



Higher National Diploma in Business (Entrepreneurship and Small Business Management)

Programme Specification

September 2024

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1 Introduction to LCK Academy (LCKA)

LCK Academy (LCKA) has been providing Higher National Diploma in Business since March 2023. We believe in harnessing the entrepreneurial talent within our local community. When providing the HND in Business (Entrepreneurship and Small Business Management), therefore, we will focus on preparing you for creative and innovative leadership in the modern workplace.

2 Qualification Titles:

- Pearson BTEC Level 4 Higher National Certificate in Business (Entrepreneurship and Small Business Management)
- Pearson BTEC Level 5 Higher National Diploma in Business (Entrepreneurship and Small Business Management)

3 Qualification Codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Business: 603/6837/8
- Pearson BTEC Level 5 Higher National Diploma in Business: 603/6838/X

4 Awarding Institution

- Pearson Education Ltd

5 Qualification frameworks

- Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education
- Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

6 Higher National Diploma (HND) in Business

Welcome to LCK Academy's Higher National Diploma (HND) in Business (Entrepreneurship and Small Business Management). You have joined a rewarding and challenging two-year course, which is designed to provide you with a thorough grounding in key concepts and practical skills required in Business. BTEC Higher Nationals offer a strong emphasis on practical skills alongside the development of requisite knowledge and understanding needed in the modern business environment. Students benefit from this strong academic and practical programme of study as it develops their key skills and knowledge, and meets their individual progression needs, whether this is into employment, running their own business or continuing onto higher education including a top-up for a university degree or other professional courses. A major progression path for BTEC Higher National Certificate and Diploma learners is to the second or third year of an honours degree programme, depending on how well the BTEC Higher National units are mapped to the prerequisites for entering your chosen degree level programme.

Aims of the Pearson BTEC Level 4 Higher National Certificate in Business

The Level 4 units lay the foundations of learning by providing a broad introduction to business and different business functions. This develops and strengthens core skills while preparing the student for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility. Students will gain a wide range of business knowledge tied to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in real-world work-based activities that help them to develop employability behaviours (the attitudes, capabilities and approaches required for competence) and transferable skills. Transferable skills include written and oral communication, teamwork, problem solving, empathy and research and analysis, which are highly valued in the workplace. By the end of Level 4 (Year One), students will have sound knowledge of the basic concepts of business. They will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas of business.

Aims of the Pearson BTEC Level 5 Higher National Diploma in Business

The Level 5 units give students the opportunity to specialise in a business-related occupational area and to progress to degree-level study. The units prepare students to move on to specific areas of business at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making. Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of business situations. By the end of Level 5, students will have a sound understanding of the principles in key areas of business and will know how to apply those principles more widely in the business world. They will be able to perform effectively in specific roles.

Developing students' employability skills and academic study skills

Employability skills (closely related to transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Business support students in developing the key skills, qualities and strengths that employers are looking for. Pearson divides employability skills into five main categories. These five categories are listed below with some (not all) of the elements that are included in each category.

1. Problem-solving skills

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology, and
- generating and communicating ideas creatively.

2. Independent skills

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis, and
- reflection, planning and prioritising.

3. Interpersonal skills

- leadership skills
- communicating effectively
- working with others
- negotiating and influencing, and
- presentation skills.

4. Commercial skills

- awareness of the business sector
- sales
- marketing and promotion, and
- managing and monitoring budgets.

5. Business skills

- awareness of types of companies and legal structures
- invoicing
- presenting financial information, and
- business management.

Students also benefit from opportunities for deeper and broader learning, where they can challenge assumptions and make connections between different study units and select areas of interest for detailed study. In this way, BTEC Higher Nationals in Business provide a context in which students can develop the knowledge and academic study skills they need to progress to university degree courses and positions of leadership and management.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem solving
- decision making
- preparing for exams, and
- using digital Technology.

Students can also develop their academic skills through independent study modules and resources on the HN Global platform <https://hnglobal.highernationals.com/>

7 Progression

The Level 4 Higher National Certificate provides a solid grounding in business, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study. Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the business sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body
- committing to continuing professional development, or
- going to university.
-

8 Progression to University:

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant business-related courses, for example:

- BA (Hons) Business Management
- BA International Business
- BA Business Administration
- BA (Hons) Business Entrepreneurship and Innovation
- BA (Hons) Global Business Management
- BA (Hons) Accounting and Finance

University recognition and articulations

Pearson UK works with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission. Some of the Universities which accept students with our HNC/D onto the 3rd /final, 2nd or 1st year of a degree in business (normally subject to a merit or distinction profile) are as follows:

The table in Appendix 1 shows some of the universities who will accept a Higher National Certificate/Diploma for progression onto an undergraduate degree. If the university of your choice does not appear on this list, then it is advisable to contact the university to find out whether you will get entry to the first, second or third year of your choice of degree.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>

Professional Body recognition and exemption

In developing the Pearson BTEC Higher National qualifications in Business, Pearson has worked closely with:

- The Association of Chartered Certified Accountants (ACCA)
- The Chartered Institute of Management Accountants (CIMA)
- The Chartered Institute of Marketing (CIM)
- The Chartered Institute of Personnel and Development (CIPD)
- The Chartered Institute of Procurement and Supply (CIPS), and
- The Digital Marketing Institute (DMI).

By aligning to professional body competency standards, content and assessment supports student development as professional practitioners for the future. This adds value for students by offering them access to continuing professional development.

For the full accreditation and exemption details for this qualification, please refer to the Progression Hub on HN Global.

(<https://hnglobal.highernationals.com/progression-hub/memberships-certs>)

or on the Industry Engagement page (<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2021/industry-engagement.html>)

Programme structures and occupational standards

In the section below on Programme Structure we have included a combination of core and optional units which you will study.. This combination of units covers the knowledge, skills and behaviours relevant to the following occupational standards:

- Level 4 Professional accounting technician
- Level 5 Human resources consultant and partner
- Level 5 Operations and departmental manager

For more details on the occupational standards met by this programme of study, please refer to the webpage listed below for mapping programme structures (pg18-pg20).

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/Business/2021/9781446968406-hncd-l45-busi-rqf.pdf>

9 Admissions

Entry Requirements

For students 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 that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject.
- Other related Level 3 qualifications
- 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.
- HND Appropriate for learners aged 18 or over.
- An international equivalent of the above. LCKA will consider Applicant 'prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning.







English language requirements

Students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme where the programme is both taught and assessed in English:

- Common European Framework of Reference (CEFR) level B2 PTE 51
- IELTS 5.5; Reading and Writing must be at 5.5 or equivalent.

10 Admission Procedure

Please refer to the LCK Academy Admissions Policy on our website. The following flowchart provides the details for all candidates seeking admission in LCK Academy.

 Stage One Making Contact	
<ul style="list-style-type: none"> • Applicants contact Admissions staff in person or online • Admissions staff guide Applicants on courses, partner organisations, dates, entry requirements, academic interviews, fees, and student loan funding if relevant • Applicants complete the application form and apply for student finance if relevant 	
 Stage Two Documentation	
<ul style="list-style-type: none"> • Applicants provide hard copies in person of all required personal documents • Admissions staff store documents and check authenticity • Evidence of work experience can be submitted for consideration in the absence of qualifications. • Evidence of life experience can be submitted for consideration in some cases in the absence of relevant work-experience or qualifications. 	
 Stage Three: Academic Interview and English Language Entry Test	
<ul style="list-style-type: none"> • Applicants from a non-majority English speaking country without relevant qualifications from a take a recognised English language test or the LCKA English Language Entry Test • All applicants including those who need to take the English language test must attend an Academic Interview in person 	
 Stage Four: Approval & Offer	
<ul style="list-style-type: none"> • Applicants approved for a course offered independently by LCKA receive an Unconditional Offer Letter from LCKA 	<ul style="list-style-type: none"> • Applicants approved for a course offered by LCKA in partnership with a partner organisation receive a Conditional Offer Letter from LCKA
<ul style="list-style-type: none"> • Applicants reject the offer, or accept the offer and proceed to Enrolment 	<ul style="list-style-type: none"> • Applicants receive an Unconditional Offer from the LCKA partner organisation • Applicants reject the offer or accept the offer and proceed to Enrolment
 Stage Five: Enrolment and Registration	
<ul style="list-style-type: none"> • Applicants meet the enrolment requirements of their respective awarding organisation • The LCKA Registry Officer changes the student status from 'Provisional' to 'Enrolled' • Students who are not approved for student finance by the awarding organisation's deadline can pay their own fees or will have their application cancelled or deferred to the next intake if they wish to apply again. 	
 Stage Six: Induction	

<ul style="list-style-type: none"> • Applicants who wish to accept an offer attend the induction • Students complete a feedback form on the admissions process after the induction • Applicants may complain or appeal against admissions decisions at any time during the process using the LCKA Complaints and Appeals Policy
Stage Seven: Classes Begin

11 Recognition of Prior Learning

RPL is using a learner’s evidence of prior learning and achievement towards part of a qualification. An assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.

If there is evidence that the learner has previously demonstrated they have the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. The evidence must be:

- valid
- current
- reliable
- authentic
- sufficient

RPL can only be approved for a maximum of 50% of a Qualification. Any more will fall under exemption and is usually used where a learner must gain a specified qualification for a particular purpose (for example, as an entry requirement for further study, employment, or registration).

When using RPL for Higher National awards, the underlying principle is that assessed evidence from certified learning should be at the same level of education for which RPL is being used. Pearson also acknowledges that RPL can be undertaken through assessment of previous experiential learning. However, a Higher Education award which has been **certified by Pearson**, cannot be used as prior learning to contribute to the achievement of another Pearson higher education award of an equivalent level. An award is defined as a completed qualification Higher National Certificate or Higher National Diploma, individual units are **not defined** as an award and can be used for RPL.

For full guidance on RPL, please see the LCKA RPL Policy and Recognition of prior learning policy and process in <https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/recognition-of-prior-learning-and-process-policy.pdf>

12 Registration, Verification and Certification Process

Registration

Students will be registered with Pearson by LCKA no later than four weeks after they have enrolled onto their BTEC HN programme and will be issued with a registration number.

Assessment and Internal Verification

When you submit your assignments for a unit, the Tutor will assess and grade your work. You will receive feedback on whether they have passed the unit or advice on how you can improve. Then our internal verifier we will conduct internal verification to check the assessor's feedback and grades and make sure that they are in line with expected standards and quality.

Assessment Board

After the internal verifications is completed for all units at the end of the academic year, LCKA will hold an Assessment Board chaired by the Head of Higher Education who is the nominated Pearson Head of Centre. The Assessment Board will ratify all the grades.

External Examination

At the end of each academic year, Pearson will also conduct External Examination to check that grades and feedback provided by our assessors and internal verifiers meet the expected standards and quality.

Assessment Board Ratification

Student unit results are ratified by the Assessment Board after the External Examiners' (EEs') visit.

Certification Claims

Following ratification of results at the Assessment Board, the Exams Officer together with the Quality Nominee claims the Certificate of full award or Certificate of Unit Credit (CoUC) on the Edexcel Online portal. If a student achieved any credits during their studies but is not eligible for an award, upon the External Examiner visit, credits will be claimed according to the Certification Process defined by Pearson. Claims can be made at any time of the year.

Receiving Certificates

Certificates will be received first by LCKA from Pearson via post. The Certificate/Notification of Performance is checked against the course tracking sheet provided by the Assessment Committee and checked against Student Records. If there are any discrepancies, Pearson is informed. Students will then receive their original certificates and transcripts from LCKA. This may be by hand in an awards ceremony, or by post.

Progression

For students who want to enrol for a top up programme prior to certification, the Registry Services Team will download a confirmation report from Edexcel Online and use this to confirm that students have passed their award.

Failure to complete this course due to lack of attendance, insufficient work submitted or breach of the student code of conduct may result in you being unable to complete the course successfully and receive certification.

13 Programme Structure

Units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years. The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full time over two years, or part time over four years. Pearson expects an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study. If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

Each unit carries 15 credits apart from Unit 19 which is a double unit and carries 30 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed self-study activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH). (More information about guided and independent learning is provided below.)

The total qualification time for Higher National Certificate (HNC) = 1,200 hours (One Year)

The total qualification time for Higher National Diploma (HND) = 2,400 hours (Two Years).

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and unsupervised work-based learning.

Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

The total guided learning hours for Higher National Certificate (HNC) = 480 hours (One Year).
The total guided learning hours for Higher National Diploma (HND) = 960 hours (Two Years).

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor.
- work-based learning supervised by a tutor.
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence- based and turned into a learning opportunity.

Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferrable skills such as self-discipline, time management and self-motivation.

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

The total independent learning hours for Higher National Certificate (HNC) = 720 (One Year).

The total independent learning hours for Higher National Diploma (HND) = 1,440 (Two years).

BTEC Higher National Certificate in Business (HNC Level 4)

The 8-unit BTEC Higher National Certificate in Business provides a work-related programme of study that covers the key knowledge, understanding and practical skills required in all general business settings. The Higher National Certificate is studied over a period of 9 months. The programme structure is provided in the following table:

- 8 Level 4 units times 15 credits giving a total of 120 credits
- Includes 6 core units and 2 optional units selected by LCKA.
- Total qualification time = 1,200 hours.
- Total guided learning hours = 480 hours.
- Total independent study hours = 720 hours
- Total qualification time – 1200 hours

14 Year 1 HNC Level 4 Business

Code: 603/6837/8 Pearson BTEC Level 4 HNC Diploma in Business (RQF)

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
1	The Contemporary Business Environment	60	90	Core Mandatory	15	4
2	Marketing processes and Planning	60	90	Core Mandatory	15	4
3	Management of Human Resources	60	90	Core Mandatory	15	4
4	Leadership and Management	60	90	Core Mandatory	15	4
5	Accounting Principles	60	90	Core Mandatory	15	4
6	Managing a Successful Business Project (Pearson-set)	60	90	Core Mandatory	15	4
Plus 30 credits from the Level 4 optional Units						
Level 4 optional units						
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
8	Innovation and Commercialisation	60	90	Core	15	4
9	Entrepreneurial Venture	60	90	Core	15	4

Progression from HNC Level 4 (Year One) to HND Level 5 (Year Two)

Students commence by enrolling on the Higher National Certificate (HNC) programme, and upon successful completion of units worth 120 Credits at the end of the first year of study, progress onto the Higher National Diploma programme. Having achieved 240 Credits, students are awarded the Higher National Diploma. Students who are not able to progress or who wish to complete only one year of studies can be awarded the HNC. Where one or more units are completed but there is no further progression, students may claim the relevant Unit Certificate(s).

Compensatory credit

Student must submit work for all eight modules of the HNC to achieve the Level 4 qualification but only need to pass six to progress to HND, and then the seventh in order to a pass the HNC. Students who have not passed the HNC as ratified by the Academy's Assessment Board and the Awarding Body will not be able to pass HND Level 5. This means that students can start studying HND as long as they have submitted work for 8 HNC units and passed 6 of them. However, they cannot pass the HND until they have passed one more HNC unit achieving a total of 7 HNC units passed in addition to passing the required units for HND Level 5.

BTEC Higher National Diploma in Business (HND Level 5)

BTEC Higher National Diploma (HND Level 5) is a two-year programme that requires you to pass HNC and HND. It provides greater depth and specialisation than BTEC Higher National Certificate (HNC Level 4) qualifications.

- The HND requires 240 credits, of which 120 credits are at Level 5 (7 units) and
- 120 credits are at Level 4 (8 units).
- 8 Level 4 units times 15 credits giving a total of 120 credits
- 6 Level 5 units times 15 credits plus 1 Level 5 units times 30 credits giving a total of 120 credits
- Includes 2 core units and 5 optional units selected by LCKA.
- Total qualification time = 1,200 hours.
- Total guided learning hours = 480 hours.
- Total independent study hours = 720 hours
- Total qualification time – 1200 hours

15 Year 2 HND Level 5 Business

All level 4 units above are core units for level 5

Code: **603/6838/X** Pearson BTEC Level 5 HND Diploma in Business Entrepreneurship and Small Business Management) (RQF)

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
1	The Contemporary Business Environment	60	90	Core Mandatory	15	4
2	Marketing processes and Planning	60	90	Core Mandatory	15	4
3	Management of Human Resources	60	90	Core Mandatory	15	4
4	Leadership and Management	60	90	Core Mandatory	15	4
5	Accounting Principles	60	90	Core Mandatory	15	4
6	Managing a Successful Business Project (Pearson-set)	60	90	Core Mandatory	15	4
Plus 30 credits from the Level 4 optional Units						
Level 4 optional units						

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
8	Innovation and Commercialisation	60	90	Core	15	4
9	Entrepreneurial Venture	60	90	Core	15	4

Pearson BTEC Level 5 Higher National Diploma in Business Entrepreneurship and Small Business Management)
Level 5 units

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
19	Research project (Pearson set)	120	180	Core Mandatory	30	5
20	Organisational Behaviour Management	60	90	Core Mandatory	15	5

Plus 75 credits.

You can take these credits from the specialist and optional unit bank. You can choose only one specialist unit from each specialist grouping.

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
27	Identifying Entrepreneurial Opportunities	60	90	Core	15	5
28	Launching a New Venture	60	90	Core	15	5
29	Managing and Running a Small Business	60	90	Core	15	5
43	Business Strategy	60	90	Core	15	5
53	Planning for Growth	60	90	Core	15	5

16 Student Support & Services

Induction

An induction period will take place at the start of your course. The purpose of this is to ensure you are clear about the teaching, learning and assessment processes and structure of your course and have information that will ensure your success.

Induction includes course outlines, subject guide, and academic procedures, Academy policies and expectations of students (including attendance, submissions and academic honesty). Induction into the VLE and other resources are also provided with emphasis on the significance of independent learning. Additionally, induction introduces you to other students, tutors, and support staff.

LCKA plans to offer freshers' week (Induction week) at the start of every semester. Students are invited to social events where they meet and interact with the staff, and other students.

The fresher's-week activities include:

- Drop-in sessions for students with disabilities
- Meet the LCKA Student Council and become an active member
- Introduction to Student wellbeing services
- Meet & Greet students
- Meet & Greet session with faculty & Support Staff.

Academic Support

LCKA places high importance on the teaching and learning of students. A variety of teaching approaches are used by the lecturers at LCKA in order to cater to the range of learning needs and requirements of the students. These methods include:

- Lectures
- Workshops
- Small group discussions
- One to one tutorials
- Peer mentoring

The teachers are encouraged to use various teaching aids including multimedia, hand-outs, online resources and the VLE portal. Weekly workshops and one to one tutorial sessions are conducted to enhance the performance of all students. Students will be required to study in large and small group sessions as well as independently at times.

English language support

English Language support is offered by the Academy to students who need to enhance their academic English writing and oral presentation skills.. The support classes are arranged on a

weekly basis in addition to academic study skills classes. Two English language classes are scheduled in a week and 2 hours are allocated for each class. All students are required to take these classes to develop critical and analytical writing and oral presentation skills.

Study Skills

At the start of the academic year, study skill sessions are arranged for all students to better equip them with study pattern, programme requirements, concepts, analytical thinking and writing techniques. These sessions prepare them to study more effectively. Study Skills classes are arranged once a week on a regular basis; these classes include motivating students to study by themselves, to take the initiative, to identify and search for material independently, to plan and manage their time and meet deadlines.

Personal Tutor

Personal and professional development planning is integrated into the personal tutor arrangements at LCKA. Each student is allocated a personal tutor at the start of the course. Information regarding personal tutor allocations is shared with students via their Academy email address and is also available on the VLE.

Students can also approach the Head of Higher Education and Programme Leader to enquire about the Personal Tutor. Email address and other contact information of personal tutors will be provided to the students during the orientation week at the start of semester.

Personal Tutors will be available during regular Academy working hours (i.e. 9am – 5pm). They can be contacted in person or via email. The personal tutor will respond to students' queries within 3 working days of having received the query. Personal Tutors and students will engage in face-to-face meetings at two times per Semester.

Special Need Assistance

At LCKA we strongly believe that Students with special needs should receive whatever extra support they may require to ensure have equal access to higher education. Needs are identified at the time of admission and support services are provided accordingly. These support services include psychological and physical assistance. A Counsellor is available to support all students. Support services for physical needs are provided according to individual requirements. Students with mobility issues are especially catered for by arranging classes for them on the ground floor.

HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The global forum connects students and tutors and provides the opportunity to discuss common themes and share good practice. The HN Global learning zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills and an e-library and subject materials. The tutor resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on

assessment, and professional development opportunities. Staff can also access the QA Hub for templates and more centre support. Short courses provide support for curriculum planning, developing schemes of work and developing students' academic skills. These are available from the HN Global website at www.highnationals.com

Health & Safety

During the orientation week you are given a guided tour of the campus and also a health and safety, fire and evacuation drill is conducted to prepare you for all possible circumstances.

Safeguarding

LCKA has a dedicated Safeguarding Lead and three Safeguarding Officers across its Study Centres. You may contact the Safeguarding Officer at any time if you believe there may be a risk to your safety or the safety of other adults at risk in one of the LCKA study centres. This may include instances of physical or verbal abuse that someone may face either at the Academy or outside, which affects their wellbeing and their ability to study. Please see our Safeguarding & Prevent Policy on our website for more information including contact details of Safeguarding Officers.

17 Teaching & Learning

BTEC courses are student centred. Where appropriate, traditional teaching methods are used, but in general you will be learning through investigation and active involvement. You will have a great deal of responsibility for your own learning. Units are taught through 'learning outcomes and each assignment will concentrate on testing and extending your knowledge and understanding in all of these outcomes. Your teachers will act as learning resources, offering advice and guidance as to how to approach the work.

What will happen in lessons?

You may be taught by more than one teacher, each teacher will be responsible for teaching different units (or parts of a unit), so that means that you may be working on two or even three different units at the same time. You will have to be well organised and remember to keep information in the right places.

You will be taught the background information by doing class activities and research tasks. Then you will be given an assignment to complete. The assignment will be written, oral or practical activities that you can approach at different levels of complexity, depth and breadth depending upon your interest and ability. You will be required to do your own research and showing independent ability to produce work that is critical and well sourced and references will allow you to achieve merit and distinction grades. It is important to meet the deadlines so that you can get feedback from your teacher and understand how to achieve the higher grades.

The lessons will vary according to the unit, but all students should experience most of these activities:

- Discussion - one to one or in groups
- Research – group or individual using a variety of methods

- Report writing – manually or using ICT
- Presentations – in groups or individually
- Practical work
- Role-plays and simulations
- Display work
- Visits to organisations/companies
- Work with visitors

What will be expected of you?

You will be expected to do all of the following as part of your day-to-day work:

- Read and research.
- Keep a record of the information you find and the sources.
- Plan your work in a logical order and keep a record of your progress.
- Talk to your teachers about your ideas and how to achieve the best results.
- Produce drafts and final copies of your work.
- Produce good quality work with high standards of grammar and spelling.
- Use Harvard Referencing for you sources including in-text references and a list of references at the end of your assignment
- Present your work in a suitable format according to the purpose and the audience.
- Evaluate your work and make suggestions for improvement.
- Meet deadlines as outlined in the assessment calendars which your teachers will provide.
- Keep a record of the work you have completed, including the grades and points you have been awarded.

Who will be involved with the course?

Unit teachers (assessors) are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time.

Internal Verifier will check (IV) the assessment of all teachers on the course; they sample the work of all students on the course and provide written feedback. They must make sure that the units are being taught correctly and that sufficient resources are available. The IV works with the external verifier. Some assessors may be internal verifiers but an assessor cannot verify their own assessment decisions.

Quality Nominee oversees all of the HND courses to make sure that standards are being met and quality enhanced. This will be achieved by:

- Visiting and observing lessons
- Looking at students' work
- Collecting information on student achievement Surveying teacher/student views

External Verifier –The EE is appointed by Pearson and has knowledge of the unit topic and will visit to sample the work to see that it has been assessed correctly

Exam Officer is responsible for registering students for the course and for claiming qualifications

with the Quality Nominee.

Assessment Boards

LCKA has an assessment board. The main purpose of this Assessment Board is to make recommendations on:

- The grades achieved by students on the units.
- Extenuating circumstances
- Cases of cheating and plagiarism
- Students progressing to the next stage of the programme.
- The awards to be made to students, and
- Students resubmitting assignments and repeating units.

The Assessment Board members include:

- Chair: Head of Higher Education
- Quality Nominee
- Assessor(s)
- Internal Verifier(s)
- Programme Leader
- Head of Study Centre

18 Assignments

Assessment Entitlement

As a student of LCKA, you are entitled to:

- Fair and open assessment practices.
- An assignment indicating the criteria against which you will be assessed.
- Regular advice, counselling and guidance through tutors.
- Access to an open and fair appeals procedure
- Assessments being carried out regularly and outcomes reported with written and/or verbal feedback

Approach to Assignment Writing

Assessment of the Higher Nationals is assignment-based; some units may be assessed by individual /group presentations. The skills that you employ in your studies, and in writing assignments, are not simply a set of academic skills, which are relevant only to doing coursework, but are 'work-related skills'.

As a Higher National student, you need to develop coherent arguments, which reflect an understanding of the matters in hand; use tools and techniques appropriately and accurately; base your assertions and ideas upon evidence; be original and creative. The processes you use are the everyday processes employ reasoning, evaluating and analysing, reading and note-taking, communicating verbally, handling information, using charts, diagrams and numbers, project management, problem-solving, research skills, writing and presenting, all of which are developed on the course.

You should keep any relevant assignment in mind as you study, and at least start collecting ideas from the moment you begin the relevant classes. You will have to do the assignment in parallel with your Formative assessment will be given for all written and oral assignments, which helps you with your learning and to improve your work before summative assessment. This enables us and you to make a judgement at a particular time about your knowledge and skills.

We make clear to you the standards which LCKA and Pearson require, and the criteria by which we assess you, so that you can, as the course progresses, develop your understanding of the requirements. We give you feedback on your assignments, together with the grade awarded.

Assignment writing – DO`s and DON`Ts

- Read the assignment questions thoroughly and identify key words and points of issue
- Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment
- Ensure you have good paragraphs of introduction and conclusion with a reference list reflecting research source
- Produce a list of contents at the start of the assignment
- The assignment must be word processed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data needed as supporting evidence.
- The sequence of points discussed in the assignment should be logical.
- The text should be rational and have analytical comments. Assignments full of assertions and opinions will receive poor (even refer) grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall, the assignment should have a clear focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own research and experiences.
- All research data used should be referenced in the text and the reference list using Harvard referencing.
- The assignment must represent all your own work and not include extracts from others without acknowledgement of research sources or colleagues/students. Assignments which copy material from the textbooks without acknowledgement will be given a **REFER** grade. Do not copy any material from a fellow student's assignment. Both assignments will be given a refer grade so do not give your assignments to another student.
- Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set and not the one you wish had been set.
- Ensure the assignment or activity within the assignment is completed by the specified date.

Assignment Briefs

All units have a standard format which is designed to provide clear guidance on the requirements of the unit for learners. Unit title is accredited by RQF and this will appear on the learner's Notification of Performance.

Learning outcomes and assessment criteria – each unit contains statements of the evidence that each learner should produce to receive a pass. Learners must meet all assessment criteria to pass the unit.

The assignment brief will contain instructions as follows:

- A cover-sheet detailing: Unit number, Unit level, Assignment title, Learning outcomes.
- The indicative content of the assignment (learning outcomes), i.e. what you will have learnt upon completion.
- A scenario or case study which may be related to the application of the student's own working experience/environment.
- Activities detailing what the student needs to do.
- Student Guidelines, where applicable, to assist students in their understanding of the exact requirements of the assessment.
- A submission hand-in date
- The assessment criteria to be met.
- The resubmission date for students who do not pass first time
- The unit contents – topics to be learnt and addressed in the tasks.

19 Assessments

Aims

Through summative and formative assessment, the Academy aims to provide appropriate and timely feedback to students on assessed work in a way that promotes learning and facilitates improvement but does not increase the burden of assessment. Feedback is given within three weeks of submission following internal verification or assessment decisions.

Providing feedback during a course with formative feedback has the benefit of giving students advice on how to improve their performance in time to affect their final mark (summative assessment).

All assessments will be designed to ensure both fairness, consistency, accuracy and validity for students and will be monitored as part of the quality assurance process. The requirements of all awarding bodies will be adhered to within the assessment process.

External Reference Points

The Pearson awarding body has approved LCKA for the delivery of the BTEC Higher Nationals and BTEC Professional qualifications at LCKA. We have a responsibility to ensure that quality of provision meets the level and standards set by Edexcel and other regulators such as the Office for Students. The requirements of the awarding organisation will always be adhered to as part of the assessment policy.

The Head of Higher Education aims to promote understanding of the best use of assessment through tutor groups and one-to-one meetings with individual tutors. Topics ranging from the design of tasks to sharing new approaches, to formative and summative assessment, will be addressed.

Approach to assessment

Students must be made to understand the reason for assessment, as a way of ensuring that

learning and understanding has taken place, related to the learning outcomes/assessment criteria set by the awarding body. Students must understand that they can use assessment and feedback to their advantage, if they so choose. Assessment opportunities will be based on good practice and will comprise the following elements:

- Assessment planning
- A variety of Interesting, challenging and realistic assessments
- The inclusion of common/basic skills testing as appropriate
- Comprehensive feedback mechanisms, both summative and formative
- Clear and accurate recording of grades
- Quality assurance via internal verification and moderation
- Tutor monitoring of candidate performance

Resources and mechanisms to support students

The Academy will ensure there are:

- Appropriate resources to enhance learning. The aim is to continue identifying and recommending up-to-date resources. Currently available are textbooks on Pearson HN Global, access to online ELibrary resources. LCKA plans to provide student with access to journals through EBSCO Elite Business Source subscription.
- Appropriately qualified staff with industry experience able to teach and carry out and monitor assessments.
- Appropriate resources for students with special learning needs
- Provision of appropriate resources to consider differing cultural backgrounds and learning styles.
- Quality management related to the assessment process.
- A commitment to the use of appropriate technologies in the delivery of its courses.
- Resources utilised in the classroom by tutors or in the computer area by students will be periodically reviewed. In addition to this, the Academy will continue to develop an effective social media communication system (Google/ Facebook/ Twitter).

Studying online – Distance and Blended Learning

The course or part of the course at LCKA may be delivered online, which will be explained to you at enrolment and the induction. The Academy will be using video conferencing software to deliver such lessons and for you to deliver any oral presentations that are required for your assessments. For guidance on how to use Zoom please see the following YouTube video:

<https://www.youtube.com/watch?v=9isp3qPeQOE>

Important guidelines for studying with LCKA online

Make sure that you have appropriate equipment to study online: laptop with audio/video and good internet connection. If you have any issues with IT, please let your Tutor and the Head of Higher Education know immediately. You may do this by email or calling the telephone number you were given in the induction.

When joining an online lesson:

- Turn on video and audio so that people can see and hear you, but make sure you are sitting in a place where there is nothing inappropriate you do not want anyone to see.
- Use mute to cut out background noise when you are listening and not speaking.
- Use the Chat feature to write questions if you do not want to interrupt someone.
- Use 'raise hand' feature to get the teacher's attention
- Use reactions such as thumbs up and clapping icons to share your feelings with others.

Being the Host

The teacher will be the host for the lesson and will invite you by email. You will need to check your LCKA email address for the invitation Zoom link just before the lesson starts. During a lesson, the teacher may decide to make you the host so that you can share your screen with the class.

General Behaviour

Although you will be studying online from home, all the Academy Policies and Procedures will still apply. Students and teachers will be expected to treat all online lessons with the same importance and respect as a face-to-face lesson in the Academy.

Recording Lessons

There may be times when the teacher will record lessons. You will be told about this beforehand. The purpose of recording lessons could be the following:

- To provide evidence of online teaching for internal audits or external inspections
- Recording student presentations for teaching and assessment purposes
- Recording lessons for students to view after the lesson
- Marketing the Academy to show potential students what our lessons are like
- No recording of you will be made public on our website or elsewhere without your permission.

What students can expect?

All students will be entitled to the following:

- Advice and guidance on assessment appropriate to the programme of study given by tutors through timely feedback.
- Acquaintance with assessment policies, as part of their induction process
- An awareness of their responsibilities with respect to the assessment process and requirements. Students should be encouraged to self-assess their own work whenever possible.
- All assessments will be planned by subject tutors to avoid the same deadline dates.
- Written and, where appropriate, oral feedback will be given on the outcome for all assignments
- An explanation of the internal verification process and its purpose.
- A copy of the Academic Appeals Procedure given to all students as part of the induction process
- A copy of the APL procedure

Benchmarking of grades

Various approaches are used to ensure the evidence of achievement provided by students is appropriate for the level of the unit and is consistent across the programme.

- Video recording of presentations
- The witnessing of presentations by the lead internal verifier, or other
- Second marking
- Internal verification
- Moderation, where there are significant differences between markers.

Student obligations

With regards to assessment students must:

- Undertake assessments as required by their tutors.
- Comply with assessment deadlines.
- Follow guidelines on referencing conventions
- Maintain good academic conduct in relation to collusion and plagiarism, as incorporated in the Student Handbook and covered in the Student Induction
- Actively engage with formal and informal assessment feedback
- Share responsibility with the tutor for ensuring assessment criteria are understood and effectively addressed, as well as the unit contents.

Assessment Outcomes

LCKA is required to assess learners' evidence against published learning outcomes and assessment criteria. BTEC National units are individually graded as 'pass', 'merit', 'distinction' or 'refer'. To achieve a pass grade, learners must meet the assessment criteria set out in the unit specifications. This gives transparency to the assessment process and ensures adherence to national standards.

20 Submissions

A copy of your assignment/task must be submitted on the Academy VLE by the deadline dates specified.

Submission dates are printed on each assignment/task brief. Please ensure that you submit your assignment/task on or before the date stated on the assignment/task brief.

Where students are unable to meet an assignment deadline they should apply for an extension. Extensions to deadlines will only be granted to candidates who apply in writing with a legitimate reason for being unable to produce their work on time. Your first point of contact, should you find yourself in a position where you may need an extension, is your Tutor or Programme Leader.

Failure to submit your assessment on the specified deadline, without providing valid evidence of your absence, will mean that your assignment is not accepted. A late submission may be marked in the following semester. Referred work will be capped at a Pass and will not be considered for Merit or Distinction grading on re-submission.

Should one of the activities within the assignment be a group or individual presentation and you

are absent, a doctor's note will be necessary, and your tutor will arrange a convenient date for you to complete this task.

Resubmission

If a student's assignment does not pass after the first assessment, they will have the opportunity to resubmit the assignment for reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original activity.
- For examinations, reassessment shall involve completion of a new activity.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass or higher grade has already been awarded.

Procedure for resubmissions

If the Programme Leader or Assessment Board authorises a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation.
- The student must be given 15 working days of the student being notified that a resubmission has been authorised.
- The resubmission must be undertaken by the student with no further guidance.
- The original evidence submitted for the assessment can remain valid and be extended or may need to be replaced partially or in full.
- Arrangements should be made for resubmitting the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others.
- The programme team may opt to conduct a resubmission of the assignment under supervised conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.
- The External Examiner (EE) is likely to want to include assessments that have been resubmitted as part of the sample they will review.
- Students who fail on resubmission will have to retake the unit unless there are extenuating circumstances. Retakes can incur costs.
- All students must attend at least 100% of their classes. If attendance is below 80%, students may not pass the course.

Repeat Units

When a student repeats a unit, they should not be treated any differently to those students completing the unit for the first time, in terms of the deadlines given and the assessments provided. Any evidence previously produced by the student for the unit being repeated that met the Pass criteria remains valid and may be used for assignments within the repeat unit. Students who are repeating a unit only need to generate evidence for any Pass assessment criteria that they did not achieve in their previous submissions. The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At the discretion of the Assessment Board, students can be permitted to repeat a unit
- The student must study the unit again with full attendance and (if required) payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- Units can only be repeated once.

A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. This reassessment will be subject to the standard RQF resubmission rules and regulations as stated above.

If a student repeats a unit and still does not achieve a Pass in either their first submission or resubmission, will be required to complete a different unit in full or treat the unit as compensatory credit if possible. In either instance, the Academy must make sure that the relevant rules of combination and requirements have been met. The External Examiner is likely to want to include assessments that have been re- submitted as part of the sample they will review.

21 Feedback

During your HND course you will be given feedback in two different ways.

Formative Feedback is given to you during your studies mid-semester and will give you advice and guidance on how to improve or move on to the next assessment criteria.

Summative Feedback will be given to you at the end of each semester and will summarise your work and grade for that unit.

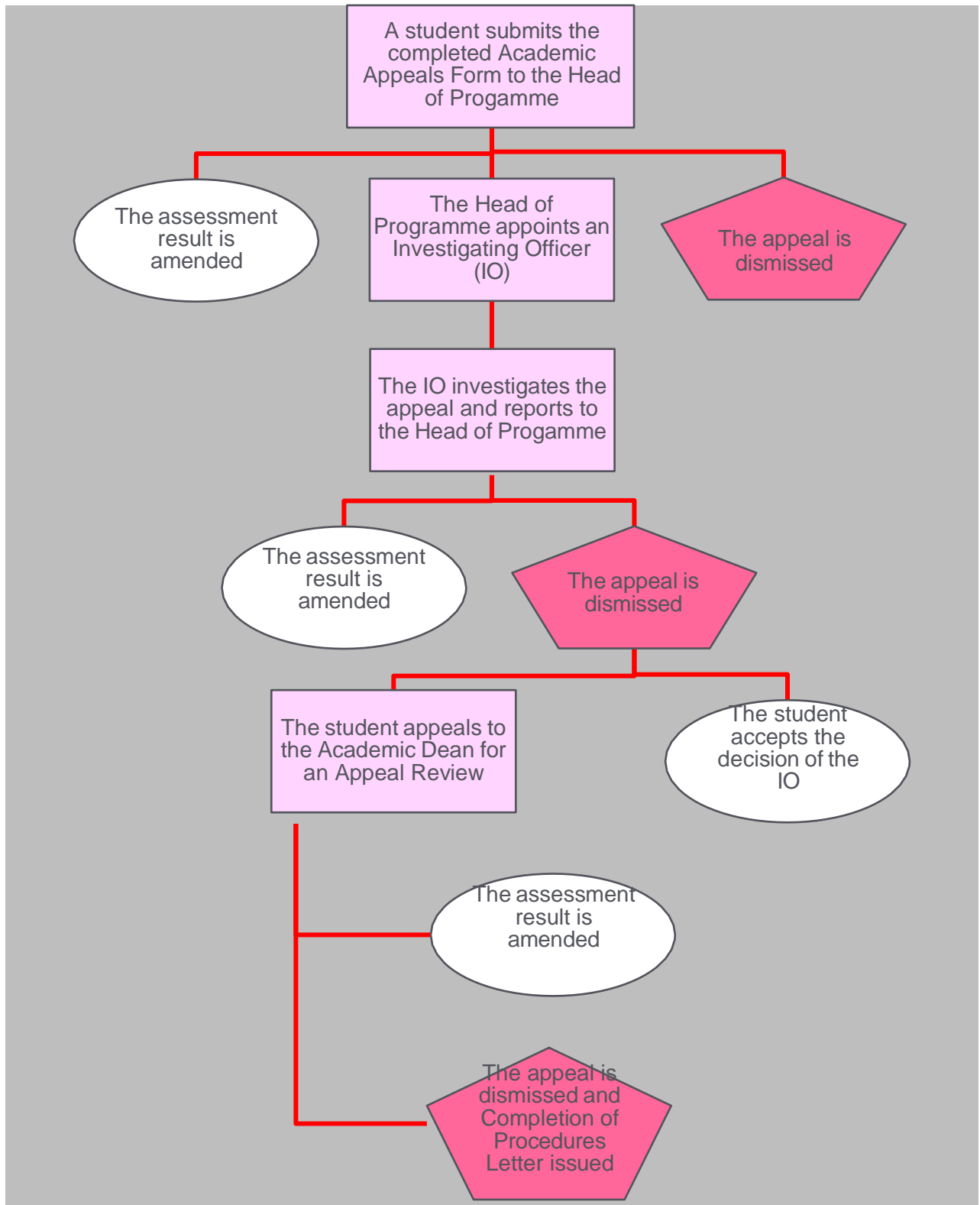
22 Appeals

A student appeal is a request to review decisions made by a centre on their progression, assessment, and awards. LCKA has a policy and procedures in place to ensure that all students and staff are aware of:

- What constitutes an academic appeal and what is considered assessment malpractice?
- The related processes for instigating an appeal.
- The possible outcomes that may be reached
- The consequences of both internal and external outcomes
- The process that exists to enable students to make an appeal with Pearson relating to external or internally awarded assessment outcomes.

Students can consult the LCKA Academic Appeals Policy <https://lckacademy.org.uk/policies> for full information and follow the processes in the chart below if they wish to make an appeal:

23 Academic Appeals Process



Students have a final right of appeal to Pearson, but only if the procedures in place at LCK Academy have been fully utilised or if the student is dissatisfied with the outcome. Further details are given in the **Enquiries and appeals about Pearson vocational qualifications policy**.

If students are not satisfied with the result of their appeal after following their centre's processes, they can also request that the **Office of the Independent Adjudicator (OIA) for England and Wales**, review their complaint. The OIA will not deal with complaints about academic judgment but will look at academic appeals. Following the OIA process does not prevent students from pursuing a complaint or appeal with Pearson and they may choose whichever route(s) they feel is the most appropriate.

24 Academic Malpractice

Policy

It is unfair practice to commit any act whereby a person may obtain for himself/herself or another, an un-permitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any forms of unfair practice shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of the qualification.

Why does LCKA monitor plagiarism?

Throughout your studies you will gather information from many sources. When your present work for assessment, you are asking the markers to judge your opinions and conclusions from the studies you have undertaken. This judgement will be carried forward into the outside world as a means of telling future employers, universities, financial sponsors, and others who have an interest in your capabilities that [1] you have undertaken the academic work required of you by course regulations, [2] you are capable of performing at a certain intellectual level and [3] you have the skills and attributes consistent with your range of marks and the level of your award.

What Constitutes Plagiarism?

Plagiarism is presenting someone else's work as your own. Some examples of plagiarism are:

- Reproducing or paraphrasing published material without acknowledging the source
Presenting information from electronic sources without acknowledging the source
- Passing off ideas, designs, inventions, or any other creative work as your own.
- Copying the work of another student.
- Undeclared collusion with another student.
- Getting someone else to do the work for you.

Should a tutor discover or report that an assignment has been plagiarised, a report will be made to the programme manager and a record placed on the student's file. The LCKA assessment board will penalise students who are found to have presented plagiarised work for assessment (Please see Academic Misconduct Policy Appendix 3, and Student Disciplinary Policy on the Academy website,

25 Grading

Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a pass in 105 credits at Level 4.

Conditions for awarding our HND

To achieve our Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- achieved at least a pass in 105 credits at Level 4.
- completed units equivalent to 120 credits at Level 5
- achieved at least a pass in 105 credits at Level 5

Compensation for the HNC

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

Compensation for the HND

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND if they have completed and passed the remaining units at both levels as per rules of combination of the required qualification.

Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a pass, merit or distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only. Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

Points per credit:

Grade	Points
Pass	4
Merit	6
Distinction	8

Point Boundaries

Grade	Point boundaries
Pass	420-599
Merit	600-839
Distinction	840+

26 Quality Assurance Issues

Learning Contract

By embarking on your programme of study you confirm your commitment to LCK Academy's Learning Contract. This learning contract is a 'partnership' between you, the student, and LCKA as your learning provider to help you understand the roles and responsibilities of each party during the learning process.

Academic honesty and plagiarism

As you read through the Learning Contract, you will note that there is a specific point about plagiarism. This involves penalties that apply when students cheat in written assessment or present someone else's material for assessment as if it were their own (this is called plagiarism).

In order to avoid plagiarism, it is imperative that you reference your work appropriately. (See Appendix 4 – The Harvard Referencing System: A Guide).

Very few students commit such offences, but LCKA believes that it is important that all students understand why academic honesty a matter of such concern and why severe penalties is imposed. Plagiarism of another's work is unacceptable. For more details, please see the HND/HNC Academic Handbook. As an additional source, the Academy purchased access to Turnitin, which allows students to check their assignments and the standard of their referencing section.

Internal Verification

LCK Academy's internal verification policy is designed to ensure that the quality of assessment practices meets the requirements of BTEC Edexcel and is managed in accordance with Pearson guidelines for best practice.

These procedures are central to the Academy's quality assurance framework, an aim of which is to nurture a culture of continuous improvement within the Academy. Internal verification is one of a range of quality assurance processes that the Academy is required to use to demonstrate high quality assessment practice. It assists in bringing consistency, transparency, and reliability to all

aspects of assessment design, and grading. Internal verification has two components.

One focuses on verification/review of assessment design. The other is concerned with accuracy and consistency of the assessors' judgements on student work. The Academy must ensure that assignments are 'fit for purpose' and that assessors' judgements are correct and consistent. Records of internal verification for both the assignment design and the assessment decisions must be maintained and made available to the External Examiner. Cross-standardisation is seen as a feature of good assessment practice through cross marking and involvement of tutors in the verification process.

Student term-end feedback

As part of LCKA's quality assurance obligations, students will be invited to complete a feedback questionnaire at the end of each term. This questionnaire is very important as it is an opportunity for you to raise any concerns or issues and in addition for you to highlight good and poor practice that you wish LCKA to be aware of. Note: All information is dealt with in the strictest confidence and anonymity is maintained.

Mid-term Reviews

Students are required to attend a tutorial meeting with the Programme Leader or Head of Higher Education twice a semester to discuss their academic progress and attendance as well as any problems there may be. A record of your progress will be kept from these meetings.

If you feel that there are particular areas of study which you are finding difficult, or you are not getting the best service out of the Academy, the Programme Leader or Head of Higher Education may be able to give you guidance. It can only be resolved if you keep your tutors and other Academy staff informed. You might also benefit from taking part in the academic workshops taking place during the semester.

27 Policies and Procedures

For all policies and procedures including LCKA Academic Regulations please refer to the LCKA website.

28 Units

Unit 1: The Contemporary Business Environment

Unit code: T/618/5032

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

Business activity is fundamental and universal to our everyday lives. Business organisations may differ in many ways, depending on the industry in which they operate globally, but they do share one common feature: the transformation of inputs into outputs. This transformation process takes place against a background of external influences that impact on business activity. The external environment in which business organisations operate is dynamic, complex, volatile and interactive.

The aim of this unit is to give students background knowledge and understanding of business, of the functions of an organisation and of the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance micro, SME, transnational and global) and how they operate. Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision making. The knowledge, understanding and skill sets that students gain in this unit will help them to have an insight into different business functions, which will support them with further study, support the development of analytical thinking and the application of key analytical tools used throughout business planning, and enable them to choose their preferred areas of specialism in future studies and in their professional career.

Learning Outcomes

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

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 their interrelationship with external macro factors.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain the different types, size and scope of organisations			LO1 and LO2 D1 Provide critical analysis of the complexities of different organisations and structures.
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.	M1 Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisations.		
LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure			
P3 Explain the relationship between different organisational functions and how they link to organisational objectives and structure.	M2 Analyse the interrelationships between organisational functions and the impact that can have upon organisational structure.		
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations			LO3 and LO4 D2 Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.
P4 Identify the positive and negative impacts the macro environment has on business operations, supported by specific examples.	M3 Apply appropriately the PESTLE model to support a detailed analysis of the macro environment in an organisation.		
LO4 Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.			

<p>P5 Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.</p> <p>P6 Explain how strengths and weaknesses interrelate with external macro factors.</p>	<p>M4 Apply appropriately SWOT/TOWS analysis and justify how they influence decision making.</p>	
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Unit 2: Marketing Processes and Planning

Unit code	A/618/5033
Unit type	Core
Unit level	4
Credit value	15

Introduction

Large-, medium- and small businesses that operate globally, internationally or locally have at least one thing in common – they all use marketing to influence us to engage with their products and/or services. Whether this means becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

This unit is designed to introduce students to the dynamic world of the marketing sector and the wealth of exciting career opportunities available to support their decision making in their career choices. Students will have the opportunity to learn about the competencies and behaviours required by employers to work in the marketing sector. They will be introduced to the key principles of marketing, enabling them to develop a marketing plan and to employ elements of the marketing mix to achieve results. They will study the underpinning theories and frameworks of marketing while relating them to real-world examples, including products/services that they encounter in their daily lives.

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

Learning Outcomes

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

LO1 Explain the role of marketing and how it interrelates with other business units of an organisation

LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives

LO3 Produce a marketing plan for an organisation that meets marketing objectives

LO4 Develop a media plan to support a marketing campaign for an organisation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of marketing and how it interrelates with other business units of an organisation		

<p>P1 Explain the concept of marketing and marketing operations including the different areas and role of marketing.</p> <p>P2 Explain how the marketing function relates to the wider organisational context.</p>	<p>M1 Analyse the role of marketing in the context of the marketing environment.</p> <p>M2 Analyse the significance of interrelationships between marketing and other functional units of an organisation.</p>	<p>D1 Critically analyse the external and internal environment in which the marketing function operates.</p>
<p>LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives</p>		<p>D2 Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.</p>
<p>P3 Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.</p>	<p>M3 Review strategies and tactical approaches applied by organisations to demonstrate how business objectives can be achieved successfully.</p>	
<p>LO3 Produce a marketing plan for an organisation that meets marketing objectives</p>		<p>D3 Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.</p>
<p>P4 Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives.</p>	<p>M4 Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives.</p>	
<p>LO4 Develop a media plan to support a marketing campaign for an organisation.</p>		

<p>P5 Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief.</p>	<p>M5 Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication.</p>	<p>D4 Provide a justified integrated multimedia plan based on quantitative and qualitative criteria.</p>
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Unit 3: Human Resource Management

Unit code	J/618/5035
Unit type	Core
Unit level	4
Credit value	15

Introduction

People are the lifeblood of any organisation and the ability to attract, recruit and retain talented staff is critical to the success of any organisation, whether in business, in voluntary organisations or in government. Management of Human Resources (HRM) provides organisations with the principles, knowledge and behaviours to focus people-management activities on supporting and enhancing organisational success and performance.

This unit will give students the knowledge and skills associated with Human Resource (HR) occupational roles at either a generalist level, for example HR Assistant/HR Advisor/Business Partner, or more specialist roles in areas such as recruitment, talent acquisition and performance and reward management. Students will explore the nature and scope of HRM and the organisational context of people management, including recruitment and retention, training and development, reward systems, employment relations and associated legislative frameworks.

The aim of the unit is to enable students to understand and be able to apply principles of effective HRM in order to enhance sustainable organisational performance and contribute to organisational success, holding business outcomes and people outcomes in equal balance. Students will apply HR practices in a work-related context, utilising their knowledge and practising skills and behaviours in relevant professional areas, including resourcing, talent planning and recruitment, learning and development and employee engagement.

On completion of the unit, students will understand the purpose and scope of HRM activities. They will be able to apply a range of people-management skills to enhance the performance of an organisation by finding solutions to people-related problems.

Learning Outcomes

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

- LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success
- LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives
- LO3 Examine how external and internal factors can affect HRM decision making in

relation to organisational development

LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success			LO1 and LO2 D1 Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
P1 Explain the main areas of HRM in their contribution to creating sustainable performance. P2 Review the effects of the changing nature of organisations on human resources skills and knowledge.	M1 Compare areas of HRM to create sustainable organisational performance. M2 Examine HRM in relation to the changing nature of the modern business organisation.		
LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives			
P3 Review relevant HRM practices in relation to recruitment and retention of employees for the achievement of business objectives.	M3 Evaluate the use of HRM practices in recruitment and retention in relation to the importance of the labour market.		
LO3 Examine how external and internal factors can affect HRM decision making in relation to organisational development			D2 Evaluate key factors affecting HRM decision making to make valid recommendations.
P4 Investigate the external and internal factors that affect HRM decision making to support organisational development.	M4 Discuss the key external and internal factors that affect HRM decision making, using relevant organisational examples to illustrate how they support organisational development.		
LO4 Apply HRM practices in a work-related context for			

improving sustainable organisational performance.

<p>P5 Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance.</p>	<p>M5 Illustrate how the application of specific HRM practices in a work-related context can improve sustainable organisational performance.</p>	<p>D3 Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.</p>
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Unit 4: Leadership and Management

Unit code	L/618/5036
Unit type	Core
Unit level	4
Credit value	15

Introduction

The ability to lead and manage effectively is highly sought after by industry, as employers seek to produce and develop managers who can motivate, enthuse and build respect throughout their workforce. The hard and soft skills required by leaders and managers are frequently highlighted by employers as skills gaps in recruitment. Developing these skills will help students to meet career aspirations in leadership and management.

The aim of this unit is to help students to understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits that support effective management and leadership. Students will learn about the theories that have shaped the understanding of leadership and management and how these have provided a guide to action for managers and leaders who want to secure success for their businesses. Students will look at leadership styles, how and why they are used and the extent to which they are effective.

This unit also gives students an understanding of motivational strategies. They will develop motivational strategies covering intrinsic and extrinsic aspects of motivation. Finally, students will evaluate the importance of managing performance in achieving continuous improvement.

Learning Outcomes

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

- LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation
- LO2 Review the influence of different leadership and management styles on the culture of organisations
- LO3 Develop a motivational strategy to optimise organisational performance
- LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation			LO1 and LO2 D1 Critically evaluate the impact of different approaches to leadership and management.
P1 Discuss different theories of leadership in relation to the management activities in different organisations. P2 Explore different theories of management in relation to the management and leadership activities in different organisations.	M1 Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation.		
LO2 Review the influence of different leadership and management styles on the culture of organisations			
P3 Assess the application of different leadership and management styles in a range of business situations in different organisations. P4 Examine the factors that influence the development of the culture in organisations.	M2 Compare the impact of leadership and management styles on decision making in different organisations. M3 Evaluate the importance of organisational culture on the performance of different organisations.		
LO3 Develop a motivational strategy to optimise organisational performance			
P5 Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives.	M4 Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation.	D2 Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.	
LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.			
P6 Apply to a range of	M5 Assess how	D3 Make	

business situations, appropriate leadership and management approaches for managing performance and continuous improvement.	leadership and management approaches for managing performance supports continuous improvement.	recommendations to improve performance management that will ensure continuous improvement.
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Unit 5: Accounting Principles

Unit code	Y/618/5038
Unit type	Core
Unit level	4
Credit value	15

Introduction

Management accounting is a profession that supports management decision making, planning and performance management systems. Management accountants provide expertise in financial reporting and control to assist management in the formulation and implementation of an organisation's strategy by providing appropriate financial information and undertaking related accounts administration.

The overall aim of this unit is to introduce fundamental accounting principles that underpin financial operations and support good and sustainable decision making in any organisation. Students will develop a theoretical and practical understanding of a range of financial and management accounting techniques.

On successful completion of this unit, students will be able to assist senior colleagues in producing and analysing budgets, drawing up simple financial statements and using financial ratios to interpret performance. Students will also explore wider aspects of accountancy, especially ethics, transparency and sustainability, and gain fundamental knowledge and skills that will enable them to progress to a higher level of study.

Learning Outcomes

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

- LO1 Examine the context and purpose of accounting
- LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards
- LO3 Interpret financial statements
- LO4 Prepare budgets for planning, control and decision-making using spreadsheets.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine the context and purpose of accounting			D1 Critically evaluate the role of accounting in informing decision-making to meet organisational, stakeholder and societal needs within complex operating environments.
P1 Examine the purpose of the accounting function within an organisation. P2 Assess the accounting function within the organisation in the context of regulatory and ethical constraints.	M1 Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations.		
LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.			LO2 and LO3 D2 Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
P3 Prepare financial statements from a given trial balance for sole traders, partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards.	M2 Produce financial statements from a given trial balance, making appropriate adjustments.		
LO3 Interpret financial statements			
P4 Calculate and present financial ratios from a set of final accounts. P5 Compare the performance of an organisation over time using financial ratios.	M3 Evaluate the performance of an organisation over time using financial ratios with reference to relevant benchmarks.		
LO4 Prepare budgets for planning, control and decision-making using spreadsheets.			

<p>P6 Prepare a cash budget from given data for an organisation using a spreadsheet.</p> <p>P7 Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation.</p>	<p>M4 Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making.</p>	<p>D3 Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.</p>
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Unit 6: Managing a Successful Business Project (Pearson Set)

Unit code	D/618/5039
Unit type	Core
Unit level	4
Credit value	15

Introduction

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

The skills of project management are highly sought after by employers in all areas of business, as the ability to plan, procure and execute a business project efficiently requires a range of specific skills in leadership, time management, problem solving, budgeting and communication.

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

On successful completion of this unit, students will have the confidence to engage in decision making, problem solving and research activities using project-management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant business concepts in a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

*Please refer to the accompanying **Pearson-set Assignment Guide and Theme and Topic Release** document on HN Global for further support and guidance on the delivery of the Pearson-set unit

Learning Outcomes

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

- LO1 Explain the key stages of the project lifecycle that should be considered when project managing
- LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods
- LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings
- LO4 Reflect on value gained from implementing the project and the project management process.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the key stages of the project lifecycle that should be considered when project managing		D1 Critically evaluate the project-management process, PMP and research methods for gathering information and data collection.
<p>P1 Explain the stages of the project lifecycle (PLC) and their importance to the success of a project.</p> <p>P2 Examine the factors to be considered when compiling a project management plan (PMP).</p> <p>P3 Examine a range of research methods and strategies and their importance to project management.</p>	<p>M1 Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP.</p> <p>M2 Evaluate a range of research methods and strategies for gathering information and data collection.</p>	
LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods		D2 Justify the choices made in the design of the PMP for completing the aims and objectives of the project.
<p>P4 Produce a PMP that covers, aim, objectives, deliverables, quality, risk, communication resources and research methods.</p> <p>P5 Produce a work breakdown structure and a schedule to provide timeframes and stages for completion.</p>	M3 Produce a detailed PMP, and schedule for monitoring and completing the aims and objectives of the project.	
LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings		

<p>P6 Conduct a business project as stated within the PMP and communicate findings.</p> <p>P7 Present data to draw valid and meaningful conclusions and recommendations from data analysis.</p>	<p>M4 Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives.</p>	<p>LO3 and LO4</p> <p>D3 Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.</p>
<p>LO4 Reflect on value gained from implementing the project and the project management process.</p>		
<p>P8 Reflect on the value of undertaking the business project to meet stated objectives and own learning and performance.</p>	<p>M5 Evaluate the project management process to meet stated objectives and support own learning and performance.</p>	

Unit 8: Innovation and Commercialisation

Unit code	D/618/5042
Unit level	4
Credit value	15

Introduction

This unit aims to give students a comprehensive understanding of innovation and commercialisation. In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

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

By the end of the unit, students will have gained an understanding of how innovation is fostered, harnessed and managed in organisations. They will learn the value of innovation and its importance to supporting commercial growth. They will also acquire knowledge that will enable them to develop a creative and innovative approach that will benefit them throughout their career.

Learning Outcomes

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

LO1 Investigate how innovation is sourced and supported within different types of organisations

LO2 Explore the processing of different types of innovation within organisations

LO3 Apply the process required to commercialise innovation within an organisation

LO4 Evaluate the range of methods for protecting innovation within organisations.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Investigate how innovation is sourced and supported within different types of organisations			LO1 and LO2 D1 Critically analyse how innovation is successfully developed and embedded in different organisational contexts.
P1 Discuss the ways in which different organisations source and foster innovation, using specific examples.	M1 Analyse the ways in which innovation is sourced and supported within different organisation environments and cultures.		
LO2 Explore the processing of different types of innovation within organisations			
P2 Differentiate between different types of innovation and how they are processed within organisations.	M2 Analyse how different types of innovation are successfully processed within different organisation settings.		
LO3 Apply the process required to commercialise innovation within an organisation			LO3 and LO4 D2 Produce a commercially driven business case for innovation, including an action plan for development and methods for its successful protection in the context of the wider business environment.
P3 Produce a detailed business case for innovation for an organisation, including risks, benefits and ways to access funding.	M3 Produce an evidence-based business case analysis for innovation that emphasises the business value for potential investment.		
LO4 Evaluate the range of methods for protecting innovation within organisations.			
P4 Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property.	M4 Critically evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property in the context of the wider business environment.		

Unit 9: Entrepreneurial Ventures

Unit code	A/618/5047
Unit level	4
Credit value	15

Introduction

Entrepreneurship is about people who have dreams and take their career into their own hands, leading it in the direction of their choice. More recently it has also become about transforming the world by solving big problems, for example initiating social change, creating an innovative product, presenting a new life-changing solution. This unit introduces the study of entrepreneurship and will benefit those thinking of starting up an entrepreneurial venture and those who are future leaders and managers.

The unit aims to illustrate the concept of entrepreneurship and how having an entrepreneurial mindset can make a contribution to all businesses, be that a new business start-up or existing public and corporate organisations. Students will explore the skills, traits and characteristics of entrepreneurs and entrepreneurship. Students will understand the importance of different size businesses on the economy and the contribution they can all make to society. Students will also learn about the need for intrapreneurs and the impact of disruptive entrepreneurship.

By the end of the unit, students will have gained research skills and the knowledge that they can develop an entrepreneurial mindset that will benefit them throughout their career. They will understand the contribution that businesses make to the economy and the importance of entrepreneurial activity for all businesses in all sectors.

Learning Outcomes

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

LO1 Examine what it takes to be an entrepreneur and the scope of entrepreneurial ventures

LO2 Explore the concept of the entrepreneurial mindset and its contribution to entrepreneurial ventures

LO3 Assess the impact of SMEs (small medium enterprises) on the economy

LO4 Explain the importance of intrapreneurship in both public and corporate organisations.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine what it takes to be an entrepreneur and the scope of entrepreneurial ventures.			D1 Critically examine entrepreneurial ventures the traits, characteristics and mindset associated with entrepreneurship, using a range of examples.
P1 Investigate the scope of entrepreneurial ventures, using a variety of examples.	M1 Evaluate the similarities and differences between entrepreneurial ventures and the traits and characteristics of entrepreneurs in those ventures.		
P2 Examine the traits and characteristics associated with entrepreneurship			
LO2 Explore the concept of the entrepreneurial mindset and its contribution to entrepreneurial ventures			
P3 Explain what is meant by an 'entrepreneurial mindset'.	M2 Determine the ways in which the entrepreneurial mindset can be encouraged and what it can bring to a new venture.		
P4 Examine skills and characteristics associated with an entrepreneurial mindset.			
LO3. Assess the impact of SMEs (small medium enterprises) on the economy			D2 Appraise impacts of different businesses on different levels (International, national, regional, local) of the economy using appropriate data and statistics.
P5 Interpret relevant data and statistics to relate how micro and small business ventures impact the economy at different levels.	M3 Using relevant data and statistics, compare the differences between micro-, small-, medium- and large business and their impact on the economy.		
LO4 Explain the importance of intrapreneurship in both public and corporate organisations.			D3 Evaluate the use of intrapreneurship and the benefits it can bring to organisations.
P6 Discuss the differences and similarities between public and corporate intrapreneurship.	M4 Explore the benefits of intrapreneurship and its contribution to competitive advantage in organisations.		

Unit 19: Research Project (Pearson Set)

Unit code	H/618/5060
Unit type	Core
Unit level	5
Credit value	30

Introduction

Research skills are as vital for the workplace as they are for academic development. Research skills enable students to identify a problem, collect informational resources that can help address the problem, evaluate the resources for quality and relevance, and come up with an effective solution to the problem. These are seen as essential skills by employers for most positions in industry, to support a range of duties, for example report writing, building a business case, business planning, launching a new product or service.

This is a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless they are studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop a research aim and objectives and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

*Please refer to the accompanying **Pearson-set Assignment Guide and Theme Release** document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

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

LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process

LO2 Develop a research proposal, including a supporting literature review

LO3 Analyse data using appropriate techniques to communicate research findings

LO4 Reflect on the application of research methodologies and process

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process			LO1 and LO2 D1 Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.
P1 Examine alternative research methodologies. P2 Explore alternative methods and tools used for the collection of research data that consider costs, ethics and access.	M1 Evaluate alternative research methodologies and data collection methods and justify choices made based on philosophical/theoretical frameworks.		
LO2 Develop a research proposal, including a supporting literature review			
P3 Produce a research proposal, including a defined aim and objectives supported by a literature review.	M2 Evaluate the merits, limitations and pitfalls of approaches to data collection in compiling the research proposal.		
LO3 Analyse data using appropriate techniques to communicate research findings			D2 Communicate to the intended audience the research findings and outcomes, including justified recommendations.
P4 Conduct research using appropriate methods for a business research project. P5 Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience.	M3 Present the analysis of data utilising appropriate analytical techniques, charts and tables to meet the research aim and communicate outcomes.		
LO4 Reflect on the application of research methodologies and process.			
P6 Reflect on the effectiveness of research methods applied in meeting objectives of the business research project. P7 Consider alternative research methodologies and lessons learnt in view of outcomes.	M4 Demonstrate self-reflection and engagement in the research project process, leading to recommended actions for future improvement.	D3 Demonstrate critical self-reflection and insight that results in recommended actions for improvements to inform future research.	

Unit 20: Organisational Behaviour Management

Unit code	A/618/5064
Unit type	Core
Unit level	5
Credit value	15

Introduction

Organisational Behaviour Management is concerned with understanding, explaining and predicting the behaviour of individuals in the workplace and can assist in the development of practical solutions to organisational and managerial problems. Individuals, whether acting in isolation or collectively as part of a group, engage in actions and behaviours that can have a positive or negative impact on company performance and the achievement of strategic goals. It is therefore essential that those who are involved in managing and leading people in organisations, acquire insight and expertise in Organisational Behaviour Management.

The aim of this unit is to develop knowledge and understanding of how Organisational Behaviour Management concepts, theories and techniques can be applied in work and management settings in order to enhance individual, team and organisational performance. Students will be able to apply this knowledge in a variety of business situations. They will appreciate how effective application of Organisational Behaviour Management principles can be used to explain why people behave and act in particular ways and to predict how employees will respond to certain demands. The unit also develops student understanding of the influence of culture, the operation of power and politics in organisations and how these variables influence the actions and behaviour of people in an organisational context.

On successful completion of this unit, students will have developed a range of transferable skills and knowledge. This includes core people management skills used to achieve positive organisational outcomes and to create value by recognising individual difference, team working and the creation of inclusive organisational cultures.

Learning Outcomes

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

- LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches
- LO2 Apply content and process theories of motivation to create and maintain an effective workforce
- LO3 Participate in a group team activity for a given business situation to demonstrate effective team skills
- LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches			LO1 and LO2 D1 Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
P1 Assess own personality traits and attributes in terms of them having a positive or negative effect on management approaches and company performance. P2 Reflect on the value and importance of personality and perception for effective managerial relationships.	M1 Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships.		
LO2 Apply content and process theories of motivation to create and maintain an effective workforce			
P3 Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples.	M2 Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and process theories of motivation.		
LO3 Participate in a group/team activity for a given business situation to demonstrate effective team skills			D2 Revise personal contribution and skills for effective teams to make justified recommendations for own improvement.
P4 Contribute to the creation and management of effective teamworking in a given business situation. P5 Explore the relevance of group behaviour and team theory in the creation and management of effective teamworking.	M3 Reflect on personal contribution to group behaviour and dynamics in the creation and management of effective teamworking.		
LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.			
			D3 Make justified recommendations on how power, politics and culture can be used effectively to influence and direct employer behaviour towards the accomplishment of organizational goals

Unit 27: Identifying Entrepreneurial Opportunities

Unit code	A/618/5095
Unit level	5
Credit value	15

Introduction

The role of the entrepreneur is to weigh up opportunities, threats and personal skills, and abilities to translate an opportunity into a business idea. This unit gives students an understanding of where new entrepreneurial ideas come from and gives them the opportunity to investigate and evaluate a new entrepreneurial idea for a small- and medium sized enterprise (SME).

Students will explore concepts of innovation, entrepreneurship and developing creativity. They will learn about and use methods and frameworks to help develop and assess new venture ideas, including defining product or service benefits, identifying target customers and understanding the industry and competitors from the perspective of a new entrant. They will also learn about market research and apply primary and secondary research techniques to investigate an entrepreneurial idea. They will then assess whether it is likely to be a commercially viable business or a social enterprise proposition.

By the end of the unit, students will have acquired creative skills and thinking for innovation, preparing them for jobs and technologies that do not even exist yet in this rapidly changing landscape.

Learning Outcomes

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

- LO1 Explore the role of entrepreneurship and innovation for developing new entrepreneurial ideas
- LO2 Investigate a potential entrepreneurial idea from a gap in the market for a small to medium sized (SME) enterprise
- LO3 Analyse primary and secondary data to identify the market potential of an entrepreneurial idea
- LO4 Pitch the potential viability of an entrepreneurial idea in the context of the market and competitors.

Learning Outcomes and Assessment

Pass		Merit	Distinction
LO1 Explore the role of entrepreneurship and innovation for developing new entrepreneurial ideas			
P1 Discuss different sources of entrepreneurial ideas and innovation.	M1 Evaluate the role of innovation and entrepreneurship for sourcing new business ideas.	D1 Critically evaluate the role of innovation and entrepreneurship for sourcing new business ideas.	
LO2 Investigate a potential entrepreneurial idea from a gap in the market for a small to medium sized enterprise (SME).			
P2 Examine the rationale for an entrepreneurial idea, using relevant tools and techniques to support your choice.	M2 Evaluate a specific entrepreneurial idea for filling a market gap, using different techniques for industry and competitive analysis.	D2 Critically evaluate an entrepreneurial idea based on appropriate interpretation and investigation of the competitive marketplace.	
LO3 Analyse primary and secondary data to identify the market potential of an entrepreneurial idea			
P3 Analyse primary and secondary data appropriately to provide evidence of market potential.	M3 Critically analyse primary and secondary data to identify market potential, drawing valid conclusions.	D3 Provide justified outcomes based on analysis of primary and secondary data, using appropriate research methods to identify market potential.	
LO4 Pitch the potential viability of an entrepreneurial idea in the context of the market and competitors.			
P4 Pitch the potential viability of an entrepreneurial idea, assessing viability within the competitive marketplace.	M4 Critically evaluate an entrepreneurial idea in the context of the marketplace and identified competition.	D4 Make justified recommendations for development, management and sustainability of an entrepreneurial idea in the competitive marketplace.	

Unit 28: Launching a New Venture

Unit code	A/618/5114
Unit level	5
Credit value	15

Introduction

How do you get from idea to launching a new business venture? Many entrepreneurs take risks on the way, which can have expensive consequences if mistakes are made. This unit will prepare students to launch a business with less risk and pitfalls.

The unit gives students a practical understanding of what is required to successfully launch a new venture. It gives students an opportunity to plan the launch of a specific new venture idea. They will learn about and work through the stages of planning to launch the venture. This will include an explanation of the idea and how it will attract customers and have competitive advantage. Students will also learn about the need for resourcefulness when starting a new venture, and about identifying and using personal networks, which can offer a valuable source of knowledge, resources, advice and opportunities.

Students will develop a promotional plan to launch a new venture and prepare a budget and a cash flow forecast for the launch and the first 12–18 months of operation for the chosen venture.

Learning Outcomes

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

- LO1 Investigate the resources required to launch a new venture
- LO2 Explore the skills and capabilities required to support the launch of a new venture
- LO3 Develop promotional activities to support the launch of a new venture
- LO4 Produce a budget for launching a new venture for a small business or social enterprise.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Investigate the resources required to launch a new venture			LO1 and LO2 D1 Critically evaluate the availability and appropriateness of resources, skills and capabilities to support the successful launch of a new venture.
P1 Examine the tangible and intangible resources required for the launch of a new venture.	M1 Evaluate the availability and appropriateness of the tangible and intangible resources required to launch a new venture.		
LO2 Explore the skills and capabilities required to support the launch of a new venture			
P2 Discuss the different skills and capabilities required to launch a new venture.	M2 Evaluate a range of skills and capabilities required for launching a new venture.		
LO3 Develop promotional activities to support the launch of a new venture			D2 Create promotional activities plan that includes a set of metrics to evaluate success.
P3 Devise promotional activities plan for the launch of a new venture.	M3 Develop a wide range of promotional activities that address the marketing mix to support the launch of a new venture.		
LO4 Produce a budget for launching a new venture for a small business or social enterprise.			D3 Produce a comprehensive pre- and post-launch monthly itemised cash budget, based on financial resources and contingency measures for anticipated outcomes.
P4 Produce an itemised monthly cash budget for both the pre-launch phase and the first 12–18 months following launch.	M4 Produce a detailed monthly cash budget, showing one off costs, ongoing costs and anticipated income post- and pre-launch.		

Unit 29: Managing and Running a Small Business

Unit code	F/618/5115
Unit level	5
Credit value	15

Introduction

Every year new start-up businesses begin trading, but only two-thirds will survive into their third year of trading and just half will remain after five years. For most businesses, it is not a lack of customers or poor-quality products or services that are responsible for their failure but simply a lack of cash and business acumen. It is important to have a basic knowledge of managing a business and an overall understanding of the services offered to customers in order to survive.

This unit will give students a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, being an employer, dealing with legislation and regulation, and how to put a business plan together.

Students will develop an understanding of how all the different aspects of running a business interrelate so as to achieve success and develop an appreciation of the benefits and importance of organisation and planning.

Learning Outcomes

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

LO1 Explore how a small business or social enterprise plans and allocates resources to achieve objectives

LO2 Evaluate the customer relationship management process for a small business or social enterprise

LO3 Develop a cash flow forecast and break-even analysis for a small business or social enterprise

LO4 Discuss the financial statements, regulation and legislation that apply to a small business or social enterprise.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore how a small business or social enterprise plans and allocates resources to achieve objectives			
P1 Discuss the main considerations that a small business or social enterprise needs to address when planning and allocating resources to achieve business objectives.	M1 Analyse the importance of planning and allocating appropriate resources to achieve business objectives.	D1 Critically analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of business objectives.	
LO2 Evaluate the customer relationship management process for a small business or social enterprise			
P2 Evaluate the effectiveness of a customer relationship management process for a small business or social enterprise in reaching, retaining and supporting customers.	M2 Critically evaluate the elements of the customer relationship management process in relation to achieving business objectives for national and transnational sales.	D2 Provide recommendations for overcoming challenges in the customer relationship management process and enhancing the customer experience.	
LO3 Develop a cash flow forecast and break-even analysis for a small business or social enterprise			
P3 Produce a cash flow forecast and break-even analysis for a small business or social enterprise, covering projected income and expenses.	M3 Provide a detailed cash flow forecast and break-even analysis that determine the break-even point for profit.	D3 Provide a cash flow forecast and break-even analysis that measures financial health and profitability to predict future cash flow and budgeting.	
LO4 Discuss the financial statements, regulation and legislation that apply to a small business or social enterprise.			
P4 Examine key financial statements, legislation and regulations that have implications for small businesses or social	M4 Evaluate how key financial statements, legislation and regulations have implications for small	D4 Critically evaluate key financial statements, legislation and regulations, taking future developments and	

enterprises.	business or social enterprise.	changes into account.
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Unit 43: Business Strategy

Unit code	H/618/5124
Unit level	5
Credit value	15

Introduction

This unit supports individuals who are working in or towards managerial roles in all market sectors to develop and enhance strategic thinking and planning that will improve organisational performances of businesses in their respective competitive markets. General manager skills and competences are focused on through a range of themes and topics that can be applied in most contexts.

The aim of this unit is to develop students' awareness of the different types of strategic approaches that could be used in an operational, tactical or strategic role for an organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts that could significantly support an organisation's strategic choice and direction.

On successful completion of this unit, students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. They could do this in the role of a junior manager responsible for having a specific input into an organisation's decision making and planning.

Learning Outcomes

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

- LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies
- LO2 Assess an organisation's internal environment and capabilities
- LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector
- LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies			LO1, LO2, LO3 and LO4 D1 Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
P1 Applying appropriate frameworks, analyse the impact and influence of the macro environment on a given organisation and its strategies.	M1 Critically analyse the macro environment to determine and inform strategic management decisions.		
LO2 Assess an organisation's internal environment and capabilities			
P2 Conduct an internal environment and capabilities assessment of a given organisation using appropriate frameworks.	M2 Interpret information and data to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set.		
LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector			D2 Make justified recommendations for action on how organisations can apply strategic HR interventions to create high-performance cultures.
P3 Determine appropriate management tools to analyse a given market sector for an organisation and inform strategy. P4 Devise appropriate strategic objectives, based on the outcomes of analysis for an organisation to inform strategy.	M3 Justify use of an appropriate strategic management tool for a given market sector, to inform strategy and strategic objectives for an organisation.		
LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.			
P5 Apply a range of models, concepts or theories to interpret and devise strategic planning for a given organisation.	M4 Produce a strategic management plan that has tangible and tactical strategic priorities and objectives.		
P6 Design a strategic management plan, applying appropriate strategies to improve competitive edge and market position based on the outcomes.			

Unit 53: Planning for Growth

Unit code	D/618/5137
Unit level	5
Credit value	15

Introduction

This unit focuses on small and medium enterprises (SMEs) and how they can broaden their knowledge of business growth. SMEs need to know where they sit in the marketplace and which approaches to take in order to grow business and develop relevant industries and sectors accordingly.

This aim of the unit is to give students an awareness of how SMEs develop and grow. They will understand the options for SMEs in terms of exiting successful or unsuccessful businesses and will be able to appreciate the importance of making informed choices when choosing routes to growth. They will also understand the potential risks vs rewards involved with growth.

Students will learn about and apply techniques for identifying opportunities for growth and appraise options for achieving growth. Students will also learn about the sources of investment finance and consider how an SME attracts investors and the appropriate approaches to gain stakeholder interest.

Learning Outcomes

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

- LO1 Analyse the key factors that SMEs should consider when evaluating growth opportunities
- LO2 Assess the various methods through which organisations access funding and when to use different types of funding
- LO3 Develop a business plan to communicate a growth strategy in a business to the relevant stakeholders
- LO4 Assess the various ways that a small business owner can exit the business and the implications of each option.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Analyse the key factors that SMEs should consider when evaluating growth opportunities		M1 Critically evaluate the options for growth, using a range of analytical frameworks to demonstrate the understanding of competitive advantage in an organisational context.	LO1 Justify specific options and pathways for growth, taking into account the risks of each option and how they can be mitigated.
P1 Analyse key considerations for evaluating growth opportunities in an organisational context.	P2 Evaluate the opportunities for growth, applying an appropriate management tool.		
LO2 Assess the various methods through which organisations access funding and when to use different types of funding		M2 Assess the potential sources of funding available to businesses, in given organisational contexts, addressing benefits and drawbacks	D2 Devise potential sources of funding, with justified argument for the adoption of a particular source or combination of sources, based on organisational needs.
P3 Assess the potential sources of funding available to businesses, in given organisational contexts, addressing benefits and drawbacks			
LO3 Develop a business plan to communicate a growth strategy in a business to the relevant stakeholders		M3 Develop an appropriate and detailed business plan for growth and securing investment, setting out strategic objectives and strategies to meet stakeholder needs and expectations.	D3 Present a coherent and in-depth business plan that demonstrates knowledge and understanding of how to formulate, apply and achieve business objectives successfully.
P4 Design a business plan for organisational growth that includes financial information and strategic objectives for a business.			
LO4 Assess the various ways that a small business owner can exit the business and the implications of each option.		M4 Compare exit or succession options for a small business to make valid recommendations.	D4 Provide a critical evaluation of exit or succession options for a small business, with justified recommendations to support effective exit or succession.
P5 Assess exit or succession options for a small business, addressing the benefits and drawbacks of each option.			

29 Appendix - 1

Higher National Diploma University Entry Requirements

Top up BA Programmes		
Birmingham City University Blackburn University University of Bolton Bucks New University Cardiff Metropolitan University City Academy of London Coventry University Kingston University University of Kent Harper Adams University Academy University of Gloucestershire University of Glamorgan	University of Cumbria University of Derby University of Essex Manchester Metropolitan University Middlesex University London South Bank University Leeds Metropolitan University University of Huddersfield Holborn Academy University of Hertfordshire University of Greenwich University of Stirling	Sheffield Hallam University Northumbria University University of Northampton Teesside University University of Winchester Southampton Solent University University of Worcester University of Wales, Newport University of West London Staffordshire University University of London Oxford Brookes University
Final/ 3 rd Year Entry		
University of Abertay Dundee Bath Spa University Bournemouth University University of Brighton University of Buckinghamshire De Montfort University	Edinburgh Napier University University of Gloucestershire University of the Highlands and Islands University of Wales, Trinity St David University of the West of Scotland Kingston University	Oxford Brookes University University of Chester University of Hull Nottingham Trent University University of Portsmouth
2 nd Year Entry		
Bangor University University of Chichester University of Dundee University of East London Newman University Academy, Birmingham	University of Exeter Lancaster University University of Sussex University of the West of England	Edge Hill University Newcastle University University Campus Suffolk University of Surrey
1 st Year Entry		
Aston University, Birmingham University of Bath University of Birmingham University of Bristol City University London University of Edinburgh Glasgow Caledonian University University of Glasgow	Queen's University Belfast Durham University The London School of Economics University of Manchester Queen Mary, University of London Keele University University of Warwick Liverpool University	King's Academy London University of Leeds Loughborough University University of Nottingham University of Reading University of Southampton University of Strathclyde University of Norwich
Higher National Certificate University Entry Requirements		
2 nd Year Entry		

University of Abertay Dundee Bath Spa University University of Bolton Bournemouth University University of Buckingham Bucks New University De Montford University	University of Chester University of Hull Nottingham Trent University Edinburgh Napier University University of Greenwich Heriot-Watt University University of the Highlands and Islands
1 st Year Entry	
Bangor University University of Chichester University of Derby University of Dundee University of East London Edge Hill University University of Exeter Glasgow Caledonian University Queen Mary, University of London	University of Glasgow Keele University Kingston University Lancaster University Loughborough University Middlesex University Queens University, Belfast University of Manchester