



## Course Hand Book HND Level 5 in Business

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## 1. Introduction

Welcome to the Achiever Point Academy. We are delighted to offer an electronic copy of this revised Learners Handbook for all our PEARSON registered students. This handbook has been prepared for the students learning in the new QCF PEARSON BTEC Level 5 (Higher National Diploma).

The handbook covers some key elements such as course structure, units and assessment process, coursework (assignments) writing and submission, Academy rules & regulations, course expectations, and issues of plagiarism as well as academic offences. We hope that learners will pay attention to these subsections. Since all course units will be assessed by a single coursework assignment including projects per unit, learners should carefully read the subsection on citation and referencing as well.

Additional information, including key contact personnel, forms that learners would have to use during their course time, academic calendar and time table are available on the Academy VLE.

Learners will have to complete sixteen modules successfully with a pass or higher grade in order to obtain the HN diploma. Here, the learners will find a handful of expected learning outcomes. Module assessment is mainly based on testing the achievement of these outcomes by the learners. There is also a reading list for all sixteen modules that the learner should consider exploring in order to find appropriate course related reading materials. The learners need to refer to APA brochure for all other relevant issues concerning them.

If the learners have any queries or need clarification of the materials presented in the handbook, please feel free to see either the course administrator or course leader. We wish you all the best and hope you will have a wonderful time studying at APA.

## 2. Course Structure

The new QCF BTEC HND is a Level 5 qualification consisting of a total of sixteen (Level-4 and Level-5) units. The students can normally complete the course in two calendar years taking four core/optional units a term. When successfully completed, learners may continue their final year studies at any British university for a bachelor degree award. They can also join the University top-up programme at the Academy.

The following is the breakdown in which the HND course is delivered at APA:



## HND Course Modules (Total 16 Units over 2 Years)

### Year 1

Core unit  
**Mandatory 1 Business and the Business Environment**

Core unit  
**Mandatory 2 Marketing Essentials**

Core unit  
**Mandatory 3 Human Resource Management**

Core unit  
**Mandatory 4 Management and Operations**

Core unit  
**Mandatory 5 Management Accounting**

Core unit  
**Mandatory 6 Managing a Successful Business Project**

Optional  
Unit **7 Business Law**

Optional  
Unit **9 Entrepreneurship and Small Business Management**

### Year 2

Core unit  
**Mandatory 11 Research Project (double unit)**

Core unit  
**Mandatory 12 Organisational Behaviour**

Optional  
Unit **32 Business Strategy**

Optional  
Unit **37 Consumer Behaviour and Insight**

Optional  
Unit **18 Global Business Environment**

I Optional  
Unit **40 International Marketing**

Optional  
Unit **43 Tapping into New and International Markets**



The PEARSON BTEC HND courses are internally assessed and externally verified. It is nationally and internationally recognized and the holder can pursue his or her further studies at a university. Some of the advantages of the BTEC HND are as follows:

Nationally and internationally recognized as a qualification to pursue further studies such as BSc (1 year top-up programme is available at APA)

Recognized by the employers as a vocational qualification for career and professional development.

Ability to learn from the project-based case study approach to teaching and coursework based assessment together with the interaction of other learners and qualified/experience tutor

The course consists of sixteen units where the learners can seek competency for every unit completed with a pass grade. The Higher National Certificate (HNC) is level-4 which requires a minimum of 120 credits. In order to progress to Year-2 (Level 5), students are required to achieve a minimum of 90 credits.

The Higher National Diploma (HND) requires a minimum of 240 credits. A university may require the learner to have achieved at least 3 Distinctions (level 5) and 4 Merits in order to be admitted to the final year BA honors degree programme.

### 3. The APA, Pearson and Learners

**The PEARSON** is one of the largest awarding body in the UK. BTEC QCF (NQF) qualifications range from Level-1 to Level-7 and the Level-7 Advanced Professional Diploma in Management Studies is the highest qualification to be awarded in the area of business and management studies by the PEARSON . Some of the British universities have also been authorized to award BTEC Level-5 and Level-7 diplomas.

All PEARSON programmes are monitored and controlled for highest level of quality, from the type and quality of the students enrolled to the qualification and capability of the teaching staff in addition to the standards of course delivery and assessment. Therefore the Academy remains responsible for making sure that the quality of provision meets their prescribed levels and standards. To enable quality to be monitored, PEARSON appoints the External Verifier to approve assessment procedures and results as well as seeking feedback from students. The Academy seeks to enroll only the best students who are not only capable of and motivated to pursue the qualification but also have the basic qualification and maturity level required in order to pursue such a course. Having a good level of education with high standing and proficiency in English language are considered important in this regard.

**Registration with PEARSON:** All enrolled students at APA for the BTEC courses will be registered with PEARSON (there is a registration fee) through the Academy's examinations officer and obtain a student registration number. The learners will quote this registration number in all their coursework assignments. Before registering with PEARSON, all enrolled

students are required to sign a learning agreement with the Course Administrator at the Academy



## Teaching Staff

**Achiever Point Academy** has the reputation for having one of the best teaching faculties among the independent Academies in London. All members of our teaching staff are well-qualified and highly experienced. While most come with university teaching experience in the UK, the Academy also recruit teaching staff from the industry with years of managerial experience as visiting lecturers from time to time. Their role is to teach the learners the HND subject matter and prepare them for completing the assignments (and/or examinations) that the learners need to submit. More importantly their role is to support the learners in every aspect of the course, to ensure successful completion of the course.

## 4. Course Units (Modules) Assessment

The PEARSON qualification of BTEC Level-4 Higher National Certificate and BTEC Level-5 Higher National Diploma (HND) will be awarded to learners who meet the assessment criteria as set by the awarding body. In order to satisfy the assessment criteria, learners are likely to have demonstrated the following achievement as seen by the assessors based on their submitted works in the eight or all of the sixteen course units:

A thorough understanding of the key principles of the subject area and the way in which those principles have developed;

Ability to apply underlying concepts and the key principles in a broader context as demonstrated by the learner through application in the coursework assignment;

Basic knowledge of the main methods of enquiry and approaches in the subject(s) area;

Ability to evaluate the appropriateness of different approaches to solving problems in their field of study;

An understanding of the limits of their knowledge and how this would influence the analyses and interpretations based on that knowledge.

In the first place, the learners should have successfully completed the eight or all the sixteen units listed in handbook with at least a passing or higher grade. BTEC Level-4 and Level-5 modules are graded as Pass, Merit, Distinction or Referred and no numerical marks are used. The learners are informed of the learning outcomes and the assessment objectives as well as the assessment criteria well in advance.

Most modular units are assessed by only one piece of coursework assignment and the learners should receive them during the 3rd or 4th week of the course. As the Unit teaching progresses, student should begin working on their assignments and submit them for initial evaluation by the tutor on or before the 9th week. Final version should be submitted during the last week of the class or on or before date specified by the Academy. Failing to submit may mean redoing the coursework with a new assignment.



**Assessment Policy: Internal** Assessment is defined as the process whereby trained tutors and assessors make judgments on evidence produced by students against required criteria for the BTEC qualification. *All assessment materials must be internally and/or externally verified before being issued to students.*

- a) Completed student assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body.
- b) Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the Awarding Body.
- c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgment of evidence is valid and reliable.
- d) The tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment,

**They must work independently** to produce and prepare evidence for assessment. Before starting an assessment, the tutor must ensure each learner understands the:

assessment requirements.

nature of the evidence they need to produce

importance of time management and meeting deadlines.

### **Formative Assessment:**

Formative assessment involves both the Assessor and the student in a two-way conversation about their progress and takes place prior to summative assessment. It does not confirm achievement of grades, but focuses on helping the student to reflect on their learning and improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

### **Summative Assessment:**

Summative assessment is a final assessment decision on an assignment tasks in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement. Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved. Students will be given the deadline for each assignment. The submitted work will be assessed and the outcome entered on the student's academic record sheet.

## **6. Coursework (Assignment) Submission**

Student should follow the guideline for submission of assignments carefully. Also, they should pay attention to the tutor and the assignment brief with notes on guidelines given to them.

**Format:** The assignment should be typed in font size 12, double line spaced. Standard cover sheet, available from the administrative staff should be attached. (Cover sheet is available from reception staff) and available on the VLE.

**Submission Date:** Assignment must be submitted within the deadline date set. See the course calendar available on the VLE.



**Late Submission:** All assignments must be submitted on the stated date. If work is submitted late (up to two weeks after the deadline), the student will be informed that the mark will be capped at a maximum “Pass” grade especially when the assessment and merit/distinction grade descriptors require evidence of:

- meeting agreed timelines
- the ability to plan/organize time effectively
- the ability to work to industrial/commercial practices that include implicit timelines.

Student may be given authorized extensions for legitimate reasons, such as illness at the time of submission. In this case, students should formally apply an extension by filling the Extenuating Circumstances form. If an extension is granted, the new deadline must be recorded and adhered to.

**Resubmission:** Student has the opportunity to resubmit an assignment that did not meet the pass criteria, providing initial deadlines have been met, a retake opportunity will be arranged that ensure the new assessment remains fit for purpose and in line with the original assignment. The maximum award is PASS.

**Attendance as an Assessment Criterion:** Class attendance is mandatory. Adequate level of attendance is required by the Academy and the awarding body while Student Loan Company (SLC)

## 7. A Note on Plagiarism and Academic Offence

A person is said to commit plagiarism when he\she insert or includes someone else’s work in his\her own work (coursework, assignment, article, book, etc.) in a manner such that it misleads the reader into believing that work was that person’s (former) own work.

Some of the common academic offences committed by students can be summarized as follows:

Reproducing or paraphrasing published materials without acknowledging the source

Presenting a piece of information from electronic sources such as websites without acknowledging the source

Copying work of another student, either presently studying or past student such as from previous student assignments

Passing off ideas, designs, inventions or any creative works, belonging to others, as their own

Getting someone else to do the work for them

A student is said to commit an offence of Assessment Malpractice when he\she attempts to gain unfair advantage, either on his\her own or with the help of others, to gain a grade that does not reflect his\her own knowledge, competence or skills. Some of the most common forms of such offences are as follows:  
Committing an act of plagiarism as outlined above

Colluding by working collaboratively with others and then passing the work as their own



Receiving, exchanging or passing information (written or spoken) between students during time constraint assessments,

Impersonating another student or having another person pretending to be the student at time constraint assessments, e.g. examinations

Fabricating results or evidence to simply mislead and get better grades

Altering results documents, including certificates, to mislead and give impression of better grades

Failing to abide by instructions or advice given by assessors or invigilators with respect to assignments or time constraint assessments regulations, e.g. number of words in projects or writing outside time limit (before or after) during examinations

Committing other type of cheating or misconduct to disrupt others and/or gain unfair advantage

**A Note on Penalties:** Any student committing plagiarism (e.g. failing to reference a work properly or acknowledging the source of short section of an assignment, etc.) or other Assessment Malpractice (e.g. copying from unauthorized materials or exchanging information in examinations) could, depending on the Awarding Body, either be given a penalty to reduce his\her marks and lower his\her grade or could have his\her assessment cancelled and allocated a 'Fail' or he\she could be disqualified from the course, depending on the seriousness of the offence.

## 8. Guide to Citation and Referencing

When you write up an assignment or coursework, you would obviously include materials from other sources. You may also paraphrase someone or quote someone else opinion or concepts. In all these circumstances, if you were to not commit an act of plagiarism, you should have cited the sources and reference them properly. In the end, it is very important that you reference all your written work correctly and attach a list of references. Otherwise you will lose marks even if your work is considered superior. The following points are important:

Credit must be given when quoting or citing other people's work, words and ideas

Adequate information must be provided in the reference list to enable a reader to locate the references for themselves Referencing should be as consistent as possible. The most commonly used referencing system is the **Harvard system**

Referencing is a two-stage process: you need to reference in the text of the assignment or essay and at the end in a reference list

### Referencing in the Text:

The Harvard system uses the author's surname and date of publication to identify cited documents in the text of an assignment or report: Example: Rhodes (1998) notes that traditionally occupations within ethnic





minority have been undertaken on perceived ethnicity roles or, Traditionally, occupations within ethnic minorities have been undertaken on perceived ethnicity roles (Rhodes, 1998).

When referring generally to the work of a number of different authors on a topic, you should put the authors in alphabetical order. Example: Tourism is the world's fastest growing industry (Holloway, 1998; Pearce, 1987; Williams, 1999).

If there are two authors, you need to give both names in the order they appear on the publication. Example: Shaw & Williams (1994) suggest that the concept of themes is now widespread in the tourism industry.

When there are more than two authors, you may use the surname of the first author and '*et al*' (Latin for 'and others'): Example: According to Cooper *et al* (1997), tourism planning can fail at both the design and implementation stages.

For corporate authors, for example a company report, you can use the company or organization's name: Over 35,000 volunteers worked for the National Trust in 1997 (The National Trust, 1998). For publications with no obvious author, for example a government publication, give the title: Example: Employment Gazette (1999).

For direct, i.e. word-for-word quotes, put the quotation in inverted commas and give the author's surname, date, and page number from which the quote was taken:

"A sound tourism strategy will therefore seek a balance between large, tourism-orientated events and local and regional events", Getz, 1991:128.

Markwell *et al* (1997:96) note that the 'typical' historic property is small scale, with "incomes insufficient to warrant full-time professional management".

Quoting from the Internet can cause referencing problems. When quoting directly from an Internet page, give the exact address in your reference list at the end, in the text it will look the same as any other reference. For example, this quote from WTO (1999) *Global Code of Ethics for Tourism* [accessed online on September 2006] <http://www.world-tourism.org/pressrel/CODEOFE.htm>

The recently published Global Code of Ethics for Tourism state that tourism should contribute to a "mutual understanding and respect between peoples and societies" (WTO, 1999:1).

## Reference List:

The reference list at the end of the work should normally only include those sources that have been *directly* referred to in your text, i.e. all texts mentioned in the report or essay should be on your reference list, and vice versa: all the text on your reference list should be in your discussion. Exceptionally, you may wish to include other sources that might be of interest to the reader but which you have not directly referred to. If you do this it should be in a separate list called the 'Bibliography'.

References should be in alphabetical order by authors' surnames and if you have several references by the same author, they should be put in the order of date of publication, the earliest first.



If you have used a, b, c etc in the text to differentiate publications by the same author, use them in your reference list and make sure they correspond.

Commonly referenced sources:

**For Books, need to follow the following order:** Author's surname and initials (date) *Title in italics or underlined, but be consistent.* Location of publisher, Publisher's name:

E. g: Williams, S (1999) *Tourism Geography*. London, Routledge OrShaw, G & Williams, A M (1994) *Critical Issues in Tourism: a geographical perspective*. Oxford, Blackwell Publishers Ltd.

You must be consistent and do it for every book in the reference list and or cited in text. If there is more than one edition of the book, put this after the title: E. g: Cooper, C et al (1998) *Tourism: principles and practice*. (2nd ed.), Harlow-Longman

## 9. APA's Rules and Regulations

**Student Registration:** All students need to register with the PEARSON and a learning agreement signed with the Academy before registration. The learning agreement is a 'partnership agreement' between the learner and the Academy (APA) that should help understand the roles and responsibilities of each party during the learning process.

**Qualifications and Credentials:** All students, before registration, must produce evidence of qualifications and other credentials. Reference letters from employers detailing dates of

employment, position held and duties are also required in some cases. Anyone found to have given false information or forged documents will be subject to termination and cancellation of their PEARSON registration.

**Attendance:** Students are required to attend classes regularly and complete the full course of study, including completing all assignments projects and examinations. The Academy is required to maintain attendance records for every student on a daily basis. Home students should be aware of the Students Loan Company (SLC) regulations

**Turn-it-in Policy:** is an internet-based text matching service that shows which parts of the submitted work (assignment) have been reproduced from other sources. Details on Turnitin usage and policy are available on the Academy VLE. We expect the similarity report generated by turnitin for the submitted assignment doesn't not exceed 18%. Students should attach Turnitin report to their assignments when they make the final submission to the Academy VLE.

**Appeals Policy:** Appeal is a request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her. Students have the right to lodge an appeal against an

assessment decision. The Academy follows a standard, time limited, sequenced and documented process for the Academy and learner when an appeal is made.

The aims of the appeal policy are:

To enable the learner to enquire, question or appeal against an assessment decision

To attempt to reach agreement between the learner and the Assessor at the earliest opportunity

To standardize and record any appeal to ensure openness and fairness



To facilitate a learner's ultimate right of appeal to the Awarding Body, where appropriate  
To protect the interests of all learners and the integrity of the qualification.

In order to do this, the Academy will:

inform the learner at induction, of the Appeals Policy and procedure  
record, track and validate any appeal

forward the appeal to the Awarding Body when a learner considers that a decision continues to  
disadvantage her/him after the internal appeals process has been exhausted

keep appeals records for inspection by the Awarding Body for a minimum of 18 months

have a staged appeals procedure will take appropriate action to protect the interests of other learners and  
the integrity of the qualification, when the outcome of an appeal questions the validity of other results  
monitor appeals to inform quality improvement.

See details of appeal process in the assessment policy document.

**Request for Letters:** All requests for letters\documents from the Academy administration should be  
submitted at least 2 days in advance and specified form "Requisition Form" should be used. Letters  
certifying attendance and progression or even proof of enrolment will not be given until all fees has been  
settled or arrangement has been made to settle with the Academy finance office.

**Smoking Policy:** Smoking is not permitted anywhere on the Academy premises.

**Access to Students with Disabilities:** The Achiever Point Academy facilities are accessible by wheelchair  
users. Students should notify the Academy of any illness or disability, which might affect attendance or  
performance in assessment. Where a student requires additional support they should discuss this with  
their tutor in the first instance.

**Change of Address or Telephone number:** It is a legal requirement that the student notifies their change of  
address and or telephone numbers in the UK immediately to the Academy.

**Brochure Promises:** While we take all necessary measures to ensure a smooth operation as per published  
details such as dates and fees. Academy may find it difficult to adhere to promises sometimes due to  
unavoidable circumstances. The Academy reserves the right to alter course dates, fees and any particulars  
in the prospectus, leaflets or website without prior notice.

**Accidents and Damage to Property:** The Academy cannot accept any legal liability in the case of accidents,  
illness, loss of or damage to personal properties, including mails. In the meantime, students will be liable to  
pay for any damage that they may cause to the Academy premises or equipment and chattels that belong  
to the Academy.

**Termination and Expulsions:** The Achiever Point Academy reserves the right to expel any students for  
improper conduct or any conduct that interferes with the well-being of other students. Students will also  
be subject to termination and expulsion if he or she violates the Students Loan Company or Home Office



# Achievers Point Academy



regulations, including compliance requirement such as attendance and unauthorized absence from the course.

**Financial Regulations:** Students must also agree to abide by the Financial Regulations that are related to payments, refunds, payment by installment (see separate leaflet and or the Academy brochure). This information is updated from time to time and is available on request.

