Education (the Dearing Report) recommended that they *'develop, for each programme they offer, a 'programme specification' which identifies potential stopping-off points and gives the intended outcomes of the programme ...'*

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications: QAA 115 06/06*) which includes related post-Dearing developments. *Annexe 2: Working with programme specifications: a leaflet for further education colleges* of this QAA document contains additional guidance notes to support further education colleges writing programme specifications for Edexcel awards.

Qualification Numbers

The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

500/8241/3 Pearson BTEC Level 4 HNC Diploma in Business (QCF)

500/8239/5 Pearson BTEC Level 5 HND Diploma in Business (QCF)

Introduction

This specification contains the units and associated guidance for the QCF Pearson BTEC Level 4 HNC in Business and the Pearson BTEC Level 5 HND in Business.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policies regarding access to its qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

Pearson BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC in Business is a qualification with a minimum of 120 credits of which 60 are mandatory core.

The Pearson BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Pearson BTEC Level 5 HND

The Pearson BTEC Level 5 HND in Business is a qualification with a minimum of 240 credits of which 125 are mandatory core.

The Pearson BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Rules of combination for Pearson BTEC Levels 4 and 5 Higher National qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other QCF Pearson BTEC Higher National qualifications.

When combining units for a Pearson BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

Pearson BTEC Level 4 HNC in Business

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 60 credits.
- 4 Specialist unit credit: 60 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF Pearson BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Pearson BTEC Level 5 HND in Business

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

Structure of the Pearson BTEC Level 4 HNC in Business

Unit number	Mandatory core units – all four units must be taken	Unit level	Unit credit
1	Business Environment	4	15
2	Managing Financial Resources and Decisions	4	15
3	Organisations and Behaviour	4	15
4	Marketing Principles	4	15
	Specialist units – choose units with a total credit value of 60		
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
9	Management Accounting: Costing and Budgeting	4	15
10	Financial Accounting and Reporting	4	15
13	Personal and Professional Development	5	15
15	Managing Business Activities to Achieve Results	4	15
16	Managing Communications, Knowledge and Information	4	15
17	Marketing Intelligence	4	15
18	Advertising and Promotion in Business	4	15
21	Human Resource Management	4	15
22	Managing Human Resources	4	15
25	English Legal System	4	15
26	Business Law	5	15
29	The Internet and E-Business	4	15
31	E-Business Operations	4	15
38	Business Events Management	4	15
47	Employability Skills	5	15
49	Work-based Experience	5	15
50	Management Accounting	5	15
51	International Marketing	4	15
52	Exporting and Importing Documentation and Procedures	4	15
53	Study and Communication Skills for Business	4	15
54	Business Skills for Proposals and Pitches	4	15

The Pearson BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

There is a barred combination between units 9, 10 and unit 50. If units 9 or 10 are completed, unit 50 cannot be taken.

Structure of the Pearson BTEC Level 5 HND in Business

Unit number	Mandatory core units – all eight units must be taken	Unit level	Unit credit
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
Specialist units – choose units with a minimum total credit value of 115			
Accounting Pathway			
9	Management Accounting: Costing and Budgeting	4	15
10	Financial Accounting and Reporting	4	15
11	Financial Systems and Auditing	5	15
12	Taxation	5	15
Management Pathway			
13	Personal and Professional Development	5	15
14	Working with and Leading People	5	15
15	Managing Business Activities to Achieve Results	4	15
16	Managing Communications, Knowledge and Information	4	15
Marketing Pathway			
17	Marketing Intelligence	4	15
18	Advertising and Promotion in Business	4	15
19	Marketing Planning	5	15
20	Sales Planning and Operations	5	15
Human Resources Pathway			
21	Human Resource Management	4	15
22	Managing Human Resources	4	15
23	Human Resources Development	5	15
24	Employee Relations	5	15

Unit number	Specialist units – choose units with a minimum total credit value of 115 (continued)	Unit level	Unit credit
	Law Pathway		
25	English Legal System	4	15
26	Business Law	5	15
27	Further Aspects of Contract and Tort	4	15
28	European Law	5	15
	General optional units		
29	The Internet and E-Business	4	15
30	Internet Marketing	5	15
31	E-Business Operations	4	15
32	Quality Management in Business	5	15
33	Small Business Enterprise	5	15
34	Operations Management in Business	5	15
35	European Business	5	15
36	Employment Law	5	15
37	Company Law	5	15
38	Business Events Management	4	15
39	Financial Investment Opportunities	5	15
40	Business Work Experience	5	15
41	Contemporary Issues in Marketing Management	5	15
42	Project Management for Business	5	15
43	Administrative Services	5	15
44	Business Psychology	5	15
45	Business Ethics	5	15
46	Corporate Environmental and Social Management	5	15
47	Employability Skills	5	15
48	Project Design, Implementation and Evaluation	5	20
49	Work-based Experience	5	15
50	Management Accounting	5	15
51	International Marketing	4	15
52	Exporting and Importing Documentation and Procedures	4	15

The Pearson BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

***To gain an endorsed title, for example Pearson BTEC Level 5 HND in Business (Management), all four units in the pathway need to be completed. Only one endorsed title can be added to the qualification, but more than one endorsed pathway can be completed.**

There is a barred combination between units 9, 10 and unit 50. If units 9 or 10 are completed, unit 50 cannot be taken.

Key features

Pearson 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 Pearson 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 Pearson BTEC Higher National units to the degree programme in question.

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

Pearson BTEC Higher Nationals in Business have been developed to focus on:

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

This 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
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in business.

Professional body recognition

The Pearson BTEC Higher Nationals in Business have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Further details of professional body recognition and exemptions for Edexcel BTEC Higher Nationals are given in the *BTEC Higher Nationals – Professional Recognition and Progression Directory 2008* available from our website: www.edexcel.com/quals/hn/Pages/Keydocuments.aspx.

National Occupational Standards

Pearson BTEC Higher Nationals in Business are designed to relate to the National Occupational Standards in the Business sector at levels 4 and 5, which in turn form the basis of the National Vocational Qualifications (NVQs) in Business Administration and Management and Leadership. Pearson BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

There are currently no generic National Occupational Standards for Business. However, some units in the Higher Nationals in Business relate to both Management and Leadership NVQ units and Business Administration NVQ units. Links to these National Occupational Standards are indicated in each unit.

Annexe B contains mapping of the Higher National units in this specification against relevant Level 4 NVQs where appropriate.

Qualification Requirement

Pearson has published Qualification Requirements as part of the revision of Pearson BTEC Higher Nationals. Qualification Requirements set out the aims and rationale of the qualifications and provide the framework of curriculum content. They also identify the higher-level skills associated with the qualifications and any recognition by relevant professional bodies. The Qualification Requirement for the Pearson BTEC Higher Nationals in Business is given in *Annexe A*.

Edexcel standard specification titles are developed from the Qualification Requirements. Licensed centres comply with Qualification Requirements when developing Higher Nationals under these standard titles.

Qualification Requirements provide consistent standards within the same vocational area and identify the skills and knowledge that can be expected of any holder of an identical Pearson BTEC Higher National. This will allow higher education institutions, employers and professional bodies to confidently provide progression opportunities to successful learners.

Higher-level skills

Learners studying for Pearson 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 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.

Pearson BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC in Business 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.

Pearson 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 mode free but they 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.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC in Business offers a progression route for learners who are employed in the business sector.

Learners studying the Pearson 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.

Pearson BTEC Level 5 HND

The Pearson BTEC Level 5 HND provides greater breadth and specialisation than the Pearson BTEC Level 4 HNC. Edexcel BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the business sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND in Business provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the business sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in business or progress into higher education. Other learners may want to extend the specialism that they followed on the Pearson BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the business sector where learners may work towards membership of a professional body.

The Pearson BTEC Level 5 HND in Business offers a progression route for learners who are studying on an Pearson BTEC Level 4 HNC in Business or a programme that includes business.

Learners studying the Pearson BTEC Level 5 HND will be able to progress to a degree in business or one of its specialist areas. The qualification also prepares learners for employment in the business sector. Some learners may wish to use this qualification in order to enter a specialist area of employment in the sector, where learners may work towards professional membership or study for professional body examinations.

Teaching, learning and assessment

Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded an Pearson BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5) to be awarded an Pearson BTEC Level 5 HND.

The assessment of Pearson BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Pearson BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

Unit format

Each unit is set out in the following way.

Unit title, unit code, QCF level and credit value

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance.

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Pearson BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

Aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit abstract

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

Learning outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning and assessment

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

Grading Higher National units

The grading of Pearson 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 in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

Each of the generic merit and distinction grade descriptors can be amplified by use of **indicative characteristics**. 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 in *Annexe C* **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.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Summary of grades

In order to achieve a pass in a unit	<ul style="list-style-type: none">• all learning outcomes and associated assessment criteria have been met
In order to achieve a merit in a unit	<ul style="list-style-type: none">• pass requirements achieved• all merit grade descriptors achieved
In order to achieve a distinction in a unit	<ul style="list-style-type: none">• pass and merit requirements achieved• all distinction grade descriptors achieved

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Pearson BTEC Levels 4 and 5 Higher National qualifications*).

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 (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

Qualification grades

Pearson BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Pearson BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Annexe E gives examples of how qualification grades are calculated.

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND then credits from both the HNC and HND can contribute to the best 75 credits of the overall HND grade.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance about Pearson's policy on RPL please see our *Recognition of Prior Learning Policy* on our website. Please go to <http://www.edexcel.com/Policies/Documents/Recognition of Prior Learning.pdf>

Quality assurance of Pearson BTEC Higher Nationals

Pearson's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC higher level programmes on the QCF at Levels 4–7 comprises three key components.

1) Approval process

Approval to offer Pearson BTEC Higher National qualifications will vary depending on the status of the centre.

Centres that have a recent history of delivering Pearson BTEC Higher National qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through Edexcel Online.

Centres new to the delivery of Pearson BTEC Higher National qualifications will be required to seek approval through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc). and include a declaration that the centre will operate the programmes strictly as approved and in line with Edexcel requirements.

2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Edexcel's External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Edexcel reserves the right to confirm independently that these arrangements are operating to Edexcel's satisfaction.

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

3) Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

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

or

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

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

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

Programme design and delivery

Pearson BTEC Higher National qualifications consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In Pearson BTEC Higher National qualifications each unit's credit value usually consists of multiples of 5 credits. Most units are 15 credits in value. These units have been designed from a learning time perspective. **Each 15-credit unit approximates to a learning time of 150 hours.**

These new Pearson BTEC Level 5 HND qualifications are the same size as the Edexcel Level 5 BTEC Higher National Diplomas which were accredited onto the National Qualifications Framework (NQF). Therefore, it is expected that these Pearson BTEC Level 5 HNDs, accredited onto the Qualifications and Credit Framework (QCF), will also require approximately 960 guided learning hours (GLH).

Consequently, using the above approach, the new Pearson BTEC Level 4 HNCs, which are accredited onto the QCF, and are now half the size of the Pearson BTEC Level 5 Higher National Diplomas, will require approximately 480 GLH.

Within the information relating to these units on the QCF, each 15-credit unit has been allocated a figure of 60 GLH to help guide centres (other units with smaller or larger credit values have figures calculated on a pro rata basis). Centres delivering these qualifications are required to use their professional expertise in the design and delivery of these qualifications within the overall guided learning hours for the qualification.

Guided learning hours are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Learning time is 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. It should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Annexe D provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the NQF Edexcel Level 5 BTEC Higher Nationals in Business with the new units of the QCF Pearson BTEC Higher Nationals in Business.

Mode of delivery

Pearson does not define the mode of study for Pearson BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Full guidance on our policies on 'distance assessment' and 'electronic assessment' are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the Pearson BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

Resources

Pearson BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Pearson BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors 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 sector. Maximum use should be made of the learner's experience.

Meeting local needs

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and the professional bodies for the business sector, together with support from an appropriate Sector Skills Council (SSC), Sector Skills Body (SSB) or National Training Organisation (NTO) for the business sector.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs identified by organisations such as Regional Development Agencies and local funding agencies.

Centres may not always be able to meet local needs using the units in this specification. In this situation, centres can seek approval from Pearson to use units from other Pearson BTEC Higher National qualifications on the QCF. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification remains the same.

Locally-devised specialist units

There may be exceptional circumstances where even the flexibility of importing units from other specifications does not meet a particular local need. In this case, centres can seek permission from Pearson to develop a unit(s) with us to meet this need. Permission will be granted only in a limited number of cases.

Pearson will ensure that the integrity of the qualification is not compromised and that there is a minimum of overlap and duplication of content of existing units. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Pearson will validate these units.

Limitations on variations from standard specifications

The flexibility to import standard units from other QCF Pearson BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of 30 credits in a Pearson BTEC HNC qualification and a maximum of 60 credits only in any Pearson BTEC HND qualification**. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised.

Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to qualifications with integrity. Where the recruitment process identifies that the learner may not be able to demonstrate attainment, this must be communicated clearly to the learner.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Centres will 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.

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.

Please note that UK Border Agency (UKBA) requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at a minimum of Common European Framework of Reference (CEFR) level B1 for a QCF level 4 or 5 qualification and a minimum of CEFR level B2 for a QCF level 6 qualification. The only exception is for an applicant to a Higher Education Institution (HEI) who is gifted; or competent at CEFR level B1 and the HEI believes that the applicant will reach B2 level after a short period of pre-sessional language training before the main course.

Restrictions on learner entry

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

Access arrangements and special considerations

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Access Arrangements, Reasonable Adjustments and Special Considerations: General and Vocational Qualifications*.

The documents are on our website at www.edexcel.com/policies

Further information and publications

Contact us

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: www.edexcel.com/contactus
- Pearson BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.pearsonwbl.com/contactus
- books, software and online resources for UK schools and FE colleges: www.pearsonschools.co.uk/contactus

Publications

Key publications:

- Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of Pearson qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of Pearson resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their resources on our website at: www.edexcel.com/resources

Professional development and training

Pearson supports UK and international customers with training related to Pearson qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

Pearson training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other Pearson colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Qualification Requirement

BTEC Higher Nationals in Business

This Qualification Requirement will be read in conjunction with overarching guidance from Edexcel.

Rationale

Pearson 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 Pearson 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 Pearson BTEC Higher National units to the degree programme in question.

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

Pearson BTEC Higher Nationals in Business have been developed to focus on:

- providing education and training for a range of careers in business such as management, administration, personnel, marketing, accounting, and law
- providing a general qualification which allows flexibility of study to meet local or specialist needs
- providing specialist options which meet the needs of the major functions in business and allow specialisation with career progression and professional recognition in mind
- providing opportunities which underpin some of the knowledge and understanding required for the relevant NVQ level 4 units in Accounting, Management, and Business Administration
- providing opportunities for learners to focus on the development of higher-level skills in a business context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life

- providing opportunities for individuals in employment to achieve a nationally recognised level 4 vocationally specific qualification
- providing 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.

This 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
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in business.

This qualification meets 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 enabling learners to make an immediate contribution to employment
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in Business.

Mandatory curriculum

This will cover an analysis of the impact of the external operating environment and the need to plan organisational strategies to ensure effective business performance, together with an introduction to the techniques and methods of research. A variety of research methodologies, including the opportunity to carry out interventionist or action research should be considered and a project report based on independent research into an area of professional business practice of interest completed.

The ways in which finance is managed within a business organisation will be considered, the different sources of finance evaluated and the use of financial information to make decisions studied. Also included will be consideration of decisions relating to pricing and investment, as well as budgeting, together with techniques for the evaluation of financial performance.

The internal nature of organisations from both a theoretical and practical viewpoint will be considered and it is intended to develop an understanding of the behaviour of people within organisations and the significance of organisational design and characteristics.

The objectives of organisations and the influence of stakeholders are included as is the operation of organisations in relation to the local, national and global environment.

Also included is an introduction to the fundamental concepts and principles that underpin the marketing process, examine the role and practice of marketing within the changing business environment and include a concise and contemporary overview of marketing, together with the knowledge and skills to underpin further study in the specialist field of marketing.

Optional curriculum

Accounting pathway

This pathway will give learners an appreciation of financial planning and constraints. It will cover the collection and analysis of cost data for management purposes, budgetary planning and control, the preparation of financial statements for different types of business and legal and regulatory provisions, the accounting and management control systems of a business and an evaluation of their effectiveness, and the taxation of individuals and limited companies.

Management pathway

This pathway will cover the main functions of management including facilitating and managing change and providing a vision for the future; managing financial resources, physical resources, technology, the management of information and knowledge and providing products and services; building relationships, developing networks and partnerships and managing people; and leading business operations and meeting customer needs.

Marketing pathway

This pathway gives an overview of the marketing function. It will consider the purchase decision-making process and the variables and situations influencing buyer behaviour as well as exploring the marketing research process; the ability to determine specific promotional activities in response to target audience; the application and evaluation of analytical tools to create a marketing plan; and sales planning and operations and the different stages of the sales process.

Human Resource Management pathway

This pathway covers the main areas of human resource management including an introduction to the human resource management role and function which is then built on to give a broader perspective to human resource management practices; of the role of training and employee development, including a consideration of government initiative aimed at developing skills; and employment relationships in the UK including industrial conflict, the resolution of disputes and negotiation.

Law pathway

This pathway considers the English legal system, legislation specifically relating to Business, anti-competitive practices and their impact on business, further common law principles and the impact of European Union legislation.

Further specialist units (available both to learners taking a general Higher National in Business and to learners taking a pathway, especially at diploma level) develop and apply the knowledge and understanding of the connections between specialist areas and the wider world of business. Some of these units have been designed to complement each other or to complement units in the pathways, for example units covering aspects of finance, law or management. However, any specialist unit can be chosen in isolation.

Professional body recognition

The Pearson BTEC Higher Nationals in Business have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Further details of professional body recognition and exemptions for Pearson BTEC Higher Nationals are given in the publication *BTEC Professional Recognition* which is available on our website (www.edexcel.com).

Links to National Standards

There is the opportunity for programmes in Business to provide some of the underpinning knowledge, understanding and skills for the level 4 NVQ in Management, Accounting, Personnel, Administration and Procurement.

Entry prerequisites

There are no particular entry requirements for this qualification, Please refer to Edexcel guidance on entry requirements (to be developed). Candidates who enter with at least one of the following are likely to benefit more readily from a Business programme:

- a BTEC National, Advanced GNVQ or AVCE in Business or in a related subject (e.g. Tourism, Hospitality and Catering)
- at least one GCE A Level pass in a relevant subject with appropriate supporting passes at GCSE
- an Access to Higher Education Certificate awarded by an approved Further Education institution
- appropriate work experience.

Higher level skills and abilities

Learners studying for Pearson 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 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
- 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.

Annexe B

National Occupational Standards

Mapping against the Level 4 NVQ in Management, Level 4 NVQ in Accounting, Level 4 NVQ in Business and Administration and the Level 4 NVQ in Personnel Management

The grid below maps the knowledge covered in the Level 4 NVQ in Management Level 4 NVQ in Accounting, Level 4 NVQ in Business and Administration and the Level 4 NVQ IN Personnel Management against the underpinning knowledge of the QCF Pearson BTEC Higher Nationals in Business.

HNC/D titles NVQ unit titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 7	Unit 8	Unit 9	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 21	Unit 22	Unit 23	Unit 24	Unit 32
A2: Manage your own resources and professional development									✓											
A3: Develop your personal networks									✓			✓								
B1: Develop and implement operational plans for your area of responsibility					✓	✓					✓							✓		✓
B6: Provide leadership in your area of responsibility			✓							✓										
B8: Ensure compliance with legal, regulatory, ethical and social requirements											✓								✓	

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 7	Unit 8	Unit 9	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 21	Unit 22	Unit 23	Unit 24	Unit 32
NVQ unit titles																				
B11: Promote equality of opportunity and diversity in your area of responsibility										✓										
C2: Encourage innovation in your area of responsibility											✓									
C4: Lead change											✓									
C5: Plan change	✓										✓									
C6: Implement change											✓									
D2: Develop productive working relationships with colleagues and stakeholders									✓	✓	✓	✓						✓	✓	
D3: Recruit, select and keep colleagues										✓						✓				
D6: Allocate and monitor the progress and quality of work in your area of responsibility										✓										
D7: Provide learning opportunities for colleagues										✓								✓		
D10: Reduce and manage conflict in your team										✓										
D11: Lead meetings									✓											
E2: Manage finance for your area of responsibility		✓																		
E6: Ensure health and safety requirements are met in your area of responsibility																				✓

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 7	Unit 8	Unit 9	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 21	Unit 22	Unit 23	Unit 24	Unit 32
NVQ unit titles																				
E8: Manage physical resources																				
E9: Manage the environmental impact of your work																				
E10: Take effective decisions					✓							✓								
F1: Manage a project							✓													
F2: Manage a programme of complementary projects																		✓		
F3: Manage business processes											✓	✓								
F8: Work with others to improve customer service																				
F9: Building your organisation's understanding of its market and customers				✓									✓	✓	✓					
F11: Manage the achievement of customer satisfaction																				

HNC/D titles		Unit 34	Unit 35	Unit 38	Unit 40	Unit 41	Unit 42	Unit 43	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49
NVQ unit titles													
A2: Manage your own resources and professional development				✓	✓						✓		✓
A3: Develop your personal networks					✓								
B1: Develop and implement operational plans for your area of responsibility	✓		✓		✓			✓					
B6: Provide leadership in your area of responsibility								✓					
B8: Ensure compliance with legal, regulatory, ethical and social requirements				✓				✓	✓	✓			
B11: Promote equality of opportunity and diversity in your area of responsibility													
C2: Encourage innovation in your area of responsibility				✓				✓					
C4: Lead change								✓					
C5: Plan change								✓					
C6: Implement change								✓					
D2: Develop productive working relationships with colleagues and stakeholders				✓				✓	✓		✓		✓

HNC/D titles	Unit 34	Unit 35	Unit 38	Unit 40	Unit 41	Unit 42	Unit 43	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49
NVQ unit titles												
D3: Recruit, select and keep colleagues												
D6: Allocate and monitor the progress and quality of work in your area of responsibility		✓					✓					
D7: Provide learning opportunities for colleagues												
D10: Reduce and manage conflict in your team		✓					✓					
D11: Lead meetings		✓					✓					
E2: Manage finance for your area of responsibility												
E6: Ensure health and safety requirements are met in your area of responsibility												
E8: Manage physical resources	✓											✓
E9: Manage the environmental impact of your work								✓				
E10: Take effective decisions												
F1: Manage a project	✓		✓	✓			✓				✓	✓
F2: Manage a programme of complementary projects	✓											

HNC/D titles	Unit 34	Unit 35	Unit 38	Unit 40	Unit 41	Unit 42	Unit 43	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49
NVQ unit titles												
F3: Manage business processes	✓						✓					
F8: Work with others to improve customer service					✓							
F9: Building your organisation's understanding of its market and customers		✓			✓							
F11: Manage the achievement of customer satisfaction	✓											

Level 4 NVQ in Accounting

HNC/D titles	Unit 2	Unit 9	Unit 10	Unit 11	Unit 12
NVQ unit titles					
MA1 and MA2: Costing	✓	✓			
MA3: Budgeting		✓			
MA4: Managing Financial performance		✓			
FA 1-4: Financial Accounting			✓		
FA5: Drafting Financial Statements			✓		
A1: Implementing Audit Procedures				✓	
T2: Preparing Business Taxation Computations					✓
T1: Preparing Personal Taxation Computations					✓

Level 4 NVQ in Business and Administration

HNC/D titles	Unit 2	Unit 3	Unit 6	Unit 8	Unit 13	Unit 14	Unit 15	Unit 16	Unit 34	Unit 38	Unit 42	Unit 43	Unit 47	Unit 48
NVQ unit titles														
401: Carry out your responsibilities at work					✓		✓			✓		✓	✓	
402: Work within your business environment							✓			✓		✓	✓	
305: Manage and evaluate customer relations														
310: Research, analyse and report information		✓		✓				✓		✓				
403: Manage an office facility							✓			✓		✓		
404: Manage contracts										✓				
405: Negotiate and agree budgets	✓													
406: Monitor and review the implementation of corporate objectives, strategies and policies									✓					
407: Inform and facilitate corporate decision-making			✓											
408: Evaluate internal and external factors and promote partnership working										✓				
409: Manage risk										✓				
410: Create and manage information systems		✓						✓						
411: Manage projects										✓				✓
412: Chair meetings										✓				

HNC/D titles	Unit 2	Unit 3	Unit 6	Unit 8	Unit 13	Unit 14	Unit 15	Unit 16	Unit 34	Unit 38	Unit 42	Unit 43	Unit 47	Unit 48
NVQ unit titles										✓				
413: Promote innovation and change										✓				
414: Develop productive working relationships with colleagues and stakeholders		✓				✓				✓		✓		
415: Allocate and monitor the progress and quality of work in your area of responsibility						✓				✓		✓		
416: Recruit, select and keep colleagues														
417: Provide learning opportunities for colleagues														
418: Provide leadership in your area of responsibility		✓								✓				

Level 4 NVQ in Personnel Management

HNC/D titles	Unit 13	Unit 21	Unit 22	Unit 23	Unit 24
NVQ unit titles					
P15: Enable and support others to carry out personnel activities		✓			
P24: Design, deliver and evaluate procedures to promote equality of opportunity and diversity		✓	✓		
P27: Design, deliver and evaluate employee and stakeholder communication procedures					✓
G3: Evaluate and develop own practice	✓				
P14: Contribute to the design, delivery and evaluation of work practices			✓		
P16: Design, deliver and evaluate recruitment procedures		✓			
P17: Design, deliver and evaluate selection procedures		✓			
P26: Design, deliver and evaluate employee reward and benefits procedures		✓			
P29: Design, deliver and evaluate employee support procedures		✓	✓	✓	✓
P2: Develop a strategy and plan to provide all people resources for the organization		✓	✓	✓	

HNC/D titles		Unit 13	Unit 21	Unit 22	Unit 23	Unit 24
NVQ unit titles						
P19: Design, deliver and evaluate grievance and dismissal procedures		✓				
P20: Design, deliver and evaluate redundancy procedures		✓				
P21: Design, deliver and evaluate retirement and resignation procedures		✓				
P28: Design, deliver and evaluate negotiation and collective bargaining procedures						✓
P8: Develop a strategy and plan for the promotion of equality of opportunity and diversity		✓	✓	✓		
P23: Design, deliver and evaluate learning and development procedures						
P25: Design, deliver and evaluate performance management procedures						

Annexe C

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 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 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.

Annexe D

Unit mapping overview

New QCF versions of the Pearson BTEC Higher National units in Business (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Business (specification end date 31/08/2010).

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
1	Business Environment	4	F
2	Managing Financial Resources and Decisions	2	F
3	Organisations and Behaviour	3	F
4	Marketing Principles	1	F
5	Aspects of Contract and Negligence for Business	5	P
6	Business Decision Making	6	F
7	Business Strategy	7	F
8	Research Project	8	P
9	Management Accounting: Costing and Budgeting	9	F
10	Financial Accounting and Reporting	10	F
11	Financial Systems and Auditing	11	F
12	Taxation	12	F
13	Personal and Professional Development	13	P
14	Working with and Leading People	14	P
15	Managing Business Activities to Achieve Results	15	F
16	Managing Communications, Knowledge and Information	16	F
17	Marketing Intelligence	17	F
18	Advertising and Promotion in Business	18	F
19	Marketing Planning	19	F
20	Sales Planning and Operations	20	F
21	Human Resource Management	21	F
22	Managing Human Resources	22	F

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
23	Human Resources Development	23	F
24	Employee Relations	24	F
25	English Legal System	25	F
26	Business Law	26	F
27	Further Aspects of Contract and Tort	27	F
28	European Law	28	F
29	The Internet and E-Business	29	F
30	Internet Marketing	30	P
31	E-Business Operations	31	P
32	Quality Management in Business	42	F
33	Small Business Enterprise	43	F
34	Operations Management in Business	44	P
35	European Business	45	X
36	Employment Law	46	F
37	Company Law	47	F
38	Business Events Management	48	F
39	Financial Investment Opportunities	51	F
40	Business Work Experience	52	F
41	Contemporary Issues in Marketing Management	53	F
42	Project Management for Business	56	F
43	Administrative Services	57	P
44	Business Psychology	58	X
45	Business Ethics	59	P
46	Corporate Environmental and Social Management	60	P
47	Employability Skills		N
48	Project Design Implementation and Evaluation		N
49	Work-based Experience		N

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))
- N – New unit

Unit mapping in depth

New QCF versions of the Pearson BTEC Higher National units in Business (specification start date 1/09/2010) mapped against the NQF BTEC Higher National units in Business (specification end date 31/08/2010).

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
1	Business Environment	4	Business Environment	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
2	Managing Financial Resources and Decisions	2	Managing Financial Resources and Decisions	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
3	Organisations and Behaviour	3	Organisations and Behaviour	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
4	Marketing Principles	1	Marketing	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
5	Aspects of Contract and Negligence for Business	5	Common Law 1	Some differences but content similar
6	Business Decision Making	6	Business Decision Making	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
7	Business Strategy	7	Business Strategy	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
8	Research Project	8	Research Project	Some differences but content similar
9	Management Accounting: Costing and Budgeting	9	Management Accounting: Costing and Budgeting	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
10	Financial Accounting and Reporting	10	Financial Reporting	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
11	Financial Systems and Auditing	11	Financial Systems and Auditing	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
12	Taxation	12	Taxation	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
13	Personal and Professional Development	13	Managing Professional Development	Some differences but content similar
14	Working with and Leading People	14	Working with and Leading People	Some differences but content similar
15	Managing Business Activities to Achieve Results	15	Managing Activities to Achieve Results	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
16	Managing Communications, Knowledge and Information	16	Managing Communications, Knowledge and Information	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
17	Marketing Intelligence	17	Marketing Intelligence	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
18	Advertising and Promotion in Business	18	Advertising and Promotion	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
19	Marketing Planning	19	Marketing Planning	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
20	Sales Planning and Operations	20	Sales Planning and Operations	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
21	Human Resource Management	21	Human Resources Management	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
22	Managing Human Resources	22	Managing Human Resources	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
23	Human Resources Development	23	Human Resources Development	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
24	Employee Relations	24	Employee Relations	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
25	English Legal System	25	English Legal System	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
26	Business Law	26	Business Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
27	Further Aspects of Contract and Tort	27	Common Law II	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
28	European Law	28	European Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
29	The Internet and E-Business	29	Introduction to the Internet and E-Business	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
30	Internet Marketing	30	Internet Marketing	Some similar content, but this has been updated in line with new technology
31	E-Business Operations	31	E-Business Operations	Some differences, but content similar
32	Quality Management in Business	42	Quality Management	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
33	Small Business Enterprise	43	Small Business Enterprise	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
34	Operations Management in Business	44	Operations Management	Some differences, but content similar
35	European Business	45	European Business	Some similar content, but new topic on <i>International Trade and the Balance of Payments</i>
36	Employment Law	46	Employment Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
37	Company Law	47	Company Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
38	Business Events Management	48	Administrative Practices and Procedures	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
39	Financial Investment Opportunities	51	Investment	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
40	Business Work Experience	52	Industry Experience	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
41	Contemporary Issues in Marketing Management	53	Contemporary Issues in Marketing Management	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
42	Project Management for Business	56	Project Management	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
43	Administrative Services	57	Administrative Services	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
44	Business Psychology	58	Business Psychology	Some similar content, but new topic on <i>Impact of change in business</i>

New QCF units		NQF units		Mapping / comments (new topics in italics)
Number	Name	Number	Name	
45	Business Ethics	59	Business Ethics	Some differences, but content similar
46	Corporate Environmental and Social Management	60	Environmental Management	Some differences, but content similar
47	Employability Skills			New unit
48	Project Design Implementation and Evaluation			New unit
49	Work-based Experience			New unit

Annexe E

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Pearson BTEC Levels 4 and 5 Higher National qualifications*).

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 qualifications 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 (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

Qualification grades

Pearson BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Pearson BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Examples of possible learner profiles of the best 75 credits at the level of the qualification or above. These tables fit both HNC and HND qualifications.

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	30	1	30
Distinction	15	2	30
		Total	60
		Qualification grade	Pass

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	15	0	0
Merit	45	1	45
Distinction	15	2	30
		Total	75
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	15	1	15
Distinction	30	2	60
		Total	75
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	15	1	15
Distinction	60	2	120
		Total	135
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	0	1	0
Distinction	75	2	150
		Total	150
		Qualification grade	Distinction



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