Pearson
BTEC Higher National qualifications in Business

Pearson-set Theme and Topic Release
1st September 2023 to 31st August 2024

Unit: 6 Managing a Successful Business Project

First Teaching from September 2021

First Certification from September 2022

For us with the following qualifications:

Pearson BTEC Level 4

Higher National Certificate in Business

Pearson BTEC Level 5

Higher National Diploma in Business

Edexcel, BTEC and LCCI qualifications

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Contents

1   Introduction to theme

Corporate Social Responsibility and its importance for sustainability and competitive advantage

'Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.' (World Business Council for Sustainable Development).

Businesses worldwide have increasingly embraced the concept of Corporate Social Responsibility (CSR) as a means to develop and adopt sustainable practices and approaches in their business operations. It is a multifaceted concept that encompasses many different aspects ranging from philanthropy, ethical responsibilities and environmental considerations.

Most recently, in response to maximising stakeholder value and expectations, the strategic benefits of CSR has seen many companies having a competitive advantage. Together with the rise of globalisation, companies now employ CSR managers, experts and consultants to produce comprehensive CSR policies and programmes, to give them a competitive edge and build stakeholder trust and loyalty.

This unit will enable students to examine the multi dimensions of CSR within the context of business operations applied to a small-scale project. This will provide the opportunity for students to contextualise the principles of CSR and explore the merits of CSR in relation to meeting competitive and sustainable organisational objectives.

2   Topic Selection

Tutors must **choose one topic** from the list provided below and decide which type of project is most suitable for a small-scale research project. All students must complete **the same topic and project type chosen by the tutor**. However, if delivering to different cohorts of students, tutors may select a different topic and project type for each cohort.

The Assignment Guidance document for Unit 6: Managing a Successful Business Project, provides additional support and guidance for both tutors and students.

Topics:

1. How to start up a socially responsible company
2. The impact of CSR on a functional area (e.g., HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability
3. Implementing CSR activities within organisations to meet sustainable objectives
4. Trends currently influencing CSR.

3   Choosing a project type

Tutors will need to devise a project brief for the student to follow for the completion of the assignment for this unit.

The type of project chosen for the selected topic should allow for a sufficient degree of research through the existence of adequate background materials and allow for the depth and breadth of study suitable for a level 4 qualification.

Guidance for tutors is available in the Pearson-set Assignment Guidance for Unit 6: Managing a Successful Business Project. This provides a range of project types and examples that could be utilised for a project. The project types provided are not exhaustive or mandatory and tutors are encouraged to be innovative with their ideas.

Please note that if reasonable adjustments are necessary to meet a specific individual student need you are able to adjust internal assessments to take this into account. Any adjustments must be considered in relation to the centre's policies on equality & diversity and student support.

Further details on how to make adjustments for students with protected characteristics are given in the document 'Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units' available on our website (http://qualifications.pearson.com).

4   Project Evidence / Outcomes

Project Report

It is important to recognise that project work is reliant on gathering information/data that can be analysed. The scale of a Level 4 project means that there must be time for both primary and secondary research. A suggested model would be to use secondary research to provide a context for the student to conduct and interpret data collected

through primary research. The project could then yield data/information that could be compared with the findings of secondary research.

In assessing the project, the assessor should be able to see how project objectives have been met, how students have explored the research material relevant to the project objective, how students have developed and formulated their findings and answers to the central questions posed by the objectives and what they have learned in carrying out their project investigation. An important part of the conclusion must be an awareness of the significance of results. Well - edited, focused writing and presentation, where the key decisions, developments, lines of argument and salient research are explained succinctly, is preferable to unstructured writing and presentation where little attempt to select or edit material has been made.

It is important to recognise that there are many different formats that a student may use to present their work and it is important that tutors think carefully about the suitability of the format in relation to the target audience. Both verbal and written forms of communication should be appropriate to the audience, both in terms of the nature and level of material they use and also in terms of length. Students should be guided to produce research that gives a succinct account of the main arguments or developments from their project. If a verbal presentation is the chosen format, the question and answer session should address issues raised by the presentation, but also give students an opportunity to reflect on their work.

In addition to their research findings, students are asked to submit a project management plan, a completed log book or similar form of reflective journal and performance review as evidence for the unit.

The project management plan is designed to define how the project is to be planned, executed and monitored. The project management plan should give details of the actions required for the integration and co-ordination of various planning activities to carry out the project.

The project log book or similar reflective journal is designed to provide evidence of the project development process and ongoing reflection. It should provide evidence that the student has thought about the direction of their project and in particular, what problems they encountered, and steps taken to address them.

The performance review will provide evidence of reflection and evaluation of the project management process and individual performance.

5 Employer engagement

It is advisable that centres look at the Pearson-set assignment as an appropriate unit to embed employer engagement, although this is not a mandatory requirement. Developing and establishing links with employers enhances the teaching and learning experience and improves students' employability. Where possible, identifying links with employers as part of the delivery of the Pearson- set Assignment could lead to enhancing and supporting student learning. Real-life projects provide students with the opportunity to develop and acquire appropriate skills, knowledge and expertise required by employers.

6 Sharing of good practice

An appointed External Examiner (EE) for the centre will ask to sample the Pearson -set

assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

The EE will review and identify exemplars in all aspects of good practice. Good practice will focus on current themes that align to QAA Higher Education Reviews:

- Innovation
- Digital literacy
- Student employability and entrepreneurial skills
- Employer engagement
- Quality of assessment feedback.

7 Resources and useful links

Suggested resources and links that centres may find useful are shown below. Centres should choose those resources that are relevant for localised use and complement those with additional resources to support independent research in the chosen topic and project type.

Useful resources for talent management:

Type of Resource	Resource Titles	Links
Online resources	Corporate Responsibility: Frequently asked questions	https://www.oecd.org/corporate/
Online article	Corporate Responsibility: Factsheet	https://www.cipd.co.uk/knowledge/strategy/corporate-responsibility/factsheet
Online guidelines	Corporate governance: new reporting regulations	https://www.gov.uk/government/publications/corporate-governance-new-reporting-regulations
Online article	Introduction to Ethical Organisations and Leadership	https://www.businessballs.com/organisational-culture/corporate-responsibility-and-ethics/

Useful resources for Project Management:

Type of Resource	Resource Titles	Links
Online Resources	What is Project Management?	What is project management? | APM
Online Resources	Project Management links: ● Start Here ● Scheduling ● Scope Management	What Is Project Management? - Managing Complex Tasks and People (mindtools.com)
Online article	Demystifying the 5 phases of project management	Demystifying the 5 Phases of Project Management | Smartsheet
Online Resources	A range of project management resources available in the resource library on HN Global	https://hnglobal.highernationals.com/subjects/business/resource-library

Additional materials
Maylor, H. (2017) Project Management. 4th ed. Harlow: Pearson
Pearson-set Report 2017–2018: https://hnglobal.highernationals.com/sites/default/files/Pearson-set-Report-2018-2019-final.pdf
Training Video for the RQF BTEC Higher Nationals Pearson-set Assignments: https://youtu.be/FkQi_l78_tw

The Assignment Guidance for Unit 6: Managing a Successful Business Project should be read in conjunction with the theme and topic release. It provides advice and guidance for both tutors and students.

For any further additional support or queries regarding this document, please email btecdelivery@pearson.com.