

# **Pearson BTEC Higher National qualifications in Business**

## **Effective assignment design for the Higher Nationals in Business: Authorised Assignment Briefs**

First Teaching from September 2021

Pearson BTEC Level 4  
Higher National Certificate

Pearson BTEC Level 5  
Higher National Diploma

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## Summary of changes Issue 2

Summary of changes made between previous issue and this current issue	Page number
<p><b>Authorised Assignment Brief Unit 1 Business and the Business Environment</b></p> <p>Amendments made to Unit 1 AAB 1 to meet requirements for the Merit assessment criteria.</p> <p>Amendments made to Unit 1 AAB2 to include a ‘comparison SWOT analysis with at least 2 other sportswear organisations’ to fully meet the requirements for Learning Outcome 4.</p>	<p>P29</p> <p>P32</p>
<p><b>Authorised Assignment Brief Unit 4 Leadership and Management</b></p> <p>Amendments made to AAB 2 to clarify the ‘application of performance management’ within the guidance to meet Learning Outcome 4.</p>	<p>P61</p>
<p><b>Authorised Assignment Brief Unit 5 Accounting Principles</b></p> <p>Removed UK-centric content in the vocational scenario</p>	<p>P66</p>
<p><b>Authorised Assignment Brief Unit 37 Pitching and Negotiation Skills</b></p> <p>Clarification that the submission recording is ‘video’</p>	<p>P91</p>

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# Glossary of terms used in this booklet

<b>Assessment</b>	Assessment refers to the process of measuring the level of a student's achievement of required learning.
<b>Assignment</b>	An assignment is the articulation of the work that a student will be required to undertake to provide evidence that can be evaluated in the assessment. Effectively, the assignment enables assessment to take place.
<b>Assignment brief/ assessment instrument</b>	The assignment brief is the document issued to students at the start of the assessment process; it defines all aspects of the assessment process, setting context, conditions, activity and evidence requirements. This is also called the assessment instrument. In Pearson guidance documents, these terms are interchangeable and have the same meaning.
<b>Assessment activity</b>	The assignment should define an action or assessment activity for the student to undertake that will allow them to achieve the Learning Outcome(s) at Pass, Merit or Distinction.
<b>Learning Outcomes</b>	Learning Outcomes define the skills and knowledge that a student should be able to evidence on completion of the unit.
<b>Assessment Criteria</b>	Statements that identify the learning that needs to be present in the assessment evidence. Assessment Criteria have been designed to provide students and assessors with a clear description of the learning that must be evidenced for a student to achieve at each specified level.
<b>Assessment method</b>	The assessment method is a means of collecting the evidence of student competence, knowledge and learning that matches the Learning Outcomes. An assessment method must provide opportunity to generate assessment evidence across all the grades of achievement.
<b>Assessment evidence</b>	The output material that a student is asked to prepare and submit for assessment. To show evidence of student competence, knowledge and learning that matches the Learning Outcomes.
<b>Assessment approaches</b>	Approaches to assessment influence the way of teaching something and how students study. Approaches will vary depending on the Learning Outcomes of the unit.

## **Holistic Assessment**

Holistic assessment is when the assessor evaluates student achievement as a whole, rather than breaking things down into separate components. Holistic assessment encourages students to consider their learning and achievement as a set of relationships and enables them to think about areas of subject knowledge as interrelated rather than as parts.

# 1 Setting effective assessments

Assessment of learning is fundamental to shaping and influencing student experience and behaviours. Evidence suggests that different approaches to assessment can either support or diminish student motivation and performance. In other words, if assessment is inaccurately planned, designed and implemented it can have a detrimental effect on student learning, achievement and progression. Therefore, an effective assessment strategy is one which requires students to engage with a variety of assessment methods that are accessible, appropriately challenging and engaging, and which support the development of student self-efficacy and self-confidence.

**A diverse range of assessment instruments** designed by centres should ensure collective coverage of all the Learning Outcomes and Assessment Criteria in each unit and give students opportunities to generate evidence across all grades of achievement. Centres should place emphasis on practical application of the Assessment Criteria, providing a realistic scenario that students can adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and the development of lifelong learning skills

## 1.1 Setting the number and structure of assessments

In designing your own assignment briefs, you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number of Learning Outcomes listed in the unit descriptor.
- You may choose to create a **single assignment** to cover all the Learning Outcomes for the entire unit.
- You may choose to assess, through two or more assignments, **staged assignment**. In this case, each assignment will be designed to give students the opportunity to show their achievement of one or more Learning Outcomes.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated Learning Outcomes and assessment criteria are fully addressed in the programme overall. If you choose to take this **integrated assignment** approach, you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records. A Learning Outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the Learning Outcomes, but the Learning Outcomes and their associated criteria are **not tasks** in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the numerical order of the Learning Outcomes in a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier Learning Outcomes and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. In fairness to all students, if they have the ability to do so, they need be given the opportunity to achieve a higher grade.

As assignments provide a final assessment, they will draw on the specified range of essential teaching content for the Learning Outcomes. ***The specified essential unit content must be taught/delivered.*** The evidence for assessment need not cover every aspect of the teaching content as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Centre programme planning at the beginning of the year must include *assignment mapping* to ensure that unit Learning Outcomes are fully met during delivery and that students are able to provide evidence for assessment that demonstrates full achievement of all the assessment criteria.

***Assignment mapping*** will allow centres to monitor:

- that all Assessment Criteria, from every unit being delivered, will be assessed
- arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment
- that assessment evidence is varied the planning of the internal verification of assessment during the programme.

## 1.2 Assessment approaches

In selecting and designing assessment, it is good practice to take a holistic and strategic approach to deciding the most suitable assessment strategy and the methods to be used.

A well-developed assessment strategy can ensure that the range of assessment instruments chosen gives students the opportunity to develop and demonstrate the full range of knowledge, skills and competences required to achieve the Learning Outcomes. The assessment strategy for each unit, and the design of assessment, is informed by the assessment approach to be applied to the unit.

The table below gives some examples of different approaches to assessment and how they can support achievement of knowledge, skills and behaviours specified in unit Learning Outcomes. Units are often delivered using a combination of assessment approaches as Learning Outcomes combine a range of cognitive, psychomotor and affective learning.

Assessment approach	Approaches in terms of application to unit assessment
<b>Research based</b>	Research-based assessment aims to promote and develop student competencies related to research practice. Appropriate for meeting unit Learning Outcomes that require assessment of knowledge and understanding.
<b>Practical based</b>	A practical approach to assessment is aimed at linking knowledge and understanding to practical application, using real-life/simulated situations and activities. Appropriate for meeting unit Learning Outcomes that require application, demonstration and technical skills development.
<b>Work based</b>	Work-based assessment involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning that are achieved in a workplace setting or which are designed to meet an identified workplace need. This is an appropriate approach for students who are in work and who can achieve unit Learning Outcomes by completing work activities.
<b>Problem based</b>	Problem-based assessment actively engages student learning through the experience of finding solutions to solve open-ended problems. The required knowledge and skills are achieved in the process of solving authentic problems. This is an appropriate approach to meet unit Learning Outcomes that require solutions, recommendations and improvements to meet complex problems.
<b>Project based</b>	Project-based assessment enables students to gain knowledge and skills by investigating and responding to an authentic, engaging and complex question, problem or challenge in a real-life context. An appropriate

	approach for meeting unit Learning Outcomes that support a planned, individual or collaborative, approach to achieving a specific aim.
<b>Investigation based</b>	Similar to problem solving and project based, this learning enables students to ask questions, identify problems and find solutions by exploring and investigating real-life case studies. This approach is appropriate for achieving Learning Outcomes that require exploration and examination of facts and information.
<b>Reflective based</b>	Reflective assessment involves students reflecting on their learning experiences, often applied through practice, to make meaningful connections. This is appropriate for meeting Learning Outcomes that require observation, reflection and self-evaluation.
<b>Portfolio based</b>	Portfolio-based assessment is a process that leads to the culmination of student efforts and learning being presented in a portfolio of evidence. Portfolios for assessment can demonstrate student improvement and skill mastery over a set period of time. This approach is appropriate for meeting those Learning Outcomes that lead collectively to progressive learning.
<b>Performance based</b>	Performance-based assessment requires students to apply or use their knowledge, following instruction. This approach is appropriate if Learning Outcomes require students being able to do or perform specific skills/activity as a result of instruction. Not required

### 1.3 Designing valid and reliable assessments

To help ensure that valid and reliable assignments are designed to be consistent across all units, centres should consider a number of actions.

#### **Use of language**

The first aspect of an assignment that a centre should focus on is ensuring that the language used in assignments makes assessment activities and guidance accessible to students.

Command verbs, i.e. the verbs used in unit Assessment Criteria, must be considered in terms of the activities and guidance provided for the achievement of the unit Assessment Criteria. Assignment activities and guidance must use appropriate command verbs that are at the same level of demand as the Learning Outcome and its given Assessment Criteria. **Assignment briefs can use the command verbs as published in the qualification specification or different verbs as long as they are of the same demand AND that they imply the same action of the published command verb.**

As per the table below, if an Assessment Criterion states ‘analyse’ then using ‘evaluate’ command verbs for the assignment brief to support achievement of that criterion is not appropriate. For example, written guidance in the assignment brief may require the student to ‘critique’ or ‘appraise’ subject matter but would not require them to ‘justify’ or ‘assess’ or ‘evaluate’ subject matter. This would be viewed as over-assessing.

Similarly, it is possible to under-assess; written guidance in the assignment brief would, in this example, not require students to ‘describe’, ‘explain’ or ‘summarise’ subject matter

An example of the learning level and command verbs is given below.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Remembering Remember previously learned information	Understanding Demonstrate an understanding of the facts	Applying Apply knowledge to actual situations	Analysing Break down objects or ideas into simpler parts and find evidence to support generalisations	Evaluating Make and defend judgements based on internal evidence or external criteria	Creating Put parts together with emphasis on creating a new meaning or structure

Define	Classify	Apply	Analyse	Evaluate	Arrange
Describe	Discuss	Employ	Appraise	Argue	Assemble
Identify	Explain	Illustrate	Critique	Assess	Compose
Label	Summarise	Interpret	Differentiate	Compare	Construct
List	Specify	Produce	Distinguish	Conclude	Create
Match		Show	Debate	Contrast	Design
Outline			Examine	Judge	Develop
Select				Justify	Devise
State					

The following can be used as a guide to support assignment design.

- Ensure that there is a holistic understanding (by tutors and students) and use of command verbs.
- Set assignment briefs that use a single command verb, focusing on the highest level of demand expected for the Learning Outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the Assessment Criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- and closed-book. Centres should pay close attention to ensuring that tests and exams are not replicated throughout the course of the year.

### **Consistency**

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments, this will result in assignments that are fit for purpose and which provide a fair and equitable opportunity for all students to engage with the assignment requirements.

### **Employing a diverse range of teaching methods**

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment instruments appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach, with consideration given to the subject being tested and what is in the students' best interests.

No matter what assessment method is used, assignments should have a sector focus (whether this is in a workplace context or through a case study) and be explicitly clear in its instructions. In the absence of a case study, a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

## 1.4 Assessment methods

BTEC Higher Nationals have always allowed for a variety of assessment methods to be used, provided they are suited to the types of Learning Outcome being assessed. For many units, the practical demonstration of skills is necessary and for others students will need to carry out their own research and analysis, working independently or as part of a team.

The Authorised Assignment Briefs in this booklet give you information on suitable types of assessment methods for students, so that they can apply a range of employability or transferable skills. Centres may choose to use different assessment methods than those proposed. Overall, students should be assessed using varied types of assessment methods.

These are some of the main types of assessment methods:

- reports
- essays
- in-class tests
- examinations
- creation of financial documents
- creation of business documents
- work-based projects
- simulated exercises
- academic posters, displays, leaflets, brochures
- exhibitions
- PowerPoint (or similar, e.g. storyboards, website pages) presentations
- a business pitch
- recorded discussion/debates
- student-led seminars
- recorded interviews/role play/performances
- problems and case-study analysis
- audio recordings, e.g. podcasts
- video presentations/webinars
- working logbooks, reflective journals and statements
- presentations with assessor questioning
- production of visual- or audio materials, artefacts, products and specimens.

Some assessment methods are more suitable than others for meeting the evidence requirements of different Learning Outcomes and skills domains; cognitive, affective or psychomotor.

Skills domain ('CAP' Skills)	Possible forms of assessment method
Cognitive (knowledge)	<ul style="list-style-type: none"> <li>• Question + Answer (written/oral)</li> <li>• Tests/exams</li> <li>• Reports/essays</li> <li>• Presentation</li> </ul>
Affective (attitudes, behaviours)	<ul style="list-style-type: none"> <li>• Evaluation of subject/knowledge through:               <ul style="list-style-type: none"> <li>○ witness statement</li> <li>○ review of evidence</li> <li>○ reflective statements</li> <li>○ student reflective journal</li> <li>○ observation</li> <li>○ performance review (self-review, peer review etc.).</li> </ul> </li> </ul>
Psychomotor (application)	<ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Project outcomes</li> <li>• Case studies</li> <li>• Role play</li> <li>• Work-based learning</li> <li>• Producing documentation, e.g. business plan, financial statement, project management</li> </ul>

The assessment methods selected must:

- allow the student to provide all the evidence required for the Learning Outcomes and the associated Assessment Criteria at all grade levels
- allow the student to produce evidence that is their own independent work
- allow a verifier to independently reassess the student in order to check the assessor's decisions.

For example, when tutors are using performance evidence, tutors need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a variety of examples to use.

## 1.5 Assessment evidence

The work that a student is asked to prepare and submit for assessment is linked intrinsically to the assessment plan, the Learning Outcomes and the vocational character of the qualification.

When considering the assessment evidence that a student will be required to submit, centres must ensure that it is:

- **valid** – the work that the student will produce must provide evidence that is clearly related to the Learning Outcome(s)
- **sufficient** – the evidence must provide enough material so that the student can show their achievement at Pass, Merit or Distinction
- **authentic** – the work that the student submits should be their own, and it must be described in the assignment brief in such a way that they understand that they cannot simply present work that has been compiled or collected
- **appropriate** – the work that the student is required to produce must be clearly related to the content of the unit and be at the appropriate level. An assignment brief must not ask the student to produce work that is too simple or too complex for the level of study
- **relevant** – the student must produce work that is related to the vocational nature of the programme. This requires the assignment brief to give the student a clear vocational context in which they will work to produce their evidence.

## 2 The assignment brief

The assignment brief is the document issued to students at the start of the assessment process. Clear assignment briefs will:

- inform the student of the activities set
- inform the student of the methods of assessment
- set clear deadlines for submission of work.

Centres can send two assignment briefs per qualification framework to the External Examiner (EE) to review prior to their visit, for which they will provide formal feedback. Centres can also utilise our free **Assignment Checking Service (ACS)**.

We provide assignment templates for centres to use in the quality assurance and admin hub on HN Global, however centres are free to design their own.

### 2.1 Providing an assignment brief

A good assignment brief is one that, through providing challenging and authentic sector/work-related activities, motivates students to provide appropriate evidence of what they have learned.

An assignment brief should have the following.

- **A vocational scenario:** this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment.
- **Clear instructions** to the student about what they are required to do, normally set out through an activity or series of activities.
- **An audience or purpose** for which the evidence is being provided.
- **Guidance** that maximises opportunity not only for students to achieve Pass but also the higher grades.

All assignment briefs must be internally verified every year, prior to issue to the student.

Internal verification of the assignments should be carried out by a staff member who is familiar with BTEC assessment at the appropriate level, along with subject knowledge in the programme area. Internal verification should always be reported and recorded. If further actions are identified by the Internal Verifier, the Assessor is required to complete all actions and return it to the Internal Verifier for review and sign off.

Once the assignment has been signed off as being fit for purpose by the Internal Verifier, it can be issued to students. For further guidance on internal verification, please refer to the **BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment**, which can be found on our website at

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

## **2.2 Designing an assignment brief**

A good assignment brief will:

- make clear what evidence the student must submit and the format, word count and length of the individual elements
- present a vocational scenario that provides a professional context in which the student will produce work
- use language that is clear and precise, both in defining the vocational scenario and in describing the evidence required
- make the range of levels of achievement (Pass, Merit, Distinction) clear through the use of the same or similar command verbs found in the Assessment Criteria
- clearly indicate the Learning Outcomes and Assessment Criteria that are covered by the assignment
- allow a student to achieve a Learning Outcome (or multiple Learning Outcomes) at any of the levels defined by the Assessment Criteria.

An assignment brief must not:

- change the wording of Learning Outcomes, Assessment Criteria and command verbs
- add any additional Assessment Criteria
- use 'multiple-choice' or 'fill-in the missing word' activities (these are not appropriate for Level 4 and Level 5 qualifications)
- use numerical marking or percentage weighting
- penalise students for exceeding word counts or limits
- associate the assignment with a single assessment criterion.

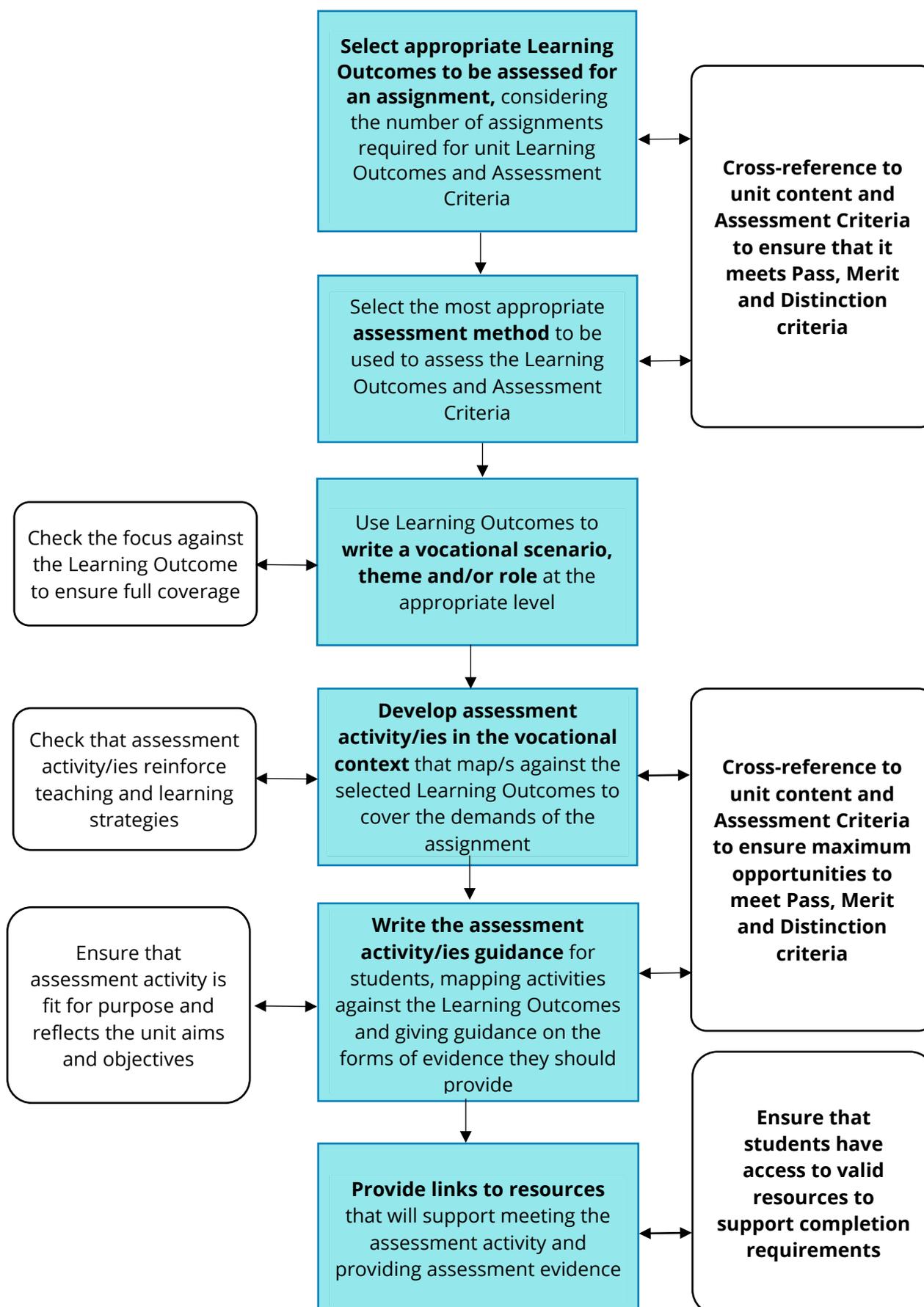
An assignment brief must contain the following information:

<p><b>Key information</b></p>	<ul style="list-style-type: none"> <li>• assignment title</li> <li>• assessor name</li> <li>• date issued</li> <li>• deadline (for assessment and grading)</li> <li>• title and level of qualification (as published in the specification)</li> <li>• unit(s) covered (as published in the specification)</li> <li>• duration (approximate time it is expected that the assignment will take to complete).</li> </ul>
<p><b>Assignment brief guidance</b></p>	<ul style="list-style-type: none"> <li>• this section of the assignment brief should include a scenario, activities and guidance that direct students to the work that needs to be completed and submitted in order to meet the Learning Outcomes for the unit.</li> <li>• the activities and guidance should contain sufficient information and direction to allow students to achieve all of the targeted Learning Outcomes for the assignment.</li> <li>• <b><i>individual assessment criteria should not be referenced anywhere in the assignment brief guidance.</i></b></li> <li>• holistic assignment briefs can use the command verbs as published in the qualification specification or make use of different verbs, as long as <b><i>they are of the same demand and imply the action of the published command verb.</i></b></li> <li>• activities should be written in appropriate language for students, at the level of the qualification.</li> <li>• details of any specific preparation that students will need to make should be included.</li> </ul>
<p><b>Assessment grading criteria</b></p>	<ul style="list-style-type: none"> <li>• the brief must state exactly which Learning Outcomes and Assessment Criteria are being addressed.</li> <li>• <b><i>no aspect of the published assessment criteria may be rewritten.</i></b></li> </ul>
<p><b>Forms of evidence for submission</b></p>	<ul style="list-style-type: none"> <li>• a clear statement of what the student is expected to produce as evidence should be given</li> <li>• guidance on how the evidence will be submitted should be included.</li> </ul>

**Other information may include:**

- resources and reference materials
- wider assessment opportunities built into the assignment or which are mapped in the specification.
- employer links
- **word count:** where written evidence is required, a word count may be included to direct the student as to the volume of evidence required. Students cannot be downgraded if they do not achieve or exceed the word count.

## 2.3 Steps to writing an assignment brief



### 3 Using Authorised Assignment Briefs

The Assignment Brief forms a critical part of the assessment process for students and tutors. The brief should give students a clear opportunity to achieve Pass, Merit or Distinction through engaging in an assignment that will allow them to evidence their knowledge and skill through their achievement of learning. A well-structured assignment brief, contextualised by use of a vocational scenario, should give students a modelled, real-world situation that reflects the type of work they may undertake in employment.

Pearson Authorised Assignment Briefs (AABs) give tutors a diverse range of engaging assessment methods to use for the assessment of particular units. The AABs can also be used as a reference point for the development of unique assignments, which are tailored to a specific location, employment context and the centre's approach to the subject. The AABs also offer suggestions on encouraging the development of collaborative and interpersonal skills, as well as the development of cognitive skills and understanding of the professional behaviours associated with the relevant industry or sector. As with any assignment brief, Pearson AABs are intended to provide a model of an assessment that is valid, sufficient, authentic, appropriate and relevant.

This booklet includes an AAB for each core unit at Levels 4 and 5 (excluding Pearson-set units) plus three additional units selected to represent a range of different assessment approaches:

- Unit 1: Business and the Business Environment
- Unit 2: Marketing Planning and Processes
- Unit 3: Human Resource Management
- Unit 4: Leadership and Management
- Unit 5: Accounting Principles
- Unit 20: Organisational Behaviour
- Unit 25: The Global Business Environment
- Unit 37: Pitching and Negotiation Skills
- Unit 44: Business Information Technology Systems

Pearson-set units are not included owing to the nature of these units and the approach taken, examples of the assessment approach for these units can be found on HN Global in the delivery materials for the subject. These materials give tutors suggestions on the type of assignments that might be used for assessment, the structure and language of assignment briefs, and ideas on how to develop new approaches.

### 3.1 The Authorised Assignment Briefs approach

These Authorised Assignment Briefs have been developed to support centres with their assessment strategy for delivering the core and specialist units. They also offer guidance and inspiration for effective planning and design of future assignment briefs.

They can be used in the following ways.

1. AABs ***should be adapted and*** customised to meet localisation.

These AABs are not developed with a context specific to a set of students or a location, both of which are critical to the development of good assessments, and therefore need to be adapted and customised as appropriate.

AABs may be used as a starting point for the development of an assignment. However, so that the assessment is rooted in the 'real world' of students' experiences, centres should modify and revise the AAB to give them a brief that is sufficiently localised, with a relevant vocational context/scenario, and with a locally relevant set of assessment evidence requirements.

Any financial data and information that needs to be provided for the completion of an AAB must also be realistic and meet local needs.

2. AABs ***can also be used by centres if they meet centre-specific requirements*** following internal verification. AABs have been written to assess knowledge, understanding and skills that are specifically relevant to the unit Learning Outcomes, but they have not been contextualised to meet local need and international diversity. For example, ***centres will need to select an organisation to focus on in the AAB that is relevant to their local area.***

If adapting the AAB or using the AAB off the shelf, the ***assignment brief still needs to be internally verified and made available for standards verification.***

**All assignments must be verified in line with Pearson's requirements for internal verification of assignments and assessment results.** For additional support and guidance, please go to the Pearson BTEC Assignment Checking Service on our website: <https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html>.

Assignment brief option	Internal verification required
Adapt a Pearson Authorised Assignment Brief to suit the needs of your learners	The internal verification process must be detailed and rigorous in order to ensure that the assignment brief is fully fit for purpose. We provide templates for you to use on our website, which can be found <a href="#">here</a> .
Use a Pearson Authorised Assignment Brief as published	An Internal Verifier must ensure that: <ul style="list-style-type: none"> <li>• the AAB meets the specific needs of your students</li> <li>• the AAB remains current and relevant for students in your centre</li> <li>• the Assessor has added correct key information, including hand-out dates and submission deadlines.</li> </ul>
Create your own assignment briefs	The internal verification process must be detailed and rigorous in order to ensure that the assignment brief is fully fit for purpose. We provide templates for you to use on our website, which can be found <a href="#">here</a> .

### 3.2 The Example Assessment Brief versus the Authorised Assignment Brief

Example assessment briefs have only been written for units in the RQF Higher Nationals in Business 2016 programme specification and are not relevant to the new 2021 units. If you refer to a 2016 Example Assessment Brief to support your assignment design for new units written in the 2021 RQF Higher Nationals in Business you must fully review, adapt and contextualise the brief to meet new unit Learning Outcomes and Assessment Criteria.

The table below shows the differences and similarities between the Example Assessment Briefs provided for the 2016 RQF Higher Nationals in Business programme and the new Authorised Assignment Briefs created for the 2021 RQF Higher Nationals in Business.

<b>Authorised Assignment Brief for use with the 2021 RQF Higher Nationals in Digital Technologies</b>	<b>Example Assessment Brief for use with the RQF Higher Nationals in Computing and Cloud Computing</b>
Use of an AAB is not mandatory.	Use of an EAB is not mandatory.
Developed for a sample of units, including core units. <b><i>Covering a range of different types of approaches to assessment.</i></b>	Developed for all units in the programme specification.
Written as <b><i>exemplar approaches to assessment using appropriate assessment methods.</i></b>	Written as suggested approaches to assessment and recommended assessment methods.
Provide a range of different types of <b><i>assessment methods that are appropriate for the delivery of a specific assessment approach.</i></b> <b><i>Assessment methods contextualised</i></b> for completion in a workplace scenario.	Provide a range of different types of assessment methods.
Detailed vocational context and scenario provided that are related <b><i>to 'real-life' job roles, responsibilities, and organisations. Providing clear employability links to skills and responsibilities of specific roles.</i></b>	A general vocational context and scenario is provided.
<b><i>Mapped to developing QAA Subject Sector Benchmark skills and Occupational Standard competencies.</i></b>	No visible mapping of skills and competencies.
Amplification in the activity guidance <b><i>to optimise the completion opportunities to achieve the higher grades.</i></b>	Activity guidance often written to Pass level only.
Supports different modes of delivery, e.g. online/offline.	Do not always support different modes of delivery.
<b><i>Resource links provided.</i></b>	No resource links provided.
Co-created with employers, if appropriate.	No employer engagement.

### 3.3 Difference between internal verification approaches of EABs and AABs

The following table shows the difference between the approaches to be taken for internal verification of EABs and AABs.

Approach	Need for adapting and customising to meet local needs	Use of assignment checking service	Internal verification required	In scope for External Examiner verification
EAB	✓	✓	✓	✓
AAB localisation	✓	✓	✓	✓
AAB 'off the shelf'	✗	✗	✓	✓

### 3.4 The Authorised Assignment Brief assessment profile

The table below provides an assessment overview for each unit and the number of assignment components. AABs have been produced for each of the units given below, covering all unit Learning Outcomes. These provide a range of different assessment approaches.

Unit	Assessment approach	AAB assessment methods		
1	Research based	AAB 1 Industry analysis factsheets	AAB2 Environmental audit presentation	
2	Practical based	AAB 1 Webinar (peer review)	AAB 2 Briefing paper	AAB3 Marketing and media Planning documents
3	Investigation based	AAB 1 Roadmap presentation	AAB 2 Training session (peer review)	

4	Research based	AAB 1 Case study report	AAB 2 Case study (group) presentation and individual motivation strategy	
5	Portfolio based	AAB 1 Blog and memorandum	AAB 2 Letter and financial statements	
20	Practical based	AAB 1 'Master Class' training activity and portfolio evidence	AAB 2 Academic poster	
25	Project based	AAB 1 Thought-leadership article	AAB 2 Business case presentation	
37	Performance based	AAB 1 Video (pair work)	AAB 2 Tender pitch and negotiation	
44	Problem based	AAB 1 Solution-focused analysis report		

## 4 Unit Authorised Assignment Briefs

# Unit 1: Business and the Business Environment

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 1: Business and the Business Environment</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Industry Analysis Factsheets</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of a portfolio of <b><i>factsheets</i></b> and an <b><i>organisational flow</i></b> chart document. The factsheets should be written concisely to summarise and highlight key information and data. You are required to make use of headings, paragraphs and sub-sections as appropriate. All work must be supported with research and referenced correctly using the Harvard referencing system (or an alternative referencing system).</p> <p>You will also need to provide a bibliography using the Harvard referencing system (or an alternative referencing system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit for the factsheets is 1,000–2,000 words, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO1</b> Explain the different types, size and scope of organisations.</p> <p><b>LO2</b> Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.</p>	

## Transferable skills and competencies developed

- Analytical skills to conduct own analysis to draw conclusions.
- The ability to provide information based on collation, analysis and interpretation of data.
- Creative thinking for presenting information and data in a simplified and informative manner.
- Digital skills, using different software applications to visually present information and data concisely.
- Communicating effectively in all forms, written, visual and oral, for operating efficiently in the international business environment.

## Vocational scenario

### Organisation:

**A sportswear company\*** engaged in the design, development, manufacturing, worldwide marketing and sales of sports footwear, apparel, equipment, accessories and services. As of 2020, the company employed more than 75,400 people worldwide and the company brand alone was valued in excess of \$32 billion, making it the most valuable brand among sports businesses.

Strategic Planning teams keep the company moving in the right direction by leading the strategic business planning process and spearheading transformational projects across the businesses and geographies. Embedded in teams across the company, strategy professionals explore complex business issues; conduct consumer, competitive and market analyses; create financial models and develop action plans. The Strategic Planning teams help write the future of sport by charting the company's path forward.

### Role:

You are employed as a Junior Insights Strategist for the Strategic Planning team. The team acts as a key partner to senior leaders, the executive team and the CEO. It provides thought leadership and an external perspective on the most critical strategic initiatives and pressing challenges facing the company. Your key roles include the following:

- supporting data and business analyses to develop business plans
- measuring business performance to compare actual data to forecasted values
- executing market research projects and gathering intelligence on current industry, technology and consumer trends.

**\*Select an appropriate sports company that meets local needs.**

## Assignment activity and guidance

You have been tasked with conducting critical analysis that focuses on the sports industry in order to gain access to industry perspectives, best practices from other high-performance companies and insight into high-growth sectors. You will present your analysis to your line manager and to the management team. The critical analysis will involve the research and analysis of overall market size (international and national) and different sub-sectors (public, private, voluntary), and the organisational mapping of one of the highest-performing companies. Organisations to be considered will include public (national and local sports organisations, local leisure centres), private (gyms, sporting goods, retailers, manufacturers) and voluntary (local clubs and teams).

You will present this industry analysis as a portfolio of 'insights' factsheets, to include:

- 1) an introduction to sub-sectors and the different types of public, private and voluntary organisations in the industry, the market size and the growth of the international business environment
- 2) a factsheet for a selected sub-sector organisation, with explanation of each of the chosen organisations, including background details of the organisation; the size and scope of the organisation; their vision, mission and business objectives; the organisational and legal structure and information about their stakeholders; to show how they link to the products and services they supply.

For business modelling purposes, you will also need to examine the various business functions in one organisation and create an organisational chart to explore the interrelationships between the different functions.

- 3) a- critical analysis for one of the chosen organisations, using visual mapping to show how internal departments, for example. finance, marketing, work together to meet business objectives and how interrelationships are defined by the structure of the organisation; present the advantages and disadvantages
- 4) conclusions based on critical impact analysis of different business structures and the interrelationships between internal departments in successfully fulfilling overall business objectives.

## Recommended resources

***Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.***

### Weblinks

Allied Market Research (2020) *Sports Apparel Market by End User*. Available at:

<https://www.alliedmarketresearch.com/sports-apparel-market>

Xtensio (2021) *How to Create a Fact Sheet*. Available at:

<https://xtensio.com/how-to-create-a-fact-sheet>

The Sportswear Industry: *An Analysis of The Athletic Apparel Market*. Available at:

<https://creative.com/sports-industry-analysis-2019/>

HubSpot (2021) *9 Types of Organizational Structure Every Company Should Consider*. Available at:

<https://blog.hubspot.com/marketing/team-structure-diagrams>

### **HN Global**

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### **Textbooks**

Burns, J. and Needle, D. (2019) *Business in Context: An Introduction to Business and its Environment*. 7th Ed. Cengage Learning

Worthington, I. and Britton. C. (2018) *The Business Environment*. 8th Ed. Harlow: Pearson

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 1: Business and the Business Environment</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Environmental Business Audit Presentation</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>Submission is in the form of a 15-minute <b>presentation</b> and five minutes for questions. The presentation slides for the findings should be submitted along with speaker notes as one copy. You are required to make effective use of PowerPoint headings, bullet points and subsections as appropriate. Your research should be referenced using the Harvard referencing system (or an alternative referencing system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 1,000–1,500 words, including speaker notes, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO3</b> Use contemporary examples to demonstrate both the positive and negative influence/ impact the macro environment has on business operations.</p> <p><b>LO4</b> Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• Analytical skills to conduct own analysis in order to draw conclusions.</li> <li>• Providing information based on collation, analysis and interpretation of data.</li> <li>• Creative thinking for presenting information and data in a simplified and informative manner.</li> </ul>	

- Digital skills, using different software applications to visually present information and data concisely.
- Communicating effectively in all forms, written, visual and oral, for operating efficiently in the international business environment.

### Vocational scenario

In your role as Junior Insights Strategist, you have completed the industry insight analysis and your line manager has now given you another project. This is to complete research into the external and internal business environment. **The sportswear company\*** is looking to expand their distribution channels to include both e-commerce players (for example Google shopping) and physical retailers (for example, JD Sports). To enable the company to make any strategic decisions, they need you to present a business case to the leadership team.

**\*As selected for Assignment 1 to meet local needs.**

### Assignment activity and guidance

Completion of the project will involve a PESTLE analysis to research the sports retail market, develop insights and predict future growth potential in new markets. The project will also involve SWOT analysis to determine the company position in the marketplace and the potential opportunities for distribution expansion while minimising risks and threats.

Your presentation will include the findings from an external and an internal audit:

- a PESTLE analysis to identify positive and negative impacts of external factors and influences on the sports retail market, including a 'traffic light chart' evaluating level of competition, funding activity, legal complexity and investment opportunity available
- a comparison SWOT analysis with at least two sportswear companies to explore and explain the organisation's internal strengths and weaknesses as a company, providing insight into their current position in the marketplace.
- critical analysis of both the external and internal factors, to determine whether the organisation should proceed with their expansion plans, presented as conclusions and recommendations.

### Recommended resources

***Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.***

### Weblinks

BPlan *How to Do a SWOT Analysis for Better Strategic Planning*. Available at: <https://articles.bplans.com/how-to-perform-swot-analysis>

Business Balls *Swot Analysis Templates*. Available at: <https://www.businessballs.com/strategy-innovation/swot-analysis/>

Pestle Analysis.com *What is PESTLE Analysis?* Available at: <https://pestleanalysis.com/what-is-pestle-analysis/>

Swot analysis of Nike. Available at: <https://bstrategyhub.com/swot-analysis-of-nike-nike-swot-analysis>

### **HN Global**

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### **Textbooks**

Morrison, J. (2020) *The Global Business Environment: Towards Sustainability?* 5th Ed. Red Globe Press

Wetherley, P. and Otter, D. (2018) *The Business Environment: Themes and Issues in a Globalised World*. 4th Ed. Oxford: Oxford University Press.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the different types, size and scope of organisations		<b>LO1 and LO2</b> <b>D1</b> Provide critical analysis of the complexities of different organisations and structures.
<b>P1</b> Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures.  <b>P2</b> Explain the size and scope of a range of different types of organisations.	<b>M1</b> Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisation.	
<b>LO2</b> Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure		
<b>P3</b> Explain the relationship between different organisational functions and how they link to organisational objectives and structure.	<b>M2</b> Analyse the interrelationships between organisational functions and the impact that can have upon organisational structure.	

Pass	Merit	Distinction
<p><b>L03</b> Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations</p>		
<p><b>P4</b> Identify the positive and negative impacts the macro environment has on business operations, supported by specific examples.</p>	<p><b>M3</b> Apply appropriately the PESTLE model to support a detailed analysis of the macro environment in an organisation.</p>	<p><b>L03 and L04</b> <b>D2</b> Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.</p>
<p><b>L04</b> Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors</p>		
<p><b>P5</b> Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.</p> <p><b>P6</b> Explain how strengths and weaknesses interrelate with external macro factors.</p>	<p><b>M4</b> Apply appropriately SWOT/ TOWS analysis and justify how they influence decision making.</p>	

# Unit 2: Marketing Processes and Planning

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 2: Marketing Processes and Planning</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>The Marketing Concept Webinar</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is to be in the form of a 15-minute <b>webinar</b> delivered and recorded using supporting software, for example Zoom, Microsoft Teams. The assignment is to be submitted as a recording in MP3 (or another suitable format) together with an accompanying transcript submitted as a word document using 1.5 spacing and appropriately titled and labelled.</p> <p>Alternatively, the submission can be completed as a face to face seminar/presentation that can be recorded using video.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO1</b> Explain the role of marketing and how it interrelates with other business units of an organisation.</p>	

## Transferable skills and competencies developed

- Articulating and effectively explaining information.
- Communication and listening, including the ability to produce clear, structured business communications in a variety of media.
- Conceptual and critical thinking, analysis, synthesis and evaluation.

## Vocational scenario

### Organisation:

With a history dating back 30 years, a **supermarket\*** that opened its first store in the Netherlands with only 15 employees and around 600 products, has grown considerably since then. It has expanded rapidly into a supermarket chain that now has a total of 4,200 supermarket stores across Europe. Since 2000, the business has developed an impressive presence in the UK and is one of the main 'value' food supermarkets in the UK, with a branch network stretching to 800 stores. The UK holding company reported revenues totalling £4 billion and it has an objective of increasing to 1,100 UK stores by 2025, on revenues of

£6.5 billion. The business has a zero-waste policy and two-thirds of its products are UK sourced. Its business model centres on offering high-quality continental style products, combined with a no-frills 'pass-the-savings'-onto-the-customer' approach that includes, among other things, allowing customers to pick products in-store directly from their original delivery cartons.

### Role

You are a Junior Marketing Analyst working in the Marketing Department. Your role encompasses new product development, from initial research through to test trials in selected stores prior to full roll out. Your duties include:

- gathering information on competitors in order to conduct analysis on their sales, prices and methods of distribution and marketing to thoroughly learn about the competition
- conducting research on marketing strategies and consumer opinions
- tracking and forecasting trends in sales and marketing, producing reports on the results for management to inform their decision making
- collecting and analysing data on customer preferences, demographics, buying habits and needs, to better identify market potential and the factors that influence product demand.

You report into a Regional Marketing Manager who, in turn, is line managed by the Marketing Director.

**\*Select an appropriate supermarket that meets local needs.**

## Assignment activity and guidance

You have been approached by a national radio station, which has invited you to be part of a webinar panel aimed at introducing its younger audience to marketing as an exciting career pathway. As part of the webinar, you have been given a 15-minute slot and have been asked to discuss and analyse the following areas:

- the concept and role of marketing in the 21st century
- roles and responsibilities in marketing, and the competencies required to succeed
- how the marketing function works and interacts with other departments in the supermarket and how it supports the wider organisational context in terms of vision, mission and purpose.

Providing critical reflection on, and insight into, the internal and external factors that influence your role.

The radio station has asked you to pre-record the webinar presentation using a suitable and appropriate format (for example MP3) and provide a full transcript.

Your task is to record the webinar and submit the accompanying transcript of the webinar.

## Recommended resources

*Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.*

### Weblinks:

Chartered Institute of Marketing (2021). Available at: <https://www.cim.co.uk>

Marketing Donut blogs (2021). Available at: <https://www.marketingdonut.co.uk/blog>

Marketing Teacher resources and videos (2000–2021). Available at: <http://www.marketingteacher.com>

MarketingWeek Report (2021). Available at: <https://www.marketingweek.com>

WordStream. *How to Do a Webinar Your Audience Will Love*. Available at: <https://www.wordstream.com/blog/ws/2014/08/26/how-to-do-a-webinar>

### HN Global

HN Global (2021) *Reading Lists*. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at:

<https://hnglobal.highernationals.com/textbooks>

### Textbooks:

Groucutt, J. and Hopkins, C. (2015) *Marketing* (Macmillan Business Briefing). London: Palgrave Macmillan

Jobber, D. and Ellis-Chadwick, F. (2019) *Principles and Practice of Marketing*. 9th Ed. Maidenhead: McGraw-Hill.

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 2: Marketing Processes and Planning</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Process Benchmarking</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The assignment is to be submitted as a <b>briefing paper</b> that can be presented in a format of your choice. The briefing paper must be clear and concise, stating what the problem/issue is, and include a summary of analysis and recommendations.</p> <p>All your work must be supported with research and referenced correctly using the Harvard referencing system (or an alternative referencing system). You also need to provide a bibliography using the Harvard referencing system (or an alternative referencing system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit for the briefing paper is 1,000–1,500 words, although you will not be penalised for going under or exceeding the total word limit</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO2</b> Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• Use appropriate business systems and software effectively to deliver marketing outcomes efficiently, for example to analyse data, produce reports, deliver copy.</li> <li>• Produce a wide range of creative and effective communications, showing ability to write and proofread clear and innovative copy and project briefs, and give confident presentations.</li> </ul>	

- Assimilate and analyse data and information from a range of sources to support marketing activities.
- Ability to analyse and evaluate a range of business data.
- Commercial acumen based on an awareness of the key drivers for business success.

### **Vocational scenario**

In your role as Junior Marketing Analyst one of your key roles is to gather information on competitors in order to conduct analysis on their sales, prices and methods of distribution and marketing to thoroughly learn about the competition. In conducting benchmarking analysis, the organisation can identify where changes are to be made to improve performance.

The supermarket company is keen to explore new and distinctive market segments, where there is potential for rapid growth, and as part of this you are planning the launch of a new 'luxurious' line of food products. The marketing challenge is to reach out to existing and new customer segments, avoid product cannibalisation and ensure that existing and similar product lines are not consequentially perceived as of lesser 'quality'.

### **Assignment activity and guidance**

You have been asked to carry out a benchmarking analysis that will help inform and create a compelling proposition for the new food line in the minds of customers. You and your manager have been discussing this and have decided that there would be value gained by critically evaluating marketing mix strategies across different non-food businesses that offer branded 'luxury' products and product lines. This will provide creative insight into how you develop and launch your product. Your manager has referred to this as 'process benchmarking'.

On completion of the benchmarking analysis, you are required to prepare your findings as a briefing paper for the senior management team. The briefing paper:

- identifies and compares the extended marketing mix for two selected 'luxury' non- food products/product lines
- evaluates the marketing strategies and tactical approaches adopted by each business (or business unit) and how they contribute to the success of the organisations in meeting their overall business objectives
- provides conclusions and a set of justified recommendations on what the company can learn and deploy as it plans out its marketing strategy for the new 'Luxurious' product line.

## Recommended resources

**Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.**

### Weblinks

The balance small business. *The elements of a marketing mix and how to use them effectively*. Available at: <https://www.thebalancesmb.com/what-is-a-marketing-mix-2295520>

HubSpot. *How to Develop a Successful Marketing Mix Strategy [+ Templates]*. Available at: <https://blog.hubspot.com/marketing/marketing-mix>

HubSpot. *The Ultimate Guide to Marketing Strategies & How to Improve Your Digital Presence*. Available at: <https://blog.hubspot.com/marketing/digital-strategy-guide>

MindTools. *Understanding How to Position Your Market Offering*. Available at: [https://www.mindtools.com/pages/article/newSTR\\_94.htm](https://www.mindtools.com/pages/article/newSTR_94.htm)

Smart Insights. *Marketing strategy vs tactics – why the difference matters*. Available at: <https://www.smartinsights.com/marketing-planning/marketing-strategy/marketing-strategy-vs-tactics-difference/>

YourDictionary. *Tips for Writing a Briefing Document*. Available at: <https://grammar.yourdictionary.com/grammar-rules-and-tips/tips-for-writing-a-briefing-document.html>

### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### Textbooks

Jobber, D. and Ellis-Chadwick, F. (2019) *Principles and Practice of Marketing*. 9th Ed. Maidenhead: McGraw-Hill.

Kotler, P. and Armstrong, G. (2016) *Principles of Marketing*. 7th Ed London: Pearson.

### Authorised Assignment Brief 3

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 2: Marketing Processes and Planning</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Marketing Planning</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>Students will submit a <b>marketing plan</b> that addresses the set brief. This should be written in a structured format, making use of heading and sub-headings and using business language. A bibliography should be provided using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit.</p> <p>A detailed <b>media plan</b> needs to be fully integrated into the overall marketing plan.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO3</b> Produce a marketing plan for an organisation that meets marketing objectives.</p> <p><b>LO4</b> Develop a media plan to support a marketing campaign for an organisation.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• How to plan and deliver tactical campaigns against SMART (Specific, Measurable, Achievable, Realistic, Time-bound) objectives.</li> <li>• How to evaluate the effectiveness of marketing campaigns by choosing the appropriate digital and offline data sources.</li> <li>• A creative and analytical mind, with a willingness to think of new ways of doing things.</li> <li>• Research skills for evidence-based decision making.</li> </ul>	

## Vocational scenario

In your role as a Junior Marketing Analyst at the supermarket chain, you have been working hard on preparing the roll out for the new 'Luxurious' range of own-brand food products. This product line will be positioned in a distinctive and inviting way that

combines luxury, superior taste and value. Equally, the product line must sit comfortably with other regular and similar food products.

You now need to develop a compelling and creative marketing plan for the new product line. It must clearly articulate a bold marketing strategy and include tactical actions that are clearly aligned to the overall organisational objectives. Your marketing plan also needs to incorporate a media plan as part of the overall marketing campaign.

## Assignment activity and guidance

In producing the marketing plan, you will need to address the following areas.

- How the strategic marketing plan links with the overall organisational mission, corporate strategy and objectives.
- Clear and SMART marketing objectives.
- Marketing research to support the new product line launch.
- A situational analysis, including:
  - marketing audit, making use of appropriate analytical tools including SWOT, Pestle and 5C analysis
  - a competitor analysis including the market segments and
  - sub-segments covered
  - articulation of the new product value-proposition in the eyes of the customer.
- Development of the marketing strategies applied to the extended marketing mix.
- Setting of an overall marketing budget, including allocation of planned spend.
- Tactical actions.
- Identifying appropriate control and monitoring measures to ensure achievement of objectives including metrics to measure success such as Return on Marketing Investment (ROMI) and Customer Lifetime Value (CLV).

A comprehensive media plan that supports the planned marketing campaign, this will include:

- a media budget
- recommendations and rationale for selected and integrated multi-media activities within the set budget that meet the marketing objectives
- appropriate digital, offline and social media channels for communication
- full justification for a multi-media plan based on quantitative and qualitative criteria.

## Recommended resources

*Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.*

### Weblinks

Marketing Week. *Planning for marketing planning: 14 steps to an effective presentation*. Available at: <https://www.marketingweek.com/mark-ritson-marketing-planning-14-steps/>

*Strategic Marketing Plan Template & Examples*. Available at: <https://www.teamgantt.com/marketing-templates/strategic-marketing-plan-template>

Get2Growth. *Marketing plan example*. Available at: <https://get2growth.com/marketing-plan-example/>

Marketing Evolution. *What is Media Planning?* Available at: <https://www.marketingevolution.com/marketing-essentials/media-planning>

HubSpot. *Media planning: The Ultimate Guide*. Available at: <https://blog.hubspot.com/marketing/media-planning>

### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### Textbooks

McDonald, M. and Wilson, H. (2016) *Marketing Plans: How to Prepare Them, How to Use Them*. 8th Ed. Chichester: John Wiley and Sons.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the role of marketing and how it interrelates with other business units of an organisation		<b>D1</b> Critically analyse the external and internal environment in which the marketing function operates.
<p><b>P1</b> Explain the concept of marketing and marketing operations including the different areas and role of marketing.</p> <p><b>P2</b> Explain how the marketing function relates to the wider organisational context.</p>	<p><b>M1</b> Analyse the role of marketing in the context of the marketing environment.</p> <p><b>M2</b> Analyse the significance of interrelationships between marketing and other functional units of an organisation.</p>	
<b>LO2</b> Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives		<b>D2</b> Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.
<b>P3</b> Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.	<b>M3</b> Review strategies and tactical approaches applied by organisations to demonstrate how business objectives can be achieved successfully.	

Pass	Merit	Distinction
<b>LO3</b> Produce a marketing plan for an organisation that meets marketing objectives		<b>D3</b> Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.
<b>P4</b> Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives.	<b>M4</b> Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives.	
<b>LO4</b> Develop a media plan to support a marketing campaign for an organisation		<b>D4</b> Provide a justified integrated multimedia plan based on quantitative and qualitative criteria.
<b>P5</b> Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief.	<b>M5</b> Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication.	

# Unit 3: Human Resource Management

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 3: Human Resource Management</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>The Role of HRM and Organisational Development</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>This submission is in the form of a <b>presentation and a visual roadmap</b>. It is a 15-minute presentation with five minutes allocated for questions. The presentation slides and speaker notes should be submitted as one copy. You are required to make effective use of PowerPoint headings, bullet points and sub-sections as appropriate. All work must be supported with research and referenced using the Harvard referencing system (or an alternative system). You will need to provide a bibliography using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 2,000–2,500 words, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO1</b> Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success.</p> <p><b>LO2</b> Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives.</p>	

**LO3** Examine how external and internal factors can affect HRM decision making in relation to organisational development.

### Transferable skills and competencies developed

- Articulating and explaining information effectively.
- Communication and listening, including the ability to produce clear, structured business communications in a variety of media.
- Conceptual and critical thinking, analysis, synthesis and evaluation.
- Development and delivery of HR solutions to the business, appropriate to the organisational context.
- Research, analysis and presentation of HR business data (both internal and external) to provide insight, support solutions to business issues and track performance.
- Curiosity about HR business trends and developments, incorporating them into work

### Vocational scenario

#### Organisation:

The organisation is a global **\*car manufacturer**. It has both centralised and decentralised functions. One of the decentralised functions is the HR function. In each global location they are based, while production is the core of the organisation, there are many other support functions that ensure the success of the business. The business requires committed employees to ensure that the organisation is successful and sustainable, and that it achieves its business objectives through strong performance.

However, like other industries, automotive is looking at a global skills shortage, in which too few engineers are sufficiently qualified to operate sophisticated automated machinery and equipment or support the advancements available via emerging technologies. These roles cover a number of disciplines, including design, production and programmes and quality; all of which require differing levels of skill, experience and expertise.

#### Role

As a Human Resources Administrator, it is your job to understand HRM practices and to provide information accurately and in a timely way to the appropriate stakeholders.

Your typical duties involve:

- liaising with a range of people involved in policy areas such as staff performance and health and safety
- recruiting staff, which involves developing job descriptions and person specifications, preparing job adverts, checking application forms, shortlisting, interviewing and selecting candidates
- making sure that prospective staff have the right to work at the organisation

- developing and implementing policies on issues such as working conditions, performance management, equal opportunities, disciplinary procedures and absence management
- preparing staff handbooks
- advising on pay and other remuneration issues, including promotion and benefits
- preparing management reports on employee-related data on a monthly basis.

**\*Select an appropriate car manufacturer to meet local needs.**

### Assignment activity and guidance

In your role of Human Resources Administrator, one of your goals is to address the issues of skills shortage and hard-to-fill vacancies in the organisation. You have been asked by your line manager to undertake a critical review of HR practices and processes in order to produce a roadmap for successfully strengthening the organisation's talent management strategy.

The review will evaluate the strengths and weaknesses of HRM to critically evaluate factors that will contribute to decisions taken; it is to be delivered as a presentation that gives a clear vision and roadmap to success. The priority objective is to improve recruitment and employee engagement and motivation, and to grow internal talent.

You will be reviewing internal HRM practices and processes, with a focus on recruitment and selection, and external influences on HRM practices, in order to determine HR solutions for strengthening the organisation's talent management strategy.

The presentation will include the following:

- a comparison of the different HRM areas and their contribution to organisational performance
- an examination of strategic HRM in relation to the changing effects on organisations and its business environment
- critical evaluation of the role of recruiting and retaining appropriate employees from the available labour markets.

As part of the presentation, you will critically evaluate the strengths and weaknesses of HRM in terms of its contribution to business success.

Use a variety of organisational examples to support valid recommendations and considerations for the roadmap to:

- carry out an investigation into the internal and external factors that influence HRM decisions in the workplace
- discuss and evaluate these factors and how they support organisational development.

The presentation will conclude with a visual roadmap that shows the steps that need to be taken to successfully strengthen the organisation's talent management strategy.

## Recommended resources

**Please note this is not a definitive list of resources but it will help you to start your research by acting as a starting point of reference.**

### Weblinks:

Industry Forum. *Skills needs in the changing global manufacturing landscape*. Available at: <https://www.industryforum.co.uk/wp-content/uploads/sites/6/2015/04/Skills-needs-in-the-changing-global-manufacturing-landscape.pdf>

Nissan Motor Corporation. *HR information*. Available at: [https://www.nissan-global.com/EN/SUSTAINABILITY/REPORT/SOCIAL/HR\\_DEVELOPMENT/](https://www.nissan-global.com/EN/SUSTAINABILITY/REPORT/SOCIAL/HR_DEVELOPMENT/)

Product Plan. *Creating a Roadmap: A Guide to Get you Started*. Available at: <https://www.productplan.com/creating-a-roadmap/>

Toyota Manufacturing UK. *Toyota Recruitment Information*. Available at: <https://recruitment.toyotauk.com/>

Venngage. *How To Create a Product Roadmap (Product Roadmap Templates)*. Available at: <https://venngage.com/blog/product-roadmap/>

### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### Journal articles:

Gyllensten K, Torén K, Hagberg M, Söderberg M (2020) *A sustainable working life in the car manufacturing industry: The role of psychosocial factors, gender and occupation*. PLoS ONE 15(5): e0233009. <https://doi.org/10.1371/journal.pone.0233009>

Yamauchi, M. *Employment practices in Japan's automobile industry: the implication for divergence of employment systems under globalization*. *Evolut Inst Econ Rev* 18, 249–270 (2021). <https://doi.org/10.1007/s40844-020-00188-9>

### Textbooks:

Armstrong, M. and Taylor, S. (2020) *Armstrong's Handbook of Human Resource Management Practice*. 15th Ed. London: Kogan Page.

Leatherbarrow, C. and Fletcher, J. (2018) *Introduction to Human Resource Management*. 4th Ed. Kogan Page.

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 3: Human Resource Management</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>HRM Practices</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of a <b>recorded video training session</b> that can be delivered either virtually or face to face. This is a small-group activity that requires submission of individual evidence for the completion of the Learning Outcome and Assessment Criteria.</p> <p>Each training session will be allocated 25 minutes plus five minutes for questions.</p> <p>Your group will need to submit the recording, the materials used, team journal and each member a <b>reflective journal of approximately 500 words</b>, although you will not be penalised for exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO4</b> Apply HRM practices in a work-related context for improving sustainable organisational performance.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• Communication and listening, including the ability to produce clear, structured business communications in a variety of media.</li> <li>• Effective communication skills: verbal and non-verbal.</li> <li>• The ability to generate, develop and communicate ideas.</li> <li>• Creative thinking.</li> <li>• Development and delivery of HR solutions to the business, appropriate to the organisational context.</li> </ul>	

- Tailoring of business-centred advice on the interpretation and application of HR policies and processes.

### Vocational scenario

In your role of Human Resources Administrator, you have had a performance review with your line manager. In the review, you discussed that, leading on from the earlier personal development activity, you would like to consider specialising in talent management. Your manager has therefore put you into a project group tasked with creating an interactive and engaging training session on recruitment and retention in the organisation, in order to support continuous professional development.

The training session is for managers taking part in the recruitment and selection of potential employees.

### Assignment activity and guidance

Prepare and deliver a training session, that assesses HRM practices within the workplace.

The training should cover the strengths and weakness of HRM practices, with recommendations of how the practices illustrated can improve sustainable organisational performance. The training should focus on at least two of the following areas:

- recruitment and selection documentation
- recruitment and selection process
- performance management
- employee relations.

The training session needs to be interactive and must include short activities to engage the participants. For example, the session could include the use of role play, scenario and solution exercises, video clips and case studies. It should also include a peer-review activity at the end of the session to enable participants to provide feedback.

The method used for the training should be decided by the group. A journal that shows each group member's contribution to the group activity should be kept.

### Recommended resources

***Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.***

### Weblinks

Chartered Institute of Personnel Development (CIPD). *Recruitment and Selection*. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-factsheet#7261>

Business Case Studies. Available at: <https://businesscasestudies.co.uk/recruitment-selection-and-training/>

HR Zone. *What are Employee Relations?* Available at: <https://www.hrzone.com/hr-glossary/what-are-employee-relations>

Tesco recruitment. Available at: <https://www.tescounderwriting.com/join-us/our-recruitment-process/>

Amazon. *Interviewing at Amazon*. Available at: [https://www.amazon.jobs/en/landing\\_pages/interviewing-at-amazon](https://www.amazon.jobs/en/landing_pages/interviewing-at-amazon)

*Recruitment in the Automotive Industry in Europe: Industry Report 2019* Available at: <https://www.skeeled.com/blog/recruitment-in-the-automotive-industry-in-europe>

### **HN Global**

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### **Textbooks**

Armstrong, M. and Taylor, S. (2020) *Armstrong's Handbook of Human Resource Management Practice*. 15th Ed. London: Kogan Page.

Bratton, J. and Gold, J. (2017) *Human Resource Management: Theory and Practice*. 6th Ed. Basingstoke: Palgrave.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success		<b>LO1 and LO2</b> <b>D1</b> Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
<b>P1</b> Explain the main areas of HRM in their contribution to creating sustainable performance. <b>P2</b> Review the effects of the changing nature of organisations on human resources skills and knowledge.	<b>M1</b> Compare areas of HRM to create sustainable organisational performance. <b>M2</b> Examine HRM in relation to the changing nature of the modern business organisation.	
<b>LO2</b> Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives		
<b>P3</b> Review relevant HRM practices in relation to recruitment and retention of employees for the achievement of business objectives.	<b>M3</b> Evaluate the use of HRM practices in recruitment and retention in relation to the importance of the labour market.	
<b>LO3</b> Examine how external and internal factors can affect HRM decision making in relation to organisational development		
<b>P4</b> Investigate the external and internal factors that affect HRM decision making to support organisational development.	<b>M4</b> Discuss the key external and internal factors that affect HRM decision making, using relevant organisational examples to illustrate how they support organisational development.	<b>D2</b> Evaluate key factors affecting HRM decision making to make valid recommendations.
<b>LO4</b> Apply HRM practices in a work-related context for improving sustainable organisational performance		<b>D3</b> Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.
<b>P5</b> Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance	<b>M5</b> Illustrate how the application of specific HRM practices in a work-related context can improve sustainable organisational performance.	

# Unit 4: Leadership and Management

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 4: Leadership and Management</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Leadership and Management in the Workplace</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission format is in the form of a <b>report</b>. The report should be written in a concise style. You are required to make use of headings, paragraphs, and sub- sections as appropriate. All work must be supported with research and referenced using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 2,000–2,500 words, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO1</b> Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation.</p> <p><b>LO2</b> Review the influence of different leadership and management styles on the culture of organisations.</p>	

## Transferable skills and competencies developed

- Effective written communication.
- The ability to analyse and evaluate a range of business data and sources of information.
- Using research for evidence-based decision making.
- Digital literacy.
- Interpretation of information that allows for evaluation of theory to practice.

## Vocational scenario

### Organisation:

An international **executive search company\***. The company is technology driven and work with employers to source the most talented leaders to help organisations gain competitive advantage and enhance organisational performance. Executive search seeks out the perfect match for both the role and the company – whether the potential candidate is actively looking for a new position or not

The company specialises in recruiting senior management and board positions, which require highly experienced quality leaders. Clients range from multinational and listed organisations, through to regional and privately held SMEs and start-ups. In the public and not-for-profit sectors, the company works with the largest central government departments, educational institutions and the smallest of charities and trade associations.

### Role:

You are working as a newly appointed, Trainee Executive Search Consultant. Part of your role is using social media platforms to contact and recruit potential clients and employees for your clients to meet their brief. Understanding leadership and management skills and competencies is critical to your role, as you will be reviewing CVs and filtering applicants, and interviewing and assessing their skills to see if they are the best fit for the job.

**\*Select an appropriate executive search company that meets local needs.**

## Assignment activity and guidance

As a new trainee, you are to complete onboarding training to help you understand leadership and management in action. As part of this onboarding process, you have been asked to undertake a case study report for an organisation. Focusing on a large organisation of your choice, critically evaluate their leadership and management theories, their impact on decision making and the factors that influence their organisational culture. The research of additional business examples should be used to assist in your analysis and evaluation.

Business activities to inform your report will include the following.

- Conducting research into leadership and management theories and their application in the workplace in order to analyse the effectiveness of leadership and management in the given organisation.

- Comparing at least two other organisational examples to compare the different styles of leadership and management approaches taken for a range of business situations and how they impact decisions taken.
- Examination of different leadership and management approaches taken to evaluate their effectiveness and the impact that the role of leadership and management has on organisational culture and performance.

Your report should consider the following:

- definitions of leader and manager
- hard vs soft skills
- analysis of various leadership theory examples and their impact on effectiveness and decision making
- comparison of leadership and management activities in different organisations
- the importance of culture and the role leaders and managers
- critical reflection on the impact of leadership and management.

### Recommended resources

**Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.**

#### Weblinks:

BBC Learning English. *The Handy Guide to Management*. Available at: <https://www.bbc.co.uk/worldservice/learningenglish/work/handy/handy.shtml>

Businessballs. *Likert's Management Systems*. Available at: <https://www.businessballs.com/organisational-culture/likerts-management-systems/>

#### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

#### Journal article:

Alma Harris & Michelle Jones (2018) *The dark side of leadership and management*, *School Leadership & Management*, 38:5, 475-477, DOI: 10.1080/13632434.2018.1509276 <https://doi.org/10.1080/13632434.2018>.

M. Liphadzi, C.O. Aigbavboa, W.D. Thwala, *A Theoretical Perspective on the Difference between Leadership and Management*, *Procedia Engineering*, Volume 196, 2017, ISSN 1877- 7058, <https://www.sciencedirect.com/science/article/pii/S1877705817331004>

Nafiisa Sobratee; Shamim Bodhanya; *Leading in a global context: The balancing act between leadership and management*, JBRMR , Volume 12 Issue 4, 04 Jul 2018  
<https://doi.org/10.24052/JBRMR/V12IS04/ART-06>

**Textbooks:**

Kelly, P. and Cole, G. (2020) *Management: Theory and Practice*. 9th Ed. Cengage.

Mullins, L. J. (2019) *Organisational Behaviour in the Workplace*. 12th Ed. Harlow: Pearson.

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 4: Leadership and Management</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Presenting Motivational Strategy</b>
<b>Issue Date</b>	
Submission Date	
IV Name & Date	
<b>Submission Format</b>	
<p>Submission is in the form a 15-minute <b>group presentation</b> and <b>individually devised motivational strategy</b>. The group presentation should be submitted as one document, including individual speaker notes and an individual reflective statement (500 words) from each member of the group that reflects on their contribution and performance. The combined presentation should be no more than 12 slides of content (not including front cover, bibliography etc). You are required to make effective use of PowerPoint headings, bullet points and subsections as appropriate. Your research should be referenced using the Harvard referencing system (or an alternative system). You will need to provide a bibliography using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended limit for the presentation is 12 slides plus speaker notes and the strategy 1,500–2,000 words, although you will not be penalised for going under exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO3</b> Develop a motivational strategy to optimise organisational performance.</p> <p><b>LO4</b> Apply leadership and management approaches to managing performance to ensure continuous improvement.</p>	

## Transferable skills and competencies developed

- Communication and listening, including the ability to produce clear, structured business communications in a variety of media.
- The ability to work collaboratively.
- Digital skills using different software applications to visually present information and data concisely.
- Creative thinking for presenting information.
- Creativity, innovation and enterprise when seeking solutions to business needs.
- The ability to undertake critical analysis and evaluation to support decision making.

## Vocational scenario

Following on from your research on leadership and management in action, in your role as Trainee Executive Search Consultant you have been requested to take part in a presentation to a potential client with other trainees (select an appropriate organisation as your client) to produce a comprehensive motivational strategy for their business.

## Assignment activity and guidance

You are to take part in a 15-minute small-group presentation that shows performance management techniques for continuous improvement. This will be followed with the creation of an individually created motivational strategy.

A motivational strategy is a plan that considers a range of financial and non-financial incentives, for both successful performance and to support unsuccessful performance.

### Business activities

As part of a small group, you will present your research to the potential client as one group presentation.

The presentation and speaker notes should address the following areas.

- An introduction to motivational theories, including content and process, performance management and continuous improvement.
- Application of performance management approaches in different business situations e.g., managing workplace transformation to support employee through change, rewards and incentives to increase employee motivation, and goal setting for continuous improvement.
- Assessment of leadership and management approaches and theories, including their role in supporting performance.
- Recommendations of how the above could improve continuous improvement and performance.

You will produce an individual, comprehensive motivational strategy that considers both intrinsic and extrinsic motivation alongside social, cultural, and organisational variables. The strategy should be supported with appropriate literature.

It should be clear how the strategy supports the achievement of organisational objectives.

In the strategy, ensure that the link between the strategy and enhanced organisational performance is evident in relation to the chosen business.

### Recommended resources

**Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.**

#### Weblinks:

MindTools. *Motivation, Energizing Your People to Achieve Good Things*. Available at: <https://www.mindtools.com/pages/article/motivating-your-team.htm>

Motivation theories: Available at: <https://businessjargons.com/motivation.html>

Businessballs. *Improving Workplace performance: Business Case*. Available at: <https://www.businessballs.com/improving-workplace-performance/motivational-case-study-exercise/>

#### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

#### Journal article:

Patrick MacDonald, Stephanie Kelly, Scott Christen, *A Path Model of Workplace Solidarity, Satisfaction, Burnout, and Motivation*. First Published April 13, 2014 Research Article <https://doi.org/10.1177/2329488414525467>

Lara Manganelli, Anaïs Thibault-Landry, Jacques Forest, *Self-Determination Theory Can Help You Generate Performance and Well-Being in the Workplace: A Review of the Literature* First Published March 13, 2018 Research Article <https://doi.org/10.1177/1523422318757210>

#### Textbooks:

Adair, J. (2019). *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*. Kogan Page

Orti, P. and Middlemiss, M. (2019). *Thinking Remote. Inspiration for Leaders of Distributed Teams*. Virtual Not Distant

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation</p>		<p><b>LO1 and LO2</b></p> <p><b>D1</b> Critically evaluate the impact of different approaches to leadership and management.</p>
<p><b>P1</b> Discuss different theories of leadership in relation to the management activities in different organisations.</p> <p><b>P2</b> Explore different theories of management in relation to the management and leadership activities in different organisations.</p>	<p><b>M1</b> Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation.</p>	
<p><b>LO2</b> Review the influence of different leadership and management styles on the culture of organisations</p>		
<p><b>P3</b> Assess different leadership and management styles and their application in a range of business situations in different organisations.</p> <p><b>P4</b> Examine the factors that influence the development of the culture in organisations.</p>	<p><b>M2</b> Compare the impact of leadership and management styles on decision making in different organisations.</p> <p><b>M3</b> Evaluate the importance of organisational culture on the performance of different organisations.</p>	

Pass	Merit	Distinction
<b>LO3</b> Develop a motivational strategy to optimise organisational performance		<b>D2</b> Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.
<b>P5</b> Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives.	<b>M4</b> Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation.	
<b>LO4</b> Apply leadership and management approaches to managing performance to ensure continuous improvement.		<b>D3</b> Make recommendations to improve performance management that will ensure continuous improvement.
<b>P6</b> Apply to a range of business situations, appropriate leadership and management approaches for managing performance and continuous improvement.	<b>M5</b> Assess how leadership and management approaches for managing performance supports continuous improvement.	

# Unit 5:

# Accounting Principles

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 5: Accounting Principles</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Accounting in Context and Budgetary Control</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of a <b>portfolio of evidence</b> compiled from the evidence produced for two assignments that include the following.</p> <p><b>A blog</b> that should make use of headings, sub-sections, columns and appropriate business-related images and illustrations. This format offers the opportunity to present academic and theoretical information in a practical, contextualised and creatively written way. The recommended word limit for the case study is 1,500–2,000 words, although you will not be penalised for going under or exceeding the total word limit. All work must be supported with research and referenced correctly using the Harvard referencing system (or alternative referencing system). You will need to provide a bibliography using the Harvard referencing system (or an alternative referencing system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>You will also submit <b>an accounting memorandum</b> with an accompanying <b>Excel spreadsheet</b> (raw data will be supplied by your tutor). You will insert sections of your spreadsheet into the memorandum. The recommended word limit for the memorandum is 1,000–1,500 words, although you will not be penalised for going under or exceeding the total word limit. Referencing for both submissions should use the Harvard system (or an alternative system).</p>	

## Unit Learning Outcomes

**LO1** Examine the context and purpose of accounting.

**LO4** Prepare budgets for planning, control and decision-making using spreadsheets.

## Transferable skills and competencies developed

- Reasoning and analytical skills
- Written communication using a range of media
- Manipulation and interpretation of data using spreadsheets
- Effective communication of relevant information across the organisation and to appropriate stakeholders
- Creation and interpretation of information, showing how that information can be used most effectively to add value to an organisation.

## Vocational scenario

### Organisation:

A large accountancy firm that undertakes extensive business consultancy work for their client base. They have a central head office and regional offices. Last year, the group turnover was £200 m with 25 per cent deriving from international markets. The firm also has a policy of taking on smaller niche clients, where they feel there is potential for fast growth.

### Role

You have recently joined the firm as a Graduate Trainee attached to their SME (Small and Medium Enterprises) Unit, offering accountancy and financial services to businesses that typically have a turnover ranging from £0.5 m to £15 m. As part of your ongoing training, you have been asked to undertake some activities.

## Assignment activity and guidance

Your supervisor, one of the firm's Key Account Managers, has asked you to prepare a blog that will be used to market and promote its accounting services to new and existing clients. The working title you have been given for the blog is 'The role of accounting in an organisation'. The blog must be presented as an online blog in an engaging and practical way, covering relevant academic theory, making use of, for example, headings, images and illustrations. Your blog should include the following, but is not limited to:

- the purpose and scope of accounting in complex operating environments
- a critical evaluation of the accounting function in informing decision making and meeting stakeholder and societal needs and expectations
- the main branches of accounting and job skillsets and competencies
- accounting systems and the role of technology in modern-day accounting
- issues of ethics, regulation and compliance and the extent to which they are constraints or threats to the organisation.

Having completed the first activity, you have now been asked to work with a hospitality and catering start-up business that your firm has just taken on as a client. The business is particularly in need of support and guidance with budgeting and how it can be used to inform efficient resource allocation and support effective control and decision making. The founder of the business is investing £100,000 of their own capital and has also secured a business loan of £50,000.

(Note: students are to be provided with raw budget data in spreadsheet format, which they will then manipulate and model.)

You have been asked to prepare an accounting memorandum that includes the following.

- Production of a 12-month cash budget that makes use of variance analysis to show the impact of the different individual scenarios below:
  1. discounting prices by 20 per cent, which in turn increases sales volume per month by 10 per cent
  2. increasing the marketing budget by 10 per cent per month, which in turn generates an additional 20 per cent in sales revenue
  3. offering suppliers one-month's trade credit
  4. reducing rental/property related costs by 15 per cent per month.
- An evaluation of the role that budgets play in the effective planning and control of resources in an organisation such as your client's. This will include both benefits and any limitations of using budgets and the extent to which they can help identify problems and corrective actions.
- An outline of a range of budgetary control solutions, with justification, to support organisation decision making and ensure efficient and effective deployment of resources.

## Recommended resources

***Please note this is not a definitive list of resources but it will help you to start your research by acting as a starting point of reference.***

### **Weblinks:**

Accounting Coach courses. Available at: <https://www.accountingcoach.com/accounting-basics/explanation>

The Association of Chartered Certified Accountants (ACCA). Available at: <https://www.accaglobal.com/gb/en.html>

Chartered Institute of Management Accountants. Available at: <https://www.cimaglobal.com/>

Indeed Career Guide to Memo Writing. Available at: <https://www.indeed.com/career-advice/career-development/memo-writing-guide>

HubSpot. How to write a memo: Templates & examples. Available at: <https://blog.hubspot.com/marketing/how-write-memo>

### **HN Global**

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### **Textbooks:**

Atrill, P. and McLaney, E. (2018) *Accounting and Finance for Non-Specialists*. 11th Ed. Harlow: Pearson

Weetman, P. (2019). *Financial and Management Accounting: An Introduction*. Harlow: Pearson

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 5: Accounting Principles</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Production and Interpretation of Financial Statements</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of a portfolio of evidence compiled using the evidence produced for two assignments, it will also include the following.</p> <p>A <b>detailed letter to a named client</b>. The letter must be clear worded, well-structured and should make use of appropriate business language and terminology. The letter can also include clearly labelled tables and charts. It will accompany and support the appropriately constructed <b>financial statements</b> (income statement and statement of financial position) for the business in question.</p> <p>The word count is 2,000–2,500 words, although you will not be penalised for going under or exceeding the total word limit. A bibliography should be provided using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>L02</b> Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.</p> <p><b>L03</b> Interpret financial statements.</p>	

## Transferable skills and competencies developed

- Managing financial data
- Written communication using a range of media
- Manipulating and interpreting data using spreadsheets
- Effective communication of relevant information across the organisation and to appropriate stakeholders
- Creation and interpretation of information and showing how that information can be used most effectively to add value to the organisation
- Ability to use quantitative skills to manipulate data, evaluate, estimate and model business problems
- Application of accounting knowledge to consistently deliver high-quality, accurate data and information in a timely fashion.

## Vocational scenario

Having successfully completed your six-month probation as a Graduate Trainee at the accountancy firm, you have now been attached to a unit in the firm that deals with the provision of accountancy and consultancy services to small businesses that are typically set up as sole traders. The firm is careful about which small and emerging businesses it works with as it seeks to spot growth potential and identify and work with clients that have scalable business models.

## Assignment activity and guidance

You are initially working with a small business that has been trading for three years and which now needs its annual trading statements to be compiled and submitted in line with government requirements. You have been given:

- an extended trial balance, including accruals, prepayments and figures for bad debts and depreciation
- a range of comparative key performance ratios from the previous year.

Note: this data is to be given to students in spreadsheet format. Financial data must be realistic and in context to meet local needs.

The business does not make use of contemporary software to support its book-keeping and accounting function. This is something which concerns you as you feel that it represents an opportunity for the business to save time and resource.

Your supervisor, one of the firm's Key Account Managers, has asked you to compile the year-end financial statements ready for submission and provide, for the client, some detailed analysis of the figures produced, which will be presented in the form of an accompanying letter. Specifically, you will undertake the following:

1. From the data provided, you are required to prepare the year-end financial statements, taking into consideration accounting principles, conventions and standards. You will need to make and show appropriate adjustments to both the income statement and the balance sheet.
2. Write an accompanying letter to the client that will be sent with the completed financial statements. The letter needs to include:
  - calculation of relevant profitability, liquidity, asset usage and investment ratios
  - critical evaluation of the performance to the business year on year (making reference to data you have calculated, and data provided from the previous year), with reference to relevant benchmarks as well as any limitations of using financial ratios as performance measures
  - an outline of the benefits of contemporary accounting software packages, with examples of products on the market
  - justified conclusions and recommendations for your client.

### Recommended resources

***Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.***

#### Weblinks:

The balance careers. *Business letter format with examples*. Available at: <https://www.thebalancecareers.com/how-to-format-a-business-letter-2062540>

Xerox. *Writing an effective business letter*. Available at: <https://www.xerox.com/en-us/small-business/tips/business-letter>

#### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the context and purpose of accounting		<b>D1</b> Critically evaluate the role of accounting in informing decision making to meet organisational, stakeholder and societal needs within complex operating environments.
<p><b>P1</b> Examine the purpose of the accounting function within an organisation.</p> <p><b>P2</b> Assess the accounting function within the organisation in the context of regulatory and ethical constraints.</p>	<p><b>M1</b> Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations.</p>	
<b>LO2</b> Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards		<b>LO2 and LO3</b> <b>D2</b> Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
<p><b>P3</b> Prepare financial statements from a given trial balance for sole traders, partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards.</p>	<p><b>M2</b> Produce financial statements from a given trial balance, making appropriate adjustments.</p>	
<b>LO3</b> Interpret financial statements		
<p><b>P4</b> Calculate and present financial ratios from a set of final accounts.</p> <p><b>P5</b> Compare the performance of an organisation over time using financial ratios.</p>	<p><b>M3</b> Evaluate the performance of an organisation over time, using financial ratios with reference to relevant benchmarks.</p>	
<b>LO4</b> Prepare budgets for planning, control and decision making using spreadsheets		<b>D3</b> Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.
<p><b>P6</b> Prepare a cash budget from given data for an organisation using a spreadsheet.</p> <p><b>P7</b> Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation.</p>	<p><b>M4</b> Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making.</p>	

# Unit 20: Organisational Behaviour

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 20: Organisational Behaviour</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Management and Personality Portfolio</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of an individual <b><i>portfolio of evidence</i></b>. You are to produce a portfolio of reflective evidence and take part in a simulated group activity. The portfolio should include the following:</p> <ol style="list-style-type: none"> <li>1. completed personality and attribute audits and a reflective statement</li> <li>2. a motivational group activity</li> <li>3. a reflective presentation that includes the participation and outcome of areas 2 and 3 above.</li> </ol> <p>You are required to make use of headings, paragraphs, and subsections as appropriate, and all work must be supported with research and referenced using the Harvard referencing system (or an alternative system). You will need to provide a bibliography using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>Word count is 2500–3000 words, although you will not be penalised for going under or exceeding the total word limit.</p>	

## Unit Learning Outcomes

**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.

## Transferable skills and competencies developed

- Development and delivery of HR solutions to the business that are appropriate to the organisational context
- Ability to analyse facts and circumstances to determine the cause of a problem and being able to identify and select appropriate solutions
- Ability to lead the improvement of people capability in the business or in own team
- Development of and building and motivating teams by identifying their strengths and enabling development in the workplace
- Able to manage talent and performance
- Able to reflect on own performance and working style, and their impact on others
- Ability to plan own development and show commitment to the job and the profession.

## Vocational scenario

### Organisation:

The organisation is a **retailer\***, with stores in multiple countries, for example England, Germany, Singapore, Thailand Vietnam. The retailer offers the latest fashion, beauty and homeware at the best value on the high street. They keep the prices low and offer a large range of own-brand items.

They pay well and expect their staff to work hard. Managers can expect to work in a fast-paced environment but with a family feel and with good training and expertise on hand for support.

### Role:

You are currently working as a Graduate Trainee Store Manager. You are responsible for leading, motivating and developing the team of store employees to ensure consistent delivery on standards, customer service and product knowledge, maximising the store's sales potential and profitability. You ensure that the delivery of the brand is in line with all visual merchandising guidelines and with creative flair, you proactively drive store performance across all departments.

**\*Select an appropriate retail company that meets local needs.**

## Assignment activity and guidance

As part of your graduate training, the retail company provides 'Master Class' management-training sessions led by the Executive Team. In each session, you will carry out individual and group activities with your peers. You are to record what you do and use the information gathered to reflect on your contribution, how you would adapt and make justified improvements for self, and in creating an effective workforce. Each 'Master Class' focuses on different aspects of leadership and management and involves different activities.

### **Master Class 1 – Personality and Perceptions**

Complete a personality and attribute evaluation that audits your skills and personality traits. Discuss whether they are positive or negative in terms of management approaches. Reflect on personality and perceptions of self in terms of your own performance.

### **Master Class 2 – Motivation**

As part of the training, you have been asked to provide solutions for addressing low morale, lack of focus and productivity of employees on the shop floor. Staff work long shifts, are often dealing with challenging customers and work can be repetitive. They often work in isolation.

You are to work in a small group of your peers to prepare, produce and deliver a short, dynamic motivational activity for the rest of the management team to take part in. You should fully participate in the creation and management of this activity. The activity should apply content and process theories of motivation.

Discuss the outcome of the activity with your peers to critically assess how successful the application of motivation theories can be.

### **Master Class 3 – Reflection**

Following the group activity in Master Class 2 and the completion of the audits in Master Class 1, you are to present the outcome of your results and participation in the group activity. To support your improvements and recommendations, appropriate literature and additional business examples should be used. In your presentation, you should consider the following areas.

- Exploration of team and group behaviour and its relevance to an effective team.
- Assessment and reflection on the results of the audits, your participation in the group activity and the importance of personality etc. in effective workforce and managerial relationships.
- Challenge and reflection on your personal perspectives, traits and attributes, as well as your individual contribution to the group activity. Identify the changes you would make if you were to deliver the activity again in your team.
- Consideration and justification of the adaptation of self and business managers in creating an effective team and a motivated workforce.

## Recommended resources

*Please note this is not a definitive list of resources but it will help you to start your research by acting as a starting point of reference.*

### Weblinks

BBC News (2018). Personality Tests. Available at: <https://www.bbc.co.uk/news/newsbeat-45561194>

Practice Aptitude Tests. Free aptitude tests. Available at: <https://www.practiceaptitudetests.com/free-aptitude-tests/>

Forbes (2019) *Six Strategies to Maintain Employee Motivation*. Available at: <https://www.forbes.com/sites/rebeccaskilbeck/2019/02/12/six-strategies-to-maintain-employee-motivation/?sh=738b01481d35>

### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### Textbooks:

Brooks, I. (2018) *Organisational Behaviour: Individuals, Groups and Organisation*. 5th Ed. Harlow: Pearson

Buchanan, D. and Huczynski, A. (2019) *Organizational Behaviour*. 10th Ed. Harlow: Pearson

Mullins, L. J. (2019) *Organisational Behaviour in the Workplace*. 12th Ed. Harlow: Pearson

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 20: Organisational Behaviour</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Power, Politics and Culture</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission format is in the form of an <b>academic poster</b>. The academic poster should be written in a concise style using an appropriate template. You are required to make use of headings, paragraphs, and subsections as appropriate, and all work must be supported with research and referenced using the Harvard referencing system (or alternative system). Please also provide a bibliography using the Harvard referencing system (or alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 1,500–2,000 words, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO4</b> Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• Conceptual and critical thinking, analysis, synthesis and evaluation</li> <li>• Research skills for evidence-based decision making</li> <li>• Ability to be open, approachable and authentic, and able to build trust with others</li> <li>• Ability to seek the views of others and value diversity</li> <li>• Ability to operate according to organisational values.</li> </ul>	

## Vocational scenario

### Role:

In your position as Graduate Trainee Store Manager, central office has raised concerns with you that organisational power and politics are negatively influencing the culture of the business. This is preventing some stores from achieving set business goals. As a Graduate Trainee Store Manager running an operation, you must be commercially aware and be responsible for delivering on-sales targets while delighting your customer at every interaction.

You have been asked to investigate how power, politics and culture influence employee behaviour and impact customer satisfaction and sales. Your investigation will be presented as an academic poster in your next Master Class training session and will focus on driving performance and productivity.

## Assignment activity and guidance

You are to evaluate a variety of different organisational examples of how organisational, power, politics and culture affect employee behaviour.

You should make recommendations on how organisational power, politics and culture could be used to encourage and guide employee behaviour to help achieve sales and target goals, improve interaction with customers, and with visual merchandising and stock presentation.

You should consider:

- different perspectives of power
- the occurrence of organisational politics
- levels of culture and how national culture can influence management and employee behaviour
- the combined effect of power, politics and culture on behaviour and the accomplishment of organisational goals.

## Recommended resources

***Please note this is not a definitive list of resources but it will help you to start your research by acting as a starting point of reference.***

### Weblinks

Business News Daily. *Are Workplace Politics Destroying Your Business?* Available at: <https://www.businessnewsdaily.com/6374-fix-workplace-politics.html>

Hofstede Insights. *National Culture*. Available at: <https://hi.hofstede-insights.com/national-culture>

MindTools: *7 Ways to Use Office Politics Positively*. Available at: [https://www.mindtools.com/pages/article/newCDV\\_85.htm](https://www.mindtools.com/pages/article/newCDV_85.htm)

## **HN Global**

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

## **Journal articles**

Giovanni Di Stefano, Maria Gaudiino. (2019) *Workaholism and work engagement: how are they similar? How are they different? A systematic review and meta-analysis*. *European Journal of Work and Organizational Psychology* 28:3, pages 329-347.

Anthony M. Grant (2017) *The third 'generation' of workplace coaching: creating a culture of quality conversations*, *Coaching: An International Journal of Theory, Research and Practice*, 10:1, 37-53, DOI: 10.1080/17521882.2016.1266005

Morgan J. Tear, Tom W. Reader, Steven Shorrock, Barry Kirwan, *Safety culture and power: Interactions between perceptions of safety culture, organisational hierarchy, and national culture*, *Safety Science*, Volume 121, 2020, Pages 550-561, <https://www.sciencedirect.com/science/article/pii/S0925753518303771>

Zawadzki, M. (2018). Dignity in the Workplace. *The Perspective of Humanistic Management*. *Central European Management Journal*, 26(1), 171-188. <https://doi.org/10.7206/jmba.ce.2450-7814.224>

## **Textbooks:**

Buchanan, D. and Huczynski, A. (2019) *Organizational Behaviour*. 10th Ed. Harlow: Pearson

Mullins, L. J. (2019) *Organisational Behaviour in the Workplace*. 12th Ed. Harlow: Pearson

## Learning Outcomes and Assessment Criteria

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

Pass	Merit	Distinction
<p><b>LO4</b> Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals</p>		
<p><b>P6</b> Examine how the operation of power, politics and culture in an organisation affect employee behaviour and the accomplishment of organisational goals.</p>	<p><b>M4</b> Evaluate how the operation of power, politics and culture affect employee behaviour and the accomplishment of organisational goals.</p>	<p><b>D3</b> Make justified recommendations on how power, politics and culture can be used effectively to influence and direct employee behaviour towards the accomplishment of organisational goals.</p>

# Unit 25: Global Business Environment

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 25: Global Business Environment</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Thought Leadership Article - Competing in a Global and Complex World</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of a <b><i>‘thought leadership’ article</i></b> that makes reference to contemporary examples, case studies and images. The article should be written in a professional format, making use of appropriate headings, columns, bullet points, titles, subtitles and charts. Citations and a bibliography using the Harvard system (or an alternative system) should be given. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word count is 2,000–2,500 words, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO1</b> Analyse the key factors which drive globalisation.</p> <p><b>LO2</b> Determine the strategic complexities associated with operating in a global environment.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>Commercial acumen based on an awareness of the key drivers for business success</li> </ul>	

- The ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies
- Strong digital literacy
- Articulating and effectively explaining information
- Communication and listening, including the ability to produce clear, structured business communications in a variety of media.

### Vocational scenario

#### Organisation:

A management consultancy firm\* that has European headquarters based in London, Asian headquarters in Singapore and Hong Kong, and Americas headquarters in Sao Paulo. The business was founded in 1926, it works across private and public sectors, and counts numerous 'blue-chip' companies as clients. Its mission statement is 'To help our clients make significant and lasting improvements to performance in a global, digitalised world'. Annual turnover for the organisation, broken down by region, is:

Europe – £55 m

Asia and Africa – £20 m

Americas – £80 m

China – £35 m

The business aims to support and help its clients grow and build capabilities and leadership skills at every level, especially in the areas of digital and ecommerce. The focus is on working with organisations that want to expand their global reach and manage the challenges and complexities that result from operating in an international and global context. Typical consultancy projects take between one to six months. One Senior Partner is attached to the projects, together with an Engagement Manager and two or three Business Analysts.

The company publishes a business journal Global Business Quarterly – a 'thought leadership' publication that offers an insight on existing and prospective clients.

**\*Select an appropriate management consultancy firm that meets local needs.**

#### Role:

You have recently joined the organisation as a Global Strategy Analyst, and you have been working on a range of consultancy projects with large FTSE350 UK-based businesses that want to expand and develop globally. Your role involves extensive quantitative and qualitative research in order to conduct market analysis and identify growth opportunities, building rapport with internal and external stakeholders to ensure that projects are delivered on time.

## Assignment activity and guidance

On the basis of your experience to date, your Senior Partner has asked you to draft an article that will feature in the next edition of Global Business Quarterly journal.

The aim of the article is to address the complexities associated with operating in a global environment. As part of this, you will need to analyse the key factors that are driving globalisation. The journal is distributed to existing clients and is also used as a promotional tool to attract new and potential clients.

You are required to research and produce the journal article; it should include the following.

- An introduction to the concept of globalisation.
- An analysis of key factors that drive globalisation and trade, with reference to cultural, economic, political and social dimensions, and the complexities this necessitates.
- A critical analysis and evaluation of the impact that these factors have on the business environment in terms of opportunities and challenges.
- Evaluation of the impact of digital technologies on globalisation and the role of innovation.
- Recommendations on how organisations can respond to, and thrive in, a globalised, digitalised world.

The article should include contemporary examples, as well as reference to relevant academic theory and models.

## Recommended resources

***Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.***

### Weblinks:

Entrepreneur. *How to Take Your Company Global*. Available at:  
<https://www.entrepreneur.com/article/159252>

Inc. *6 Tips for Writing Compelling Thought Leadership Articles*. Available at:  
<https://www.inc.com/entrepreneurs-organization/6-tips-for-writing-compelling-thought-leadership-articles.html>

World Business Culture. *How to do business worldwide*. Available at:  
<https://www.worldbusinessculture.com/>

Velocity Global. *Global case studies, videos and reports*. Available at:  
<https://www.velocityglobal.com/resources>

### HN Global

HN Global (2021) *Reading Lists*. Available at:  
<https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at:  
<https://hnglobal.highernationals.com/textbooks>

### **Journal articles**

John Cantwell (2017) *Innovation and international business*, *Industry and Innovation*, 24:1, 41-60, DOI: 10.1080/13662716.2016.1257422:  
<https://doi.org/10.1080/13662716.2016.1257422>

7422

Fred Hu and Michael Spence. (2017). *Why Globalization Stalled and How to Restart it*, Foreign Affairs.

Mukherjee, Sonia. (2018). *Challenges to Indian micro small scale and medium enterprises in the era of globalization*. *Journal of Global Entrepreneurship Research*. 8. 10.1186/s40497-018-0115-5.

### **Textbooks:**

Bartlett, C. and Beamish, P. (2018). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*. 8th Ed. Maidenhead: McGraw-Hill

Daniels, J. D., Radebaugh, L. H. and Sullivan D. P. (2018) *International Business Environments and Operations*. 16th Ed. Harlow: Pearson

Peng, M. (2016) *Global Business*. 4th Ed. Cengage Learning

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 25: Global Business Environment</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Developing a Global Strategy Presentation</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>This submission is in the form of a 15-minute <b>business case presentation</b> with five minutes for questions. The presentation should address the requirements of the activity clearly and must be submitted with full speaker notes. You are required to make effective use of PowerPoint headings, bullet points and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system (or an alternative system). You will also need to provide a bibliography using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 1,500–2,000 words, including speaker notes, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>LO3</b> Evaluate how operating in a global market influences an organisation's structure, culture and functions.</p> <p><b>LO4</b> Develop a global strategy to support decision making for a given organisation.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• Commercial acumen based on an awareness of the key drivers for business success</li> <li>• The ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies</li> </ul>	

- Strong digital literacy
- Articulating and effectively explaining information
- Communication and listening, including the ability to produce clear, structured business communications in a variety of media.

### **Vocational scenario**

You are a Global Strategy Analyst working in the London office of one of the foremost global management consultancy organisations. You have successfully completed a 'thought leadership' article for the next issue of the Global Business Quarterly journal, exploring the issues driving globalisation and the accompanying complexities faced by both national and international organisations.

You have now been allocated a new project. This involves working closely with other analysts to support the ongoing work for one of company's large clients.

### **Assignment activity and guidance**

The client in question has asked for help in developing a global strategy that will fully support organisational resource allocation and decision making. The international operations of the business have been run loosely and, the client feels, inefficiently. The client is aware of the importance of culture awareness and differences, and its link to effective leadership and organisational structure so you will need to consider this carefully.

You have been asked to prepare and deliver a business case presentation to the client, outlining a framework for a global strategy. Having discussed this in detail with your fellow analysts and your Senior Partner, you agree that the business case will need to include the following.

1. An appropriate introduction and the purpose of the business case.
2. An evaluation of the different decision-making models available to your client operating in a global environment.
3. A critical evaluation of the influences of globalisation on governance, leadership and organisational structure, making use of McKinsey's 7S model.
4. An evaluation of how ethical, sustainable and cultural factors will influence the global operations of your client.
5. Suggested objectives and strategies developed to achieve competitive advantage for your client and satisfy the needs of different stakeholders in a global context.
6. Valid and justified recommendations of how your client might adapt its organisational structure and strategy to optimise responsiveness and decision making in a global context.

## Recommended resources

**Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.**

### Weblinks:

Business Case Studies. Business case studies. Available at:  
<https://businesscasestudies.co.uk/growing-a-company-by-international-aquisition/>

World Business Culture. *How to do business worldwide*. Available at:  
<https://www.worldbusinessculture.com/>

Velocity Global. *Global case studies, videos and reports*. Available at:  
<https://www.velocityglobal.com/resources>

### HN Global

HN Global (2021) *Reading Lists*. Available at:  
<https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at:  
<https://hnglobal.highernationals.com/textbooks>

### Journal articles

Pavida, Pananond, Gary Gereffi, Torben Pedersen. (2020) *An integrative typology of global strategy and global value chains: The management*, Global Strategy Journal.

Puck, Jonas & Filatotchev, Igor. (2018). *Finance & the multinational company: Building bridges between finance and global strategy research*. 10.1002/gsj.1330.  
<https://onlinelibrary.wiley.com/doi/epdf/10.1002/gsj.1330>

Wu, Yiqiong. (2020). *The Marketing Strategies of IKEA in China Using Tools of PESTEL, Five Forces Model and SWOT Analysis*. 10.2991/assehr.k.200207.054. <https://www.atlantispress.com/proceedings/iafsm-19/125934515>

### Textbooks:

Deresky, H. (2016). *International Management: Managing Across Borders and Cultures, Text and Cases*. 9th Ed. Harlow: Pearson

Peng, M. (2016) *Global Business*. 4th Ed. Cengage Learning

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the key factors which drive globalisation		<b>LO1 &amp; LO2</b>  <b>D1</b> Critically evaluate the global business environment, including the opportunities and challenges faced by organisations.
<b>P1</b> Analyse key factors of cost, market, environment and competition that drive global commerce and trade	<b>M1</b> Critically analyse the impact that key factors have on the global business environment in terms of opportunities and challenges.	
<b>LO2</b> Determine the strategic complexities associated with operating in a global environment		
<b>P2</b> Examine the complexity of strategic challenges faced by organisations when operating in a global environment, supported by specific examples.	<b>M2</b> Evaluate strategic challenges in context of risk and diversification and the supply chain flow.	

Pass	Merit	Distinction
<p><b>LO3</b> Evaluate how operating in a global market influences an organisation's structure, culture and functions</p>		<p><b>D2</b> Make valid and justified recommendations of how organisations should adapt their organisational structure and strategy to support decision making in a global context.</p>
<p><b>P3</b> Evaluate the influences of globalisation on organisational governance and leadership, structure, culture and functions.</p> <p><b>P4</b> Discuss the influences of ethical and sustainable globalisation on organisational functions.</p>	<p><b>M3</b> Critically evaluate influences of globalisation on organisational structure and culture and functions.</p>	
<p><b>LO4</b> Develop a global strategy to support decision making for a given organisation</p>		<p><b>D3</b> Develop strategies that embed an integrated approach across different countries to achieve competitive advantage.</p>
<p><b>P5</b> Evaluate the different ways that decision making can work effectively in a global context.</p> <p><b>P6</b> Devise objectives and strategies to support global decision making to meet business objectives.</p>	<p><b>M4</b> Devise strategies that meet a range of different stakeholder perspectives in a global context.</p>	

# Unit 37: Pitching and Negotiation Skills

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 37: Pitching and Negotiation Skills</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Procurement Tenders Training Video</b>
<b>Issue Date</b>	
Submission Date	
IV Name & Date	
<b>Submission Format</b>	
<p>The submission is in the form of a <b>video</b> that is to be delivered in pairs. The submission is in the form of a 30–45-minute recorded video, delivered using supporting software, for example Zoom, Microsoft Teams. The assignment is to be submitted as a recording in MP3 (or another suitable format), together with any training support materials produced for the video.</p> <p>Alternatively, the submission can be completed as a face to face seminar/presentation that can be recorded.</p>	
<b>Unit Learning Outcomes</b>	
<p><b>L01</b> Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation.</p> <p><b>L02</b> Manage information and documentation relevant to tenders and contracts.</p>	

## Transferable skills and competencies developed

- The ability to identify approaches to achieving agreements with external organisations and stakeholders, including developing the communication skills that can influence positive negotiated outcomes
- The ability to use the different types of documentation and terminology that frequently form part of the commercial procurement process for the supply of goods and services
- Using tactics and techniques for successful negotiation.

## Vocational scenario

### Role

You are working as a Procurement Specialist for a consultancy company that provides a range of consultancy services that support businesses with growth opportunities and tendering. The services include:

- tender writing and completion
- 'How to Tender' training
- guidance, with policies on tendering for contracts
- how to review, negotiate, renegotiate and draft contracts for cost optimisation and how to deliver savings targets.

## Assignment activity and guidance

You have been approached by a creative music company, which offers a range of music management and publishing services for talented musicians and artists around the globe.

The company has identified a business need to update their website and develop a cost-effective solution for maintaining and managing content on their website. They are looking for training and guidance on managing the tendering process and how to negotiate with potential suppliers who bid for the work. This is to be delivered as a paid-for training video that once completed can be shared with the company for them to disseminate.

The training and guidance video will be delivered with one of your colleagues to provide the company with an overview of the tendering and negotiation process. The video will focus on the following.

- Evaluating the RFP process and documentation requirements, providing the steps required to complete tendering documents.
- Critically evaluating the processes, using examples to provide contextualisation.
- Giving recommendations for successful competitive tendering.
- Evaluating the negotiation process and steps for successful negotiation by demonstrating techniques in short role-play scenarios.

- Providing tips on negotiating price and contract terms and conditions, addressing key questions that may arise throughout the negotiating and contract process, e.g. Are we paying too much? How can we make cost savings without compromising creativity? How do we know the services we are paying for work?
- Critically evaluating the process of negotiation to provide solutions for overcoming objections and closing the deal.

### Recommended resources

***Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.***

#### Weblinks:

CIPS. *Negotiation guide*. Available at: <https://www.cips.org/Documents/Knowledge/Procurement-Topics-and-Skills/9-Supplier-Bid-Tender-Evaluation/Tendering/POP-Negotiation.pdf>

HubSpot. *How to Write a Request for Proposal with Template and Sample*. Available at: <https://blog.hubspot.com/marketing/rfp-template>

Vimeo. *Free short video templates*. Available at: [https://vimeo.com/create/templates/category/free\\_templates](https://vimeo.com/create/templates/category/free_templates)

#### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

#### Textbooks:

Coughter, P. (2016) *The Art of the Pitch: Persuasion and Presenting Skills that win Business*. New York: Palgrave Macmillan

Cremades, A. (2016) *The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know*. London: Wiley and Sons

## Authorised Assignment Brief 2

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 37: Pitching and Negotiation Skills</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Pitch Perfect</b>
<b>Issue Date</b>	
Submission Date	
IV Name & Date	
<b>Submission Format</b>	
<ul style="list-style-type: none"> <li>• The submission is in the format of a role play of a creative pitch and negotiation.</li> <li>• A five-minute pitch, devised and delivered in an appropriate format. This will be recorded for evidence and submission purposes.</li> <li>• A 10-minute negotiation. This will be recorded for evidence and submission purposes.</li> <li>• A short reflective report of approximately 1,000–500 words.</li> </ul>	
<b>Unit Learning Outcomes</b>	
<p><b>LO3</b> Develop a pitch to achieve a sustainable competitive edge.</p> <p><b>LO4</b> Assess the outcome of a pitch and negotiation.</p>	
<b>Transferable skills and competencies developed</b>	
<ul style="list-style-type: none"> <li>• The ability to clearly and concisely raise items for discussion and negotiation in order to resolve an issue that may be with customers, suppliers or colleagues</li> <li>• Liaising, negotiating and undertaking proactive actions with suppliers and stakeholders to ensure successful delivery of purchased goods and services, taking appropriate actions to address any shortfalls or excess</li> <li>• Communication and listening, including the ability to produce clear, structured business communications in a variety of media</li> </ul>	

- Using tactics and techniques for successful negotiation.

## Vocational scenario

Since viewing the training video from the procurement consultancy, the music company was able to write a tender request for the business. The tender request is given below.

### Request for Proposal

#### 1.0 Introduction

1.1 We need to update our website to reflect how our business is growing. We are looking for the services of a company that can redesign and build our website to reflect our company style and ethos and manage content development once live. The website should be intuitive, clear and stylish. Our decision will be based 60 per cent on content and 40 per cent on fee. We reserve the right not to accept the cheapest quote.

1.2 The current website

The site is hosted by Google and that service will continue.

#### 2.0 Company background

2.1 We are a creative music company established in 2015, offering a range of services from musical management to publishing. We are a team of record producers, songwriters and commercial artists and our client base includes musicians and artists from around the globe.

2.2 We can oversee, design and deliver original music. From interpreting, briefs to developing a musical strategy, we discover talented musicians and artists to design their sound. Our team is ambitious, achieving prestigious music awards and professional recognition in the industry. We have carried out some high-profile projects and we are proud of the quality and range of services we provide. This is not reflected in our website.

2.3 Our ethos. Our company aims for high quality, with attention to detail and we provide a 'one stop shop' for talented musicians everywhere. We aim to be at the forefront of their professional musical development. We are quick and responsive, and reasonably competitively priced (mid-market). However, we have been too busy to monitor our image.

#### 3.0 Scope of services

3.1 To briefly evaluate the current website, in terms of its image, content and function, and to visit our office and meet the teams. It is currently an html website, and we think this is what we want to retain, but we are open to suggestions.

3.2 To design the website, with sections for our services that can link together where appropriate, using the colour schemes and logos.

3.3 To feed back to us your initial concept and take on board our suggestions, refining as required (allow for three meetings)

3.4 To produce the final design and build the site, working with our host provider.

#### 4.0 The function of the website

Most of our clients are extremely short of time and work within the creative space. At a glance, the site should say what we do and who we are, but the style should reflect the quality of our work. It should give:

- clear contact details
- details of our musical consultants
- the range of services we offer
- details of high-profile projects, collaborations and artists we have promoted.

## **5.0 The style**

5.1 Clear, uncluttered, with strong images, using photography.

5.2 The different services should be able to link immediately to each other with one click.

5.3 Must reflect the personal service that we provide.

5.4 We need social media integration so that we can engage and communicate with our client base.

## **6.0 Likes**

6.1 The majority of our visitors are likely to be professional musicians and we need to aim for this market but without using jargon that excludes anyone else who visits.

6.2 Sound, videos and images that illustrate our end-to-end to services.

## **7.0 Dislikes**

7.1 Anything gimmicky, such as a fancy, slow-opening screen which has to load. There is no need graphics, advertising, or external links.

7.2 All content must be original (with the exception of purchased photos).

7.3 The website must be accessible by using the main browsing methods.

## **8.0 Information for the site**

8.1 We can provide lots of photographs and map images and the technical text. Our portraits, CVs and group picture need changing. Include the fee of a photographer for this as a separate item. We need to incorporate various logos of accreditations and memberships. We will give you some key words for our business, but we need your guidance on words that produce hits. We need to be able to update our website, using non-IT staff. Therefore, we need a content management system to manage content once live.

## **9.0 Your submission**

Total fee for all design, purchased photographs and build costs, including meeting at our offices.

An initial pitch of your concept for our site, with additional follow-up meetings to negotiate on price of content development and the management of content in the future.

### **Role**

You are working as a Creative Conceptual Designer who works for a website design company. Your company has received the tender request and is interested in pitching for the business.

In your role, you work on projects to come up with creative design solutions, this includes interactive and responsive web designs.

### Assignment activity and guidance

Your company has decided to bid for the tender and has asked you to deliver a pitch for the work. You are to prepare a written initial response for the panel to consider and thereafter you are invited to pitch to the panel with the aim of securing the contract. Reading the tender request details, first of all you are to respond in writing with your proposal, this will support your preparation for the pitch. It should summarise your creative concept for the design of the website and provide a compelling value proposition for your concept.

You must prepare and deliver a creative and persuasive five-minute pitch, using your choice of multimedia. For your concept to be persuasive, you need to think beyond the selling message and focus on what you can add in value and in opportunities, and build a narrative around it to avoid any client objections. The pitch needs to cover your key ideas and the cost implications of the work. It should include:

- details of your design concept
- details of the brand identity
- your pricing recommendation
- any other relevant information.

Once you have presented your pitch to the panel, they show interest but want to discuss the budget and costs in further detail. You will enter into a negotiation with the panel, using a variety of techniques to get them to agree to sign the contract without you having to lower the price.

After the pitch and negotiation has taken place, you report back to your line manager to critique the success of the pitch and post – pitch negotiation against the briefing criteria set, issues that have arisen and make recommendations on how the company can meet their obligations and overcome any potential issues. This is in the form of a report that will show critical reflection about:

- your design concept and its relevance and appeal to the customer profile
- your brand identity ideas strategy
- costs/budget implications
- the success of your design concept in meeting the proposal requirements.

## Recommended resources

**Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.**

### Weblinks:

MindTools. *Essential Negotiation Tips*. Available at: <https://www.mindtools.com/pages/article/essential-negotiation.htm>

SkillsYouNeed. *Skills for Negotiation*. Available at: <https://www.skillsyouneed.com/ips/negotiation.html>

Small Business Trends. *12 Pitch Examples that Close Deals*. Available at: <https://smallbiztrends.com/2020/05/sales-pitch-examples.html>

The worst business pitches on the *Apprentice UK* television programme. Available at: <https://www.digitalspy.com/tv/reality-tv/a836284/the-apprentice-worst-business-ideas-pitches/>

### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

### Video links

BBC. *Best Dragons' Den Pitches*. Available at: <https://www.bbc.co.uk/iplayer/episode/m000kqkc/dragons-den-best-ever-pitches-6-passion-and-pressure>

BBC. *Candidate Delivers Most AWKWARD Sales Pitch EVER On The Apprentice UK | The Apprentice*. Available at: <https://www.youtube.com/watch?app=desktop&v=nKHaTPEONNg>

Dragon's Den Ireland. *I Think that's the Worst Pitch I've Ever Seen" | Dragons' Den IRL*. Available at: <https://www.youtube.com/watch?app=desktop&v=nKHaTPEONNg>

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation		<b>D1</b> Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise.
<p><b>P1</b> Determine what is a negotiation, why it occurs and who the key stakeholders are during a negotiation process.</p> <p><b>P2</b> Evaluate the key steps and considerations required for negotiating and generating deals.</p>	<p><b>M1</b> Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process.</p>	
<b>LO2</b> Manage information and documentation relevant to tenders and contracts		<b>D2</b> Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk.
<p><b>P3</b> Examine the RFP process and the relevant types of information and documentation required.</p> <p><b>P4</b> Discuss the contractual process and how relevant documentation is managed and monitored.</p>	<p><b>M2</b> Evaluate the RFP process in an organisational context, outlining the key documentation and information required, and consequences of breaching the terms of an agreement.</p>	
<b>LO3</b> Develop a pitch to achieve a sustainable competitive edge		<b>D3</b> Pitch a dynamic and creative strategy that is both concise and persuasive, to achieve a sustainable competitive advantage.
<p><b>P5</b> Deliver an appropriate pitch, applying key principles that achieve a sustainable competitive advantage.</p>	<p><b>M3</b> Present a structured pitch that focuses on sustainable competitive advantage and maximises the opportunities for success.</p>	
<b>LO4</b> Assess the outcome of a pitch and negotiation.		<b>D4</b> Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues.
<p><b>P6</b> Assess the potential outcomes of a pitch and negotiation, using specific success indicators.</p> <p><b>P7</b> Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur.</p>	<p><b>M4</b> Critically evaluate the pitch, negotiation, and post-pitch outcomes to determine potential issues and risk management.</p>	

# Unit 44: Business Information Technology Systems

## Authorised Assignment Brief 1

Student Name/ ID Number	
<b>Unit Number and Title</b>	<b>Unit 44: Business Information Technology Systems</b>
Academic Year	
Unit Tutor	
<b>Assignment Title</b>	<b>Solution-focused Analysis Report</b>
<b>Issue Date</b>	
Submission Date	
<b>Submission Format</b>	
<p>The submission is in the form of a solution-focused <b>business IT analysis report</b>.</p> <p>The report should be written in a concise style. You are required to make use of headings, paragraphs, and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system (or an alternative system). You will also need to provide a bibliography using the Harvard referencing system (or an alternative system). Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The recommended word limit is 3,500–4,000 words, although you will not be penalised for going under or exceeding the total word limit.</p>	
<b>Unit Learning Outcome</b>	
<p><b>LO1</b> Analyse the role of different IT systems in support of organisational objectives.</p> <p><b>LO2</b> Compare flexible and reliable IT systems that respond to organisational requirements in an organisational context.</p> <p><b>LO3</b> Evaluate IT systems that support value-added change in organisations.</p> <p><b>LO4</b> Recommend practical IT systems solutions to given organisational scenarios.</p>	

## Transferable skills and competencies developed

- Problem solving and critical analysis
- The ability to analyse facts and circumstances in order to determine the cause of a problem and identify and select appropriate solutions
- The ability to carry out research for evidence-based decision making
- Conceptual and critical thinking, analysis, synthesis and evaluation
- The ability to support, manage and communicate change by identifying barriers and overcoming them
- Being able to produce reports and provide management information based on the collation, analysis and interpretation of data.

## Vocational scenario

### Organisation:

A business company has been using ageing and old hardware, slow servers and inconsistent IT support, which has resulted in several business challenges.

### Security risks

Older hardware has caused issues with remote working performance and connectivity issues, as well as significant data management concerns. The company is concerned about the security of their data and need to incorporate reliable servers, network protection and disaster recovery into their IT infrastructure.

### Database management

The inaccurate and incomplete recording of marketing campaigns failed to capture a historic record of all of the marketing touches that a customer received. This led to an internal misrepresentation of how often customers were being contacted (losing track of as many as 25 per cent of their marketing touches). In addition, because the loading of the contact history records was a manual, multi-step process it was not uncommon to have some issues while trying to load the data. These loading issues resulted in losing valuable time in identifying the problem and fixing it so that the records could be loaded into the database.

### Storing of information

As the company has expanded, so has the number of files and accounts. The workload was very paper and deadline intensive, therefore the company needs a solution that allows them to have remote, paperless access to all of their data, whether they are in the office or if they were working from home.

### Lack of an integrated systems approach

Business units and teams are working with different IT systems and applications that are not aligned and which are not providing data accessibility to all. This has led to duplicate data, slow order processing, fulfilment delays, unhappy customers and profit loss.

### Role:

Your role as a newly appointed IT Support Specialist is to be responsible for supporting IT services and Cloud migration, assisting staff to achieve efficient and effective use of information technology and maximise utilisation of computer resources. The position of IT Support Specialist combines a breadth of IT technical expertise with an overriding concern and urgency for excellent customer service.

Key responsibilities include:

- providing advanced troubleshooting on complicated IT issues
- providing support for software applications
- providing training upon request for enterprise applications
- designing solutions in a technology environment
- developing solution views such as current and target state, business, application, information and technology view
- negotiating with stakeholders on the flexible facets of the solution
- facilitating selections and architecture decisions.

### Assignment activity and guidance

The company is now looking to develop an IT plan to resolve some of the challenges they are facing as a business.

Key problems that need to be addressed relate to security and data, improving the customer service experience, working remotely and looking at the integration of new technologies.

You have been asked by your line manager to conduct a review of IT systems to critically analyse and compare IT systems used for the communication, transmission, processing, manipulation, storage, and protection of information. These IT systems cover the following:

- a) knowledge management
  - b) customer relationship management
  - c) data management
  - d) communication management.
- This will be presented as a business IT analysis report, which will critically examine IT systems and their role and purpose in the context of different business functions, such as:
    - human resources, for example systems to collect and store employee data, track performance management, provide self-service HR
    - customer service, for example providing streamlined communication channels
    - marketing, for example database management of insight and analytics
    - accounting, for example tracking, recording financial transactions, improving accuracy.

You will compare and evaluate their impact on achieving high performance to meet business goals and objectives.

You will also critically evaluate how IT systems can be used to support value-added change for improving business operations, performance and sustainability, by providing a range of IT solutions to address the key business challenges faced by the business.

Your conclusions will make justified recommendations for further improving IT systems, introducing new technologies and integrating multiple systems to add-value and improve the workplace in the future.

### Recommended resources

**Please note that the resources listed are examples for you to use as a starting point in your research – the list is not definitive.**

#### Weblinks:

Chron. Common IT problems article. Available at: <https://smallbusiness.chron.com/common-problems-management-information-systems-63376.html>

Chron. *Information Technology and its Role in the Modern Work Organization* article. Available at: <https://smallbusiness.chron.com/information-technology-its-role-modern-organization-1800.html>

Marketing Evolution. *What is Marketing Technology and Martech?* article. Available at: <https://www.marketingevolution.com/marketing-essentials/marketing-technology-martech>

Smartsheet. *Management Information Systems: In Business, In Academia and in The Future*. Available at: <https://www.smartsheet.com/management-information-systems>

TechnologyAdvice. *Human Resources Software Guidance*. Available at: <https://technologyadvice.com/human-resources-software/>

#### HN Global

HN Global (2021) *Reading Lists*. Available at: <https://hnglobal.highernationals.com/learning-zone/reading-lists>

HN Global (2021) *Student Resource Library*. Available at: <https://hnglobal.highernationals.com/subjects/resource-libraries>

HN Global (2021) *Textbooks*. Available at: <https://hnglobal.highernationals.com/textbooks>

#### Journal articles:

Yosef Ashibani, Qusay H. Mahmoud, *Cyber physical systems security: Analysis, challenges and solutions*, Computers & Security, Volume 68, 2017, Pages 81-97, ISSN 0167-4048, <https://doi.org/10.1016/j.cose.2017.04.005>.

<https://fardapaper.ir/mohavaha/uploads/2019/09/Fardapaper-Cyber-physical-systems-security-Analysis-challenges-and-solutions.pdf>

Çağlar Kalkan, Berna. (2018). *The Relation between Use of Information Technologies in Logistics Firms, Customer Satisfaction and Business Performance*. International Journal of Trade, Economics and Finance. 9. 14-19. 10.18178/ijtef.2018.9.1.581. <http://www.ijtef.org/vol9/581-BR0014.pdf>

Das, Karan & Barman, Arup. (2019). *Human Resource Information Systems (HRIS) - The New Role of HR in the Giant Data Age*.

[https://www.researchgate.net/publication/338187967\\_Human\\_Resource\\_Information\\_Systems\\_HRIS\\_-\\_The\\_New\\_Role\\_of\\_HR\\_in\\_the\\_Giant\\_Data\\_Age](https://www.researchgate.net/publication/338187967_Human_Resource_Information_Systems_HRIS_-_The_New_Role_of_HR_in_the_Giant_Data_Age)

Tejaswini C. Herath, Hemantha S. B. Herath, and John D'Arcy. 2020. *Organizational Adoption of Information Security Solutions: An Integrative Lens Based on Innovation Adoption and the Technology- Organization- Environment Framework*. SIGMIS Database. 51, 2 (May 2020), 12–35.

DOI: <https://doi.org/10.1145/3400043.3400046>

<https://dl.acm.org/doi/10.1145/3400043.3400046>

**Textbooks:**

Benyon-Davies, P. (2019) *Business Information Systems*. 3rd Ed. London: Palgrave Macmillan

Bocij, P. (2018) *Business Information Systems: Technology, Development and Management for the E-Business*. 6th Ed. London: Prentice Hall

Laudon, K. C. and Laudon J. P. (2019) *Management Information Systems*. 16th Ed. Harlow: Pearson

Turban, E. et al (2018) *Information Technology for Management: Advancing Sustainable, Profitable Growth*. 11th Ed. Oxford: Wiley

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the role of different IT systems in support of organisational objectives		<b>D1</b> Justify the role and purpose of IT systems in different functions of an organisation, and their contribution to achieving organisational objectives.
<p><b>P1</b> Analyse the use of IT systems in different functions of an organisation.</p> <p><b>P2</b> Examine how IT systems contribute to the achievement of objectives in a specific organisational context.</p>	<p><b>M1</b> Critically analyse how IT systems are applied in the different functions of an organisation and how they work together to achieve high performance.</p>	
<b>LO2</b> Compare different flexible and reliable IT systems that respond to organisational requirements in an organisational context		<b>D2</b> Critically evaluate the choices that have been made in specific organisational examples to make recommendations.
<p><b>P3</b> Compare different ways, in an organisational context, that IT systems store and process data for knowledge management, customer relationship management, data management and communication management.</p>	<p><b>M2</b> Evaluate the different ways that IT systems store and process data to meet organisational objectives, giving specific organisational examples.</p>	
<b>LO3</b> Evaluate IT systems that support value-added change in organisations		<b>D3</b> Provide justified recommendations for improving IT systems in the support of value-added change in an organisational context.
<p><b>P4</b> Evaluate how IT systems can be used to support value-added change for improving business operations, performance and sustainability.</p>	<p><b>M3</b> Critically evaluate advantages and disadvantages of different IT systems that support value-added change in an organisational context.</p>	
<b>LO4</b> Recommend practical IT systems solutions to given organisational scenarios		<b>D4</b> Evaluate how IT systems solutions support added future value and improve the workplace.
<p><b>P5</b> Recommend practical IT systems solutions for organisational scenarios that cover a range of common business problems experienced in the workplace.</p>	<p><b>M4</b> Recommend practical IT systems solutions, giving potential consequences and benefits of their implementation.</p>	



## 5 Support materials

In addition to these AABs, Pearson has a range of additional support materials available. These give you further information to enhance your development of assignments and assessment practice.

### 5.1 Training Video – Assignment Writing and Assessment for RQF Pearson BTEC Higher Nationals

This training video explores:

- the principles and ethos of assessment in the new RQF Pearson BTEC Higher Nationals
- approaches to, and development of, assignment briefs mapped to Learning Outcomes and assessment
- documentation and requirements for assignment briefs
- the importance and process of internal verification.

We highly recommend that tutors watch the training video on the *Pearson YouTube channel* at <https://youtu.be/J3NvxemnTxA>

### 5.2 Training Video – Pearson-set Assignment for RQF Pearson BTEC Higher Nationals

This training video explores:

- the purpose of the Pearson-set assignment
- the timeline for release of themes and topics
- writing an assignment for the Pearson-set assignment
- integrating external links in learning, teaching and assessment
- related support materials.

We highly recommend that tutors watch the training video on the *Pearson YouTube channel* at [https://youtu.be/FkQi\\_l78\\_tw](https://youtu.be/FkQi_l78_tw)

### 5.3 Training Video – Pearson-set Assignment for RQF Pearson BTEC Higher Nationals

Pearson provides a range of information and guidance to support centres in delivering and managing quality in BTEC Higher Nationals.

Visit our HN Global QA hub for further support, resources and guidance documentation that supports assessment.

<b>Assessment planning</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p> <p>RQF Assessment and Feedback Guidance</p> <p>Assessment plan template</p> <p>Assessment tracking template</p>
<b>Assessment design</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p> <p>RQF Assessment and Feedback Guidance</p> <p>Assignment design for BTEC Higher Nationals Centre performance 2018-2019</p> <p>BTEC Higher Nationals Guide to External Examination (UK)</p>
<b>Group work</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p>
<b>Peer- and self-assessment</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p>
<b>Time-constrained assessment activities</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p>
<b>Formative assessment</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p> <p>RQF Assessment and Feedback Guidance</p> <p>Student Guide FAQs for BTEC Higher National Assessment and Feedback</p>
<b>Assessor feedback</b>	<p>RQF Assessment and Feedback Guidance</p> <p>BTEC Higher Nationals Guide to External Examination (UK)</p> <p>Summative Assessment Feedback Form</p> <p>Student Guide FAQs for BTEC Higher National Assessment and Feedback</p>
<b>Internal verification</b>	<p>BTEC Higher National Centre Guide to Quality Assurance and Assessment</p> <p>RQF Assessment and Feedback Guidance</p> <p>BTEC Higher Nationals Guide to External Examination (UK)</p>

	Internal Verification templates
<b>Reasonable adjustments for assessment</b>	Reasonable adjustments application form

# 6 Appendices

# Appendix 1: Glossary of terms used for internally assessed units

This is a summary of the key command verbs used to define the requirements in the units.

Command Verb	Definition
Analyse	Present the outcome of methodical and detailed examination, either: breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts, and/or of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill, informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Compose	Create or make up or form.
Communicate	Convey ideas or information to others. Create/construct skills to make or do something, for example a display or set of accounts.
Create/ construct	Skills to make or do something, for example a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.

Command Verb	Definition
Critically evaluate	Make a judgement, taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> <li>strengths or weaknesses</li> <li>advantages or disadvantages</li> <li>alternative actions</li> <li>relevance or significance.</li> </ul> <p>Students' inquiries should lead to a supported judgement, showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.

<b>Command Verb</b>	<b>Definition</b>
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	Students give reasons or evidence to: support an opinion prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	Make a formal assessment of work produced. The assessment allows students to: appraise existing information or prior events reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

## Appendix 2: summary of the types of assessment methods

This is a key summary of the types of assessment methods used for BTEC Higher Nationals:

Assessment method	Description	Transferable skills development	Formative or Summative
Oral/ <i>viva</i>	This method asks students to display their knowledge of the subject via questioning.	Oral communication. Critical thinking. Reasoning.	Summative
Peer review	This method asks students to provide feedback on each other's performances. This feedback can be collated for development purposes.	Teamwork. Collaboration. Negotiation.	Formative Summative
Presentation	This method asks students to deliver a project orally or through demonstration.	Oral communication. Critical thinking. Reasoning. Creativity.	Formative Summative
Production of an artefact/ performance or portfolio	This method requires students to demonstrate that they have mastered skills and competencies by producing something. Examples are business plans, using a piece of equipment or a method, building models, developing, interpreting, and using maps.	Creativity. Interpretation. Written and oral communication. Decision making. Initiative. Information and communications. Technology. Literacy.	Summative

<b>Assessment method</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Project	This method is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication. Information. Literacy. Creativity. Initiative.	Summative
Role playing	This method is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication. Leadership. Information literacy. Creativity. Initiative.	Formative
Self-reflection	This method asks students to reflect on their performance, for example to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection. Written communication. Initiative. Decision making. Critical thinking.	Summative

<b>Assessment method</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Simulated activity	This method is a multi-faceted activity based on realistic work situations.	Self-reflection. Written communication. Initiative. Decision making. Critical thinking.	Formative Summative
Team assessment	This method asks students to work together to show skills in defining and structuring an activity as a team.  All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.	Collaboration. Teamwork. Leadership. Negotiation. Written and oral communication.	Formative Summative
Tiered knowledge	This method encourages students to identify gaps in their knowledge. Students record the main points they have captured well and those they did not understand.	Critical thinking. Analysis. Interpretation. Decision making. Oral and written communication.	Formative

<b>Assessment method</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Time-constrained assessment	This method covers all assessment that needs to be carried out in a centre-specified, time-constrained period on-site.	Reasoning. Analysis. Written communication. Critical thinking. Interpretation.	Summative
Top ten	This method asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork. Creativity. Analysis. Collaboration.	Formative
Written activity or report	This method asks students to complete an assignment in a structured written format, for example a business plan, a report, marketing communication, set of instructions, giving information.	Reasoning. Analysis. Written communication. Critical thinking, interpretation.	Summative



**November 2022**

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