ITS Education Asia

Pearson BTEC HND in Business (Level 5)

Student's Handbook

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ITS Education Asia (ITS) welcomes you as a new learner with our BTEC Higher National Diploma (HND) in Business. You are joining one of the largest private education providers in Asia. ITS offers a wide selection of educational services., including individual tutoring, from introductory courses through to higher education. The BTEC HND in Business programme is delivered as a blended-learning programme via classroom lecture, a VLE (virtual learning environment) or both. As stated on ITS's website:

"Online learning brings school to you, whether you live in a remote area, have restricted school choice nearby, have mobility issues, or simply prefer the home-schooling option but would like teacher support..."

Our BTEC program is online but not "traditional distance learning". With many online BTEC courses, they are online but they are presented in a "traditional distance learning" mode. That is, students are given the materials and the learners still have to read the material and work it all out for themselves. Studies show traditional distance learning mode is not an effective learning mode (read a Financial Times article on this subject). The ITS BTEC HND in Business course thoroughly overcomes this shortcoming with its high percentage of live classes, consistent offline supervision and a support framework. Our course is supported by real lecturers, in real-time. Having a lecturer available makes all the difference.

ITS believes in the Oxford tutorial model, that is, small live lectures (maximum 25 learners per lecture) with small number of learners in live tutorials (maximum 10 learners per tutorial). We cannot totally replicate the Oxford model but we keep our classes and tutorials to a personal size.

This handbook provides a handy guide to ITS's services for our HND in Business as well as some general information. Also, it explains your rights and responsibilities as a student on ITS's BTEC HND in Business.

If there is any information you require which is not covered in this handbook, please ask your personal tutor or a member of the Programme Team. All the staff at ITS would like to extend to you a warm welcome to this ITS programme and wish you every success in your studies.

Dr. Orville Leverne Clubb,

Head of ITS Education Asia BTEC Centre

1. Introduction

ITS' BTEC Level 5 Higher National Diploma (HND) in Business is awarded by Pearson Education Limited, UK (Pearson); the UK's largest awarding body[1], offering academic and vocational qualifications that are globally recognised and benchmarked.

"BTEC"[2] is an acronym for the Business and Technology Education Council of the UK. ITS' BTEC Higher National Diploma (HND) in Business Administration is equivalent to years one and two of a three year UK honors degree at *Regulated Qualifications Framework (RFQ)* Level 4 and 5[3].

The *Regulated Qualifications Framework (RFQ)* code is known as a Qualification Number (QN). Each unit within a qualification will also have a RFQ unit code. The RFQ qualification and unit codes will appear on students' final certification documentation.

BTEC HND's are recognised internationally. Currently, the BTEC qualifications are delivered in 65 different countries. One of the possible pathways of the BTEC HND qualification is admission to advanced standing in a university. Graduates can select from over 100 universities worldwide. In the UK and Australia graduates can pursue a "topping-up" final year degree.

In the US, a student could be accepted in a degree program with advanced standing using the BTEC HND credits toward an American degree.

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[1] http://uk.pearson.com/

[2] http://qualifications.pearson.com/en/about-us/qualification-brands/btec.html

[3] https://en.wikipedia.org/wiki/Qualifications_and_Credit_Framework

As with most articulations from BTEC HND to degrees, the entry point or credits accepted for an applicant is at the discretion of the university. In addition, the university may have specific requirements around language levels, etc. that the learner will need to meet as part of the application process.
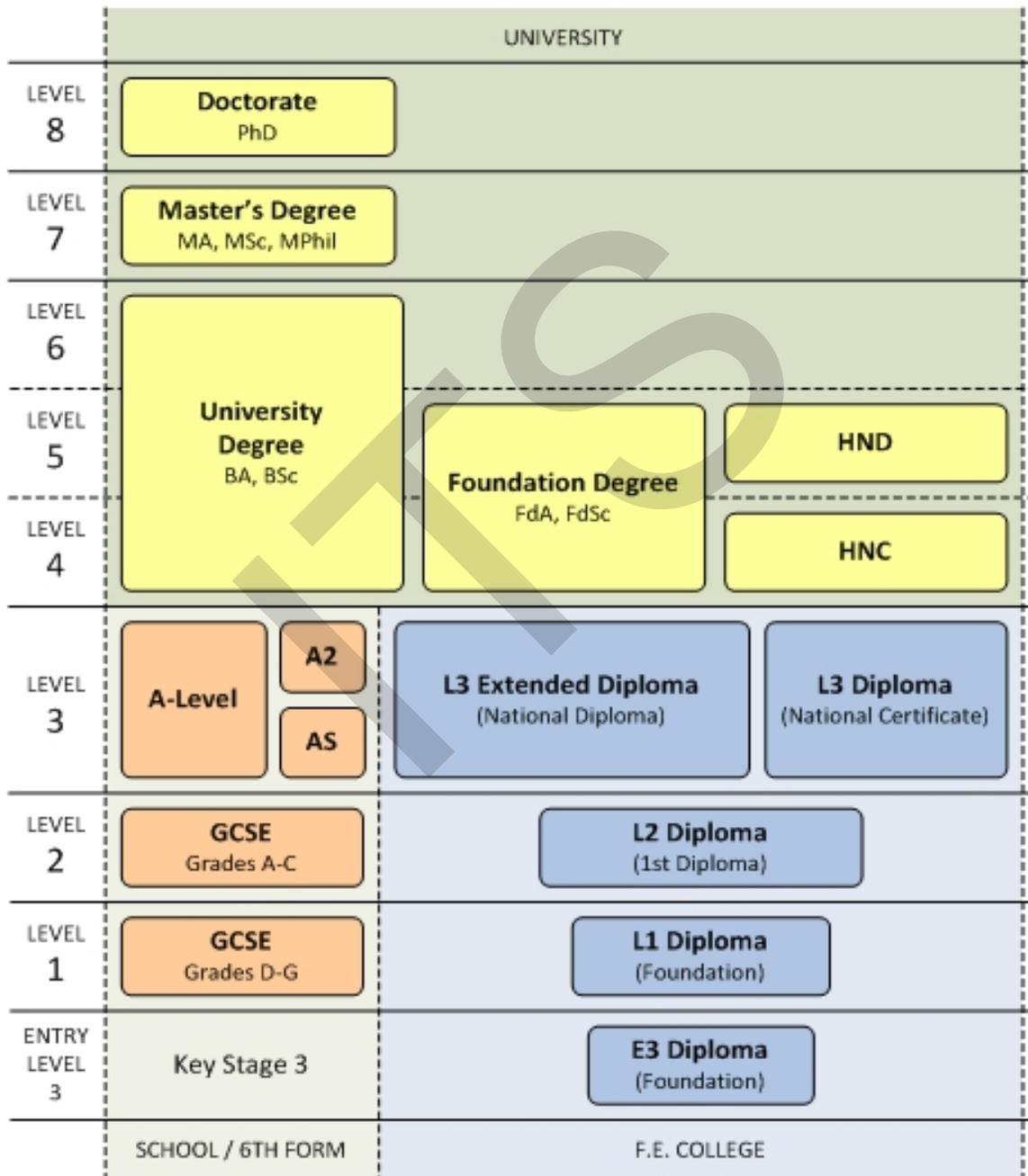
UK Qualifications and Credit Framework *(Note that the BTEC HNC and HND are at level 4 and 5 above)*

The BTEC HND in Business is a considered a "vocational qualification," giving graduates a range of skills and knowledge that can be readily applied in the workplace. The ITS BTEC HND is equivalent to the first two years of a UK three year programme.

2 ITS' BTEC Higher National Diploma (HND) in Business

Language of study
English

For candidates whose first language is not English must be able to demonstrate the ability to study effectively in English to be accepted on the course. There is minimum English standard IELTS score of 5.5 or its equivalent that must be achieved prior to the completion of the programme. ITS can provided English level testing, as well as remedial English tutoring.

Course description
The objectives of the *BTEC Higher National Diploma (HND) in Business* course are to develop the student's business skills and ability to grasp business issues from a range of different perspectives. The course will give the student knowledge of the various aspects of a business and help the learner to be able to identify and analyse business problems and develop workable solutions through effective use of the knowledge and skills gained in different parts of the programme.

The first year aims to give the learner a foundation in business disciplines and is intended as the foundation to the HND studies of the second year. The HNC studies will help the student build the required skills to succeed in the HND studies. If for any reason the student chooses not to progress to the HND studies, by successfully completing the first year the student can be awarded the HNC by applying to Pearson BTEC.

The second year builds on the students' knowledge and explores how organisations are managed effectively. It also contains key units that are designed to give the student a thorough understanding of the business environment, analysis tools, business strategy and decision making in the work place.

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Educational Aims

The aims of the course are to:

- further ITS Education Asia's aim to widen participation and offerings of educational provisions appropriate to local and global needs;
- provide a broad base of knowledge and skills relevant to a range of businesses and organisations from a wide range of sectors;
- support individuals employed or entering employment in the business field;
- provide a challenging and stimulating educational environment;
- provide education and training for a range of careers in business;
- provide opportunities for learners to focus on the development of higher-level skills in a business context;
- provide opportunities for learners to gain an UK recognised vocationally specific qualification to enter employment in business or progress to higher education such as a full-time degree in business or a related area.

Entry Requirements

To be accepted as a learner, the candidate must be at least 17 years of age and be able to study in English. ITS may test the English language skills of a candidate that wishes to become a learner on the programme to assure that they have the necessary English skills. In addition, the candidate must have access to the technology required to study on the course and have fulfilled one of the following criteria:

- Hold a BTEC National Diploma (level 3); or equivalent qualifications awards from local or regional Institutions;
- Completed the Hong Kong Diploma of Secondary Education (HKDSE): Level 3 in any one of the HKDSE subjects or a similar equivalent national qualification;
- Complete satisfactorily the Hong Kong Yi Jin Diploma;
- Mature applicants aged 21 or above with acceptable qualifications may, in many cases, be able to justify admission. A mature learner may present a more varied profile of achievement which is likely to include work experience (paid and /or unpaid) and/or achievement of a range of professional qualifications in their work sector.

ITS Education Asia makes no distinction in its admissions policy for this course with regard to disabilities. If our classroom or VLE can accommodate the candidates' disability the candidate will be considered with all other applicants. Since the course is also presented in an VLE it is ideal for students that are confined to their homes.

Methods of Delivery

- Lectures - unit lectures will be presented live in a classroom or via a VLE with attendance required with a maximum of 25 students per class (to qualify for credit for a Unit, 80% attendance of the lectures is required);
- Tutorials - unit tutorials will be presented in a classroom or live (VLE) with attendance required (to qualify for credit for the Unit, 80% attendance of the tutorials is required);
- Class based activities - students will work both as teams and as individuals during lectures and tutorials. Since students could be in very different parts of the world it is expected that some group work may be required outside of the formal lectures and tutorials. This will require students to communicate with each other via online communication tools. A few examples of student team activities are role playing, student presentations, case studies;
- Self-study – learners are expected to spend approximately 1.5 to 2 hours of self-study for every hour of formal instruction.

Course Learning Outcomes (CLO):

CLO **A**. The course will provide the student with *knowledge and understanding* of:

CLO A1. the external business environment and its impact on organisations;
CLO A2. the internal functions of business and management;
CLO A3. the roles and tasks of management including processes of decision making.

CLO **B**. The course will provide the student with *cognitive (intellectual or thinking) skills*, so that the student will be able to:

CLO B1. explain current theories of business and management and their relevance to organisations;
CLO B2. identify and solve routine and non-routine business problems;
CLO B3. apply numerical skills and techniques;
CLO B4. gather and evaluate a range of information from a variety of sources and present that information in a structured argument.

Learning and Teaching Strategies and Methods for CLO B.

The programme uses class-based activities (lectures, seminars, case studies, group work and problem solving) and self-study to enable learning outcomes CLO B1, CLO B2, CLO B3 and CLO B4.

Assessment learning outcomes CLO B1, CLO B2 and CLO B3 are assessed by unit written examination and/or by a range of coursework assignments, including portfolios, reports, case studies and presentations. CLOB4 is assessed primarily by the report that students compile for the research project unit, which spans two terms of year two.

CLO **C**. The course will provide the student with *practical (professional or subject) skills*, so that the student will be able to:

CLO C1. make appropriate use of Information Technology for business and study purposes;
CLO C2. manage themselves and others;
CLO C3. plan and schedule work/projects;
CLO C4. use a range of presentation forms professionally.

Learning and Teaching Strategies and Methods for CLO C

Learning outcomes CLO C1 and CLO C4 are embedded in all units. Learning outcomes CLO C2 and CLO C3 are achieved through group class activities and the research project unit.

Assessment of learning outcomes CLO C1, CLO C2, CLO C3 and CLO C4 are assessed by coursework assignments.

CLO **D**. The course will provide the student with *transferable (graduate and employability) skills*, so that learners will be able to:

CLO D1. communicate confidently and effectively;
CLO D2. critique and improve own performance;
CLO D3. work with others;
CLO D4. demonstrate cultural sensitivity.

Learning and Teaching Strategies and Methods for CLO D
Learning outcomes CLO D1, CLO D2 and CLO D4 are embedded in all units. Learning outcome CLOD3 is achieved through group class activities. Small classes offer an environment favourable to the development of these skills.

Assessment of learning outcomes CLO D1, CLO D2 and CLO D4 is implicit throughout the programme. Learning outcome CLO D3 is assessed by group coursework assignments.

Higher level skills and abilities

Students studying for the Pearson BTEC Higher Nationals in Business will be expected to develop or have 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 phenomenon;
- ➢ 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.

Assessment Strategy

Both summative and formative assessments will be set for all students in this course.

The course's assessment strategy is guided by the need for appropriate and rigorous assessment of learning outcomes as defined by each individual course unit. Throughout the course there will be a variety of assessment opportunities to enable students with different aptitudes and learning styles to demonstrate achievement. A major need of an effective assessment strategy is the need to build confidence in students whose previous academic studies has typically been rather less successful academically than that of their counterparts on degree

programmes.

A student will be assessed by: graded assignments, prescribed tasks and/or written examinations. A written examination is a unit examination set by the unit lecturer not an external examination. If an examination is required it will be open-book; this is intended to boost students' confidence and enable them to concentrate on demonstrating understanding rather than merely recalling facts.

Throughout the course, students are encouraged to submit coursework drafts for formative feedback.

The research project unit in year two allows students to undertake a more individual extensive piece of work spanning over two terms based in part on their own primary research interest.

Course Structure, Progression and Award Requirements

Students must gain 240 credits to achieve the award of HND in Business (or 120 if a student opts for the HNC). One credit is equivalent to 10 hours of learning. Course Units are offered in a multiple of 15 credit units. For a unit that is valued at 15 credit hours a notional 150 hours Total Qualification Time (TQT) is expected. Basically, a learner can expect 150 hours study to complete a unit worth 15 credit units. Each unit of study is graded as: Fail (**F**), Unclassified (**U**), Pass (**P**), Merit (**M**) or Distinction (**D**).

● **to achieve a Pass in a unit**, a student must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the UK's RFQ;

● **to achieve a Merit in a unit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome;

● **to achieve a Distinction in a unit**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria will be reported as **Unclassified**.

2 Induction Programme

To assist you in a smooth transition to ITS' HND in business programme, ITS will provide you with an induction programme. The ITS induction programme is a 3 hour meeting prior to the first week of lecture for the new term. During this induction, we will give details about the HND in Business to all new full time students.

For our part-time online students we will introduce the students to ITS' VLE. We know students will take time to settle down to a normal study life in a new programme delivered online from a country where the cultures, customs and laws may be very different from those in their own part of the world. We have arranged your induction programme to help all new students settle down in their new learning environment. The induction programme will:

➢ explain ITS' policies regarding attendance .
➢ explain ITS' course registration procedure and the accredited body.
➢ provide details on course delivery and assessment.
➢ provide an opportunity to us to know each other, to meet some members of ITS' staff and understand the learning cultural at ITS.

3 Policy on Plagiarism

What is plagiarism? "Plagiarism" means to use another person's inventions ideas or writing and claim it as your own."

See http://www.dictionary.com/browse/plagiarism and https://en.wikipedia.org/wiki/Plagiarism

Some examples of plagiarism:

➢ handing in someone else's work as though it is your own.
➢ copying words or ideas from someone else without giving them credit.
➢ failing to put a quotation inside quotation marks.
➢ giving incorrect information about the source of a quotation.
➢ changing words but copying the sentence structure of a source without giving credit.
➢ copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

To avoid plagiarism you must not:

➢ cut and paste from electronic journals, websites or other sources to create a piece of work.
➢ use someone else's work as your own.
➢ reuse essays or practical work of other people or your own (this is self-plagiarism).
➢ employ someone else to produce work for you or produce a piece of work based on someone else's ideas without citing them.

You can avoid plagiarism by:

➢ clearly indicating all authors, title, publishers and dates of any work that is included in your written work.
➢ acknowledging the original author when summarising another person's work in your assignment you.
➢ clearly citing the sources of the information included in your assignment.
➢ always providing a full reference list as an appendix to your work including all the books or articles you have read or quoted in your text. At ITS we use the Harvard system of citation.

See: https://writing.wisc.edu/Handbook/QuotingSources.html from the University of, Wisconsin, Madison; Writing Centre.

ITS and plagiarism
Plagiarism is a breach of the rules of ITS. All works which contain plagiarism may cause an assignment to be deemed void resulting in no mark being given for it.

Please note that plagiarised work is not your own work. If you have any doubt about the nature of plagiarism please discuss the issue with your unit tutor or Programme leader.

Citation
ITS defines as "Citation is to mention the authors who have influenced your thinking and whose ideas you are using in you writing."

See:
http://www.academiccoachingandwriting.org/academic-writing/resources/citations/ from the University of Wisconsin and https://en.wikipedia.org/wiki/Citation

And/or from Harvard:
http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page363223

Why is citation used?

➢ To acknowledge the sources used in quotation, paraphrasing or to support arguments.
➢ To avoid being accused of plagiarism. (see above).
➢ To give your reader sufficient information to be able to find your source in a library or bookshop.

It is important to cite correctly when you write any assignments or dissertations.

4 Student Conduct

If you are in a physical classroom, or one of ITS' virtural classrooms you are expected to maintain the academic customs of scholastic integrity, exemplary behaviour and professional demeanour while in the live classroom.

Behaviour in the VLE
ITS encourages freedom of expression and the sharing of ideas while attend classes. Please note that ITS does not attempt to safeguard students from ideas that they may find unwelcome, disagreeable or even offensive. Whilst ITS does not impose rigid standards of civility, there are some circumstances in which behaviour violates our community standards and formal ITS intervention is required.

Examples of Unsatisfactory Conduct:

➢ Careless misuse of ITS software or facilities that the student has access to.
➢ Disruption of classes.
➢ Refusal to follow a reasonable instruction given by a member of staff.
➢ Continual poor attendance.
➢ Continual failure to hand in coursework.
➢ Use of language which is offensive on the grounds of gender, sexuality, race, disability or religion.

Examples of Misconduct:

- ➢ Objectionable or insulting behaviour.
- ➢ Use of foul language.
- ➢ Behaviour which is abusive to persons on the ground of their race, religion, disability or sexuality.
- ➢ Unauthorised removal of ITS' course material.
- ➢ The use of another person's course who is studying or working within ITS.
- ➢ Having someone else do the work on your assignments.

5 Programme Specification

Title: Pearson BTEC Higher National Diploma (HND) in Business

To be delivered by: ITS Education Asia

Course type: Blended learning/e-learning/online learning/classroom

Location of Delivery: Hong Kong in classroom or via a Virtual Learning Environment (VLE)

Starting Date: September 2018

Awarding Institution: Pearson BTEC

Final Award(s): HND in Business

Language of study: English

Date Written: 2 January 2016

Dates Modified: 18 June 2016 **|** 26 July 2018

Structure of HND Business (Year 1)

Number of Credit Units, Title, TQT and level

Core Modules
15 Unit 1: Business and Business Environments (150, L4)
15 Unit 2: Marketing Essentials (150, L4)
15 Unit 3: Human Resource Management (150, L4)
15 Unit 4: Management and Operations (150, L4)
15 Unit 5: Management Accounting (150, L4)
15 Unit 6: Managing a Successful Business Project (*Pearson set*) (150, L4)

Optional Modules
15 Unit 9: Entrepreneurship and Small Business Management (150, L4)
15 Unit 10: Financial Accounting (150, L4)

Structure of HND Business (Year 2)

Number of Credit Units, Title, TQT and level

Core Modules
30 Unit 11: Business Research Project (Pearson-set) (300, L5)
15 Unit 12: Organisational Behaviour (150, L5)

Optional Modules
15 Unit 31: Statistics for Management
15 Unit 32: Business Strategy
15 Unit 35: Developing Individuals, Teams and Organisations (150, l5)
15 Unit 40: International Marketing (150, L5)
15 Unit 42: Planning for Growth (150, L5)

6. Example of a unit description (syllabus)

(You can find the full unit descriptions at the end of the HND in Business 2016 specification)

Unit 1: Business and the Business Environment

Unit type	Core
Unit level	4
Credit value	15
TQT	150

Introduction

The aim of this unit is to provide students with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance, micro, SME, trans-national and global) and how they operate.

Students will explore the relationships organisations have with their various stakeholders and how the wider external environments influence and shape business decision making.

The knowledge, understanding and skill sets gained in this unit will help students to choose their own preferred areas of specialism in future studies and in their professional career.

Learning Outcomes (LO)

By the end of this unit students will be able to:

LO1. explain the different types, size and scope of organisations;

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

LO3. use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations;

LO4. determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

Essential content

LO1 Explain the different types, size and scope of organisations.

Different types

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

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

The range of legal structures associated with different forms of business.

Size and scope of organisations

Differences between large, medium sized and small organisations

Global growth and developments of trans-national, international and global organisations.

Franchising, joint ventures and licensing.

Industrial structures and competitive analysis.

Stakeholders and responsibilities of organisations to meet stakeholder interests.

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

The various functions within an organisation

The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships.

How functions relate to overall organisation mission and objectives.

Organisational Structure

Different structures depending upon the size and scope of the organisation. Including bureaucratic and post bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.

Organisation structures and complexities of trans-national, international and global organisations.

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

The context of the macro environment

The application of the PESTLE framework and how organisations need to monitor and forecast external influences.

How the macro environment influences/impacts upon business activities. How organisations go through the transformation process and overcome resistance to change in response to the changing market environment.

LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

Frameworks for Analysis

Introduction to SWOT & TOWS analysis and how they can assist in the decision-making process within organisations.

Key external macro factors including the competitive environment and government intervention that influence organisations and business.

Assessment Criteria of Learning Outcomes

LO1 Explain the different types of organisations including their size and scope.

Pass

P1 Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures.

P2 Explain the size and scope of a range of different types of organisations.

Merit

M1 Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisation.

Distinctions

D1 Provide a detailed critical analysis of the complexities of different types of business structures and the interrelationships of the different organisational

functions.

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

Pass

P3 Explain the relationship between different organisational functions and

how they link to organisational objectives and structure.

Merit

M2 Analyse the advantages and disadvantages of organisational functions' interrelationships and the impact that can have upon organisational structure.

Distinctions

D1 Provide a detailed critical analysis of the complexities of different types of business structures and the interrelationships of the different organizational functions.

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

Pass

P4 Identify the positive and negative impacts the macro environment has upon business operations supported by specific examples.

Merit

M3 Apply appropriately the PESTLE model to support a detailed analysis of the macro environment within an Organisation.

Distinctions

D2 Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision making.

LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

Pass

P5 Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.

P6 Explain how strengths and weaknesses interrelate with external macro factors.

Merit

M4.Apply appropriately SWOT/TOWS analysis and justify how they influence decision Making.

Distinctions

D2 Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision making.

Recommended Resources

BARON, P. (2012) *Business and Its Environment*. 7th Ed. London: Prentice Hall

PALMER, A. and HARTLEY, B. (2011) *The Business Environmen*t. 7th Edition. McGraw-Hill Higher Education.

WEATHERLEY, P. (Editor) and OTTER, D. (Editor) (2014) *The Business Environment: Themes and Issues in a Globalised World.* 3rd Ed. Oxford: Oxford University Press.

WORTHINGTON, I. and BRITTON. C. (2014) *The Business Environment* 7th Edition. Harlow Pearson.

Links

This unit links to the following related units:

Unit 2: Marketing Essentials

Unit 4: Management and Operations

Unit 12: Organisational Behavior

Unit 18: Global Business Environment

Unit 25: Principles of Operations Management

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