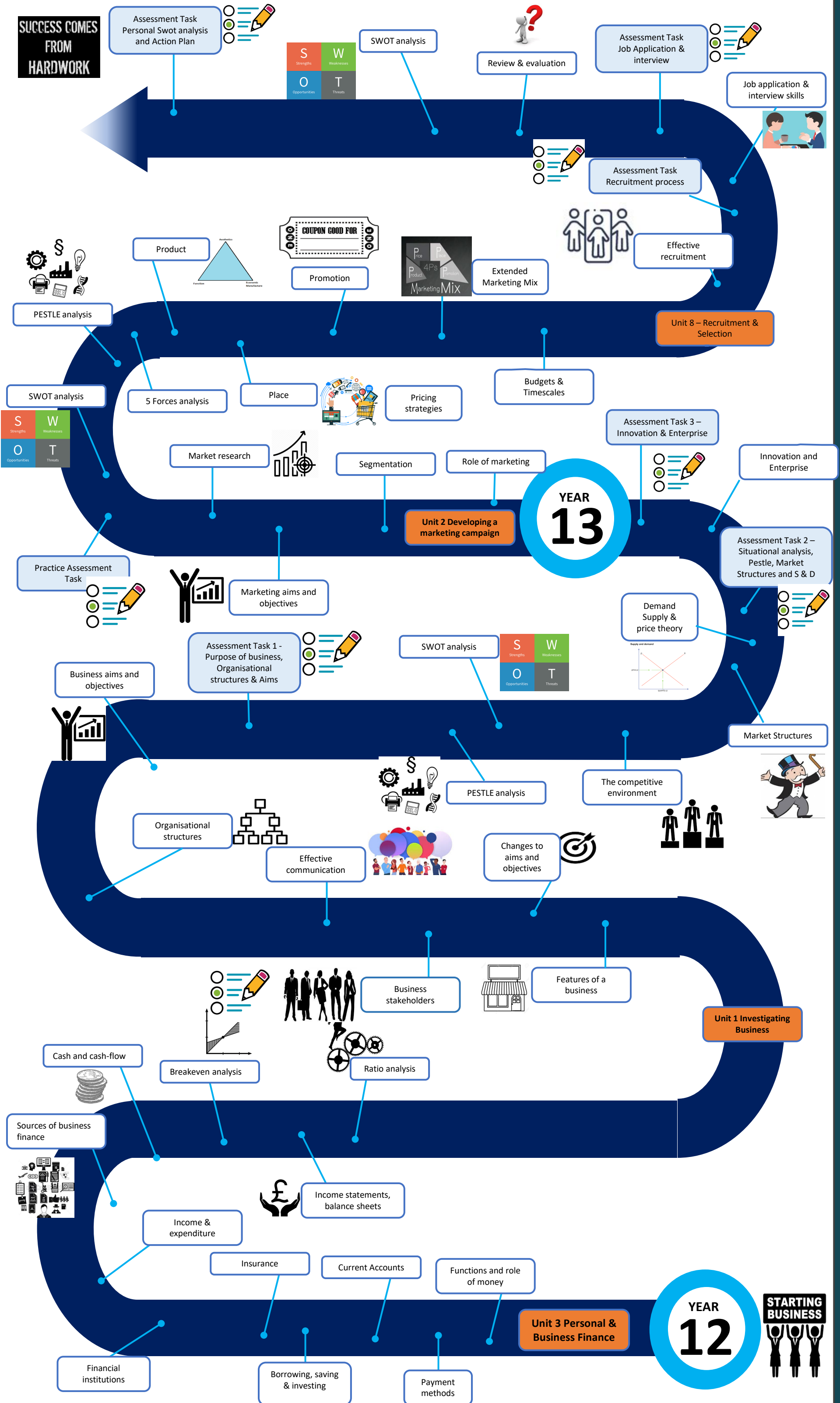


Business Studies BTEC L3 Learning Journey

Creating informed, discerning employees, consumers and future leaders



Intent- - Students will embark on their BTEC qualification by completing the externally assessed examination Unit 3 (Personal and Business Finance) followed by the internally assessed Unit 1 (Exploring Business). Personal finance involves the understanding of why money is important how managing your money can help prevent future financial difficulties. The business finance aspect of the unit introduces accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Unit 1 involves gaining an overview of the key ingredients for business success, how businesses are organised, the characteristics of the environment in which they operate, and how this shapes them and their activities.

Unit 3 – Personal and Business Finance – this consists of the following 6 areas of study:

- **Learning Aim - A** – Understanding the importance of managing personal finance
- **Learning Aim - B** – Explore the personal finance sector
- **Learning Aim - C** – Understand the purpose of accounting
- **Learning Aim - D** – Sources of finance
- **Learning Aim - E** – Break-even and Cash flow forecasts
- **Learning Aim - F** – Complete statements of comprehensive income and financial position and evaluate a business's performance

Unit 1 - Exploring Business – this consists of the following 5 areas of study:

- **Learning Aim - A** – Explore the features of different businesses and what makes them successful (Part of assignment 1)
- **Learning Aim - B** – Investigate how businesses are organised (Part of assignment 1)
- **Learning Aim - C** – Examine the environment in which businesses operate (Part of assignment 2)
- **Learning Aim - D** – Examine business markets (Part of assignment 2)
- **Learning Aim - E** – Investigate the role and contribution of innovation and enterprise to business success (Part of assignment 3)

Implementation

- Students will start the year working through unit 3 topic areas personal and business finance. This is an external unit and will sit their exam in the January series of year 12. The teaching will be split between where teacher one will focus on the personal finance elements (including sources of finance for business – Learning aims - A, B & D) and teacher two will focus on business finance and accounts (Learning aims – E,C & F)
- The unit is split into 6 learning aims and provides opportunities to build up skills through practical and theoretical activities. Students will regularly complete exam questions during lessons and for homework and will complete a mini mock and full mock during the Autumn term before sitting their final exam in January.
- A key focus of Unit 3 will be made on understanding key terminology and command verbs, along with regular opportunities to challenge student's ability to apply knowledge to extended answer questions.
- During the spring term students will commence the study of unit 1. Students will build up their knowledge and understanding of various business concepts before completing three pieces of coursework. Learning Aims A & B will be split up between and delivered by teacher one and teacher two, students will then complete their first assignment. Learning Aims C & D will also be split up between and delivered by teacher one and two and then students will complete their second assignment, this will finish with learning aim E and students will complete their third and final assignment.

Key Summative Assessments:

Six assessments will be completed. Unit 3 will include 2 practice mock papers and the real January exam. Unit 1 will consist of 3 separate internally assessed assignments.

Live marking and low stakes quizzing

Autumn Term Assessments

Unit 3:

Mock 1 – AO - A,B & E
Mock 2 – All AO's

Spring Term Assessments

Unit 3 – Real exam
Unit 1 – Assignment 1

Summer term Assessments

Unit 1 – Assignment 2
Unit 1 – Assignment 3

Completing Unit 3 will give students the knowledge, understanding and confidence to manage their own personal finances whilst giving them a background into business finance and accounting as they progress into future education, training, or employment. It's expected that students will be able to confidently analyse key financial performance measures including profitability, liquidity and business efficiency within a business using subject specific language and accounting terminology accurately. Completing Unit 1 students will develop an understanding of local, national, and global businesses (looking at charities, social enterprises, and business ethics) and become independent learners through the collection & collation of their research to complete their 3 assignments. They will be able to develop and apply quantitative and qualitative data relevant to business, including using and interpreting data alongside analysing real business opportunities and issues, to construct well-evidenced, balanced, and structured essays, demonstrating their depth and breadth of business acumen.

Content/Units	Skills	Knowledge	Prior Learning	Future Learning
<p>Unit 3 – Personal and Business Finance – this consists of the following 6 areas of study:</p> <ul style="list-style-type: none"> • Section A – Understanding the importance of managing personal finance • Section B – Explore the personal finance sector • Section C – Understand the purpose of accounting • Section D – Sources of finance • Section E – Break-even and Cash flow forecasts • Section F – Complete statements of comprehensive income and financial position and evaluate a business's performance 	<p>Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation.</p> <p>Reading: Information from the Internet and text books (including business case studies) to be summarised into own words</p> <p>Oracy and Literacy</p> <ul style="list-style-type: none"> • Key terminology • Student discussion • Students presentation • Written and extended questions. <p>Numeracy:</p> <p>E1 – Calculate Net Cash Flow, Opening and Closing Balances.</p> <p>Prepare, complete, analyse, revise and evaluate cash flow.</p> <p>E2 - Calculation using/manipulating break-even formula (units and/or sales value), completion of break-even chart, break-even point.</p> <p>Identification of area of profit, area of loss.</p> <p>Identify and calculate margin of safety (units and value).</p> <p>Calculation of total contribution, contribution per unit benefits and limitations.</p>	<p>A1 Functions and role of money</p> <ul style="list-style-type: none"> ➔ The ability to handle money received, and to control money paid, is a fundamental requirement for personal and business success. This success relies on understanding what 'money' is. ➔ Functions of money: unit of account, means of exchange, store of value, legal tender. ➔ Role of money is affected and influenced by a number of factors: personal attitudes towards risk and reward, borrowing, spending and saving, life stages (childhood, adolescence, young adult, middle age, old age), key features of each stage, financial needs and implications at each stage, culture, including religious and ethical beliefs, life events can vary the personal life cycle from individual to individual o external influences/trends and the financial-related effects, interest rates, cost of borrowing versus reward of saving. ➔ Planning expenditure, common principles to be considered in planning personal finances: to avoid getting into debt, to control costs, avoid legal action and/or repossession o remain solvent, maintain a good credit rating, avoid bankruptcy, to manage money to fund purchases, generate income and savings, set financial targets and goals, provide insurance against loss or illness, counter the effects of inflation. <p>A2 Different ways to pay</p> <ul style="list-style-type: none"> ➔ The use of money as a payment method, advantages and disadvantages of: cash, debit card, credit card, cheque, electronic transfer, direct debit, standing order, pre-paid cards, contactless cards, charge cards, store cards, mobile banking, Banker's Automated Clearing Services (BACS), Faster Payments Service (FPS), Clearing House Automated Payment System (CHAPS) <p>A3 Current accounts</p> <ul style="list-style-type: none"> ➔ Different types, features, advantages and disadvantages, different services offered: standard, packaged, premium, basic, student. <p>A4 Managing personal finance</p> <ul style="list-style-type: none"> ➔ Suitability of different financial products and services against individual needs. ➔ Different types of borrowing, features, advantages, and disadvantages: overdraft, personal loans, hire purchase, mortgages, credit cards, payday loans. ➔ Different types of saving and investment features, advantages, and disadvantages: individual savings accounts (ISAs), deposit and savings accounts, premium bonds, bonds and gilts, shares, pensions, Risks and rewards of saving versus investment. ➔ Different insurance products: products (car, home and contents, life assurance and insurance, travel, pet, health), different types of insurance policy for each product, features of different types of insurance, advantages and disadvantages of different types and features. 	<p>GCSE Theme 1</p> <ul style="list-style-type: none"> • 1.3.2 – Business revenues, costs and profits. • 1.3.3 – cash and cash flow • 1.3.4 – sources of finance <p>GCSE Theme 2</p> <ul style="list-style-type: none"> • 2.1.1 – Business Growth • 2.4.1 – Business Calculations <p>CNAT – Enterprise & Marketing – RO64</p> <ul style="list-style-type: none"> • LO2 – Understand what makes a product or service financially viable • LO6 – Understand different functional activities needed to support a business start-up <p>CNAT – Enterprise & Marketing – RO65</p> <ul style="list-style-type: none"> • LO4 – Be able to review whether a business proposal is viable 	<p>Strong connection to mathematics in this section</p> <p>Year 12 BTEC – Unit 2</p> <ul style="list-style-type: none"> • Knowledge gained from personal and business finance will help students when developing the budget and timescale for their marketing campaign. <p>A-level Business</p> <ul style="list-style-type: none"> • 3.7.3 – Financial ratio analysis • 3.7.4 – Overall business performance <p>Connections to future pathways Careers:</p> <ul style="list-style-type: none"> • Accountant, Financial Analyst, Corporate investment banker, Insurance underwriter. <p>Other Future learning:</p> <ul style="list-style-type: none"> • Degree in Business Management or related disciplines. <p>Apprenticeship in numerous fields such as: business administration, marketing, finance, logistics, human resources</p>

	<p>Use of break-even for planning, monitoring, control, target setting.</p> <p>Prepare, complete, analyse, revise and evaluate break-even.</p> <p>F1 - Completion, calculation and amendment of the statement of comprehensive incomes including: gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income).</p> <p>Adjustments of accounts for depreciation (straight-line and reducing balance).</p> <p>Adjustments of accounts for prepayments, accruals.</p> <p>Interpretation, analysis and evaluation of statements.</p> <p>F2 - Completion, calculation and amendment of statement using vertical presentation to include: non-current assets (tangible and intangible, cost, depreciation and amortisation, net book value) current assets (inventories, trade receivables, prepayments, bank, cash) current liabilities (bank overdraft, accruals, trade payables), net current assets/liabilities, non-current liabilities (bank loan and mortgage), net assets, capital (opening capital, transfer of profit or loss, drawings, closing capital).</p>	<p>B1 Features of financial institutions</p> <ul style="list-style-type: none"> ➔ Types of organisations and their advantages and disadvantages: Bank of England, banks, building societies, credit unions, National Savings and investments, insurance companies, pension companies, pawnbrokers, payday loans. <p>B2 Communicating with customers</p> <ul style="list-style-type: none"> ➔ Methods of interacting with customers, advantages and disadvantages: branch, online banking, telephone banking, mobile banking, postal banking <p>B3 Consumer protection in relation to personal finance</p> <ul style="list-style-type: none"> ➔ Function, role and responsibilities of: Financial Conduct Authority (FCA), Financial Ombudsmen Service (FOS), Financial Services Compensation Scheme (FSCS), legislation – consumer credit. <p>B4 Information, guidance, and advice</p> <ul style="list-style-type: none"> ➔ Function, role and responsibilities, advantages and disadvantages of: Citizens Advice, independent financial advisor (IFA), price comparison websites, debt counsellors, Individual Voluntary Arrangements (IVAs), bankruptcy. <p>C1 Purpose of accounting</p> <ul style="list-style-type: none"> ➔ Recording transactions. ➔ Management of business (planning, monitoring, and controlling). ➔ Compliance (preventing fraud, compliance with law and regulations). ➔ Measuring performance. ➔ Control – assisting with the prevention of fraud, trade receivables and trade payables. <p>C2 Types of income</p> <ul style="list-style-type: none"> ➔ Capital income: loan, mortgages, shares, owner’s capital, debentures. ➔ Revenue income: cash sales, credit sales, rent received, commission received, interest received, discount received. <p>C3 Types of expenditure</p> <ul style="list-style-type: none"> ➔ Capital expenditure: non-current assets – tangible (land, buildings and premises, machinery and equipment, vehicles, fixtures, and fittings), intangible (goodwill, patents, trademarks, brand names). ➔ Revenue expenditure: inventory, rent, rates, heating and lighting, water, insurance, administration, telephone, postage, stationery, salaries, wages, marketing, bank charges, interest paid, straight-line depreciation, reducing balance depreciation, discount allowed. <p>D1 Sources of finance</p> <p>Advantages, disadvantages, short term, and long term:</p> <ul style="list-style-type: none"> ➔ internal: retained profit, net current assets, sale of assets ➔ external: owner’s capital, loans, crowdfunding, mortgages, venture capital, debt factoring, hire purchase, leasing, trade credit, grants, donations, peer to peer lending, invoice discounting. 		
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	<p>Adjustments for straight line (cost x%) depreciation, reducing balance (cost – depreciation to date x%).</p> <p>Adjustments for prepayments, accruals.</p> <p>Interpretation, analysis, and evaluation of statements.</p> <p>F3, F4, F5 – Ratio calculations and interpretation including Profit margins, Ratios including: ROCE, Current, Gearing, Stock turnover, Receivable & Payables Days. Investment appraisal calculation including: Payback, ARR and NPV.</p> <p>Generic Calculations including: Percentage and Percentage Changes, Averages.</p>	<p>E1 Cash flow forecasts</p> <ul style="list-style-type: none"> ➔ Inflows/receipts: cash sales, credit sales, loans, capital introduced, sale of assets, bank interest received. ➔ Outflows/payments: o cash purchases, credit purchases, rent, rates, salaries, wages, utilities, purchase of assets o Value Added Tax (VAT), bank interest paid. ➔ Use of cash flow forecasts for planning, monitoring, control, target setting. ➔ Benefits and limitations of cash flow forecasts. <p>E2 Break-even analysis</p> <ul style="list-style-type: none"> ➔ Costs: variable, semi-variable, fixed, total. ➔ Sales: total revenue, total sales, selling price per unit, sales in value and/or units. <p>F1 Statement of comprehensive income</p> <ul style="list-style-type: none"> ➔ Purpose and use. <p>F2 Statement of financial position</p> <ul style="list-style-type: none"> ➔ Purpose and use. <p>F3 Measuring profitability</p> <p>F4 Measuring liquidity</p> <p>F5 Measuring efficiency</p> <p>F6 Limitations of ratios</p> <ul style="list-style-type: none"> ➔ Limitations of ratios when assessing business performance. 		<p>Year 12 BTEC – Unit 2</p> <p>Knowledge gained in the areas below will support students when writing their SWOT analysis and PESTLE for their marketing campaign</p> <ul style="list-style-type: none"> • B2 – Aims and objectives (SMART objectives) • C1 – external environment (PESTLE) • C4 – Situational Analysis (PESTLE, SWOT, 5C's, Porters Five Forces) <p>Connections to future pathways Careers:</p> <ul style="list-style-type: none"> • Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter,
<p>Unit 1 - Exploring Business – this consists of the following 5 areas of study:</p> <ul style="list-style-type: none"> • Section A – Explore the features of different businesses and what makes them successful 	<p>Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation.</p> <p>Reading: Information from the Internet and text books (including business case studies) to be summarised into own words</p> <p>Oracy and Literacy</p> <ul style="list-style-type: none"> • Key terminology • Student discussion • Students presentation 	<p>A1 Features of businesses</p> <ul style="list-style-type: none"> ➔ Ownership and liability: private, e.g. sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability, public, e.g. government department o not-for-profit, e.g. charitable trust, voluntary. ➔ Purposes, e.g. supply of products or services, difference between for-profit and not-for-profit businesses. ➔ Sectors: primary, secondary, tertiary, quaternary. ➔ Scope of business activities: local, national, international. ➔ Size: micro – up to nine staff; Small and Medium Enterprises (SMEs); small – between 10 and 49 staff; medium – between 50 and 249 staff; large – more than 250 staff. ➔ Reasons for success: how these differ depending on the type of business (profit or non-profit), and its aims and objectives, e.g. clarity of vision, innovative products or processes. 	<p>GCSE Theme 1</p> <ul style="list-style-type: none"> • 1.1.1 – The dynamic nature of business • 1.3.1 – aims and objectives • 1.4.1 – the options for start-up businesses • 1.5 – Understanding external influences on business (all topics 1.5.1 – 1.5.5) 	

<p>(Part of assignment 1)</p> <ul style="list-style-type: none"> • Section B – Investigate how businesses are organised (Part of assignment 1) • Section C – Examine the environment in which businesses operate (Part of assignment 2) • Section D – Examine business markets (Part of assignment 2) • Section E – Investigate the role and contribution of innovation and enterprise to business success (Part of assignment 3) 	<ul style="list-style-type: none"> • Essay writing • Referencing 	<p>A2 Stakeholders and their influence</p> <ul style="list-style-type: none"> ➔ Stakeholders: internal, e.g. managers, employees, owners, external, e.g. suppliers, lenders, competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups. ➔ The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups). <p>A3 Effective business communications</p> <ul style="list-style-type: none"> ➔ Appropriate presentation and delivery of information to a given audience: written presentations, e.g. financial, non-financial, formal and informal reports, oral presentations, e.g. computer projection/PowerPoint with speaker notes, importance of communication to aid business success, e.g. social media, virtual communities. <p>B1 Structure and organisation</p> <ul style="list-style-type: none"> ➔ Organisational structure, e.g. hierarchical, flat, matrix, holacratic. ➔ Functional/operational areas, e.g. human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration. <p>B2 Aims and objectives</p> <ul style="list-style-type: none"> ➔ Aims of businesses in different sectors – mission, vision and values: o private, e.g. making profits, profit maximisation, break-even, survival, growth, market leadership o public, e.g. service provision, cost control, value for money, service quality, meeting government standards o not-for-profit, e.g. education, housing, alleviating poverty, healthcare. ➔ SMART (Specific, Measurable, Achievable, Relevant, Time constrained) objectives <p>C1 External environment</p> <ul style="list-style-type: none"> ➔ Political, e.g. government support, membership of trading communities such as the European Union. ➔ Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates. ➔ Social attitudes to saving, spending and debt; social responsibility requirements; change, e.g. to demographic trends, consumers’ tastes/preferences. ➔ Technological change, e.g. automation, improved communications. ➔ Environmental factors and ethical trends, e.g. carbon emissions, waste, recycling, pollution. ➔ Legal environment, e.g. partnership legislation, companies acts, charities legislation, competition legislation, UK Corporate Governance Code, financial services regulation, industry regulators, government departments. <p>C2 Internal environment</p>	<p>GCSE Theme 2</p> <ul style="list-style-type: none"> • 2.1.1 – Business Growth • 2.1.3 – Business & Globalisation • 2.1.4 – Ethics, the environment and business • 2.5.1 – Organisational structures • 2.4.1 – Business Calculations <p>CNAT – Enterprise & Marketing – RO64</p> <ul style="list-style-type: none"> • LO5 – Understand factors for consideration when starting up a business • LO6 – Understand different functional activities needed to support a business start-up 	<p>Management consultant, Project manager, Risk manager, Stockbroker, Supply chain manager.</p> <p>Future learning:</p> <ul style="list-style-type: none"> • Degree in Business Management or related disciplines, <p>Apprenticeship in numerous fields such as:</p> <ul style="list-style-type: none"> • business administration, marketing, finance, logistics, human resources
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		<ul style="list-style-type: none"> → Corporate culture. → Corporate social responsibility (CSR), ethics. <p>C3 Competitive environment</p> <ul style="list-style-type: none"> → Competition (local, national and international). → Factors influencing competitive advantage, e.g. differentiation, pricing policies, market leadership, reputation, market share, cost control, technology relationships with customers, suppliers, employees. → Benefits and importance of establishing and maintaining a competitive advantage. <p>C4 Situational analysis</p> <ul style="list-style-type: none"> → Assessment of the business environment using various techniques, e.g. PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, 5Cs (Company, Competitors, Customers, Collaborators, Climate) analysis, Porter's Five Forces. <p>D1 Different market structures</p> <ul style="list-style-type: none"> → Market structures: perfect competition, imperfect competition. → Features of different market structures: number of firms, freedom of entry, nature of product. <p>D2 Relationship between demand, supply and price</p> <ul style="list-style-type: none"> → Influences on demand, e.g. affordability, competition, availability of substitutes, level of Gross Domestic Product (GDP), needs and aspirations of consumers. → Influences on supply, e.g. availability of raw materials and labour, logistics, ability to produce profitably, competition for raw materials, government support. → Elasticity: price elasticity of demand. <p>D3 Pricing and output decisions</p> <ul style="list-style-type: none"> → Impact on pricing and output decisions in different market structures. → Responses by business to pricing and output decisions of competitors in different market structures. <p>E1 Role of innovation and enterprise</p> <ul style="list-style-type: none"> → Innovation, e.g. creative process, product or service development, new ways of increasing business efficiency or improving profitability, successfully exploiting a new idea, adding value to products, services or markets to differentiate the business from the competitors. → Enterprise: identifying opportunities to develop business activities through, e.g. creative, lateral (approaching subjects from alternative perspectives) and 'blue sky' thinking (approaching subjects with no restrictions on perspectives); chance and serendipity, intuition. <p>E2 Benefits and risks associated with innovation and enterprise</p>		
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		<ul style="list-style-type: none">➔ Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points, improved recognition and reputation, smarter working.➔ Risks: failing to meet operational and commercial requirements, failing to achieve a return on investment, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management).		
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Intent- - Students continue their BTEC qualification by firstly completing the externally assessed examination Unit 2 (Developing a Marketing Campaign) followed by the internally assessed Unit 8 (Recruitment & Selection). Completing Unit 2 will provide an insight of how a marketing campaign is developed. Students will explore different stages of the process that a business goes through when developing its campaign and will develop their own campaign for a given product/service. Unit 8 involves students gaining an overview of the processes and procedures involved in recruitment and selection process. Students through role play will take part in interview selections.

Unit 2 – Developing a Marketing Campaign – this consists of the following 3 areas of study:

- **Learning Aim - A** – Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign
- **Learning Aim - B** – Using information to develop the rationale for a marketing campaign
- **Learning Aim - C** – Planning and developing a marketing campaign

Unit 8 – Recruitment and Selection Process – this consists of the following 5 areas of study:

- **Learning Aim - A** – Examine how effective recruitment and selection contribute to business success (Part of assignment 1)
- **Learning Aim - B** – Undertake a recruitment activity to demonstrate the processes leading to a successful job offer (Part of assignment 2)
- **Learning Aim - C** – Reflect on the recruitment and selection process and your individual performance (Part of assignment 2)

Implementation

- Students will start the year working through unit 2 – developing a marketing campaign. This is an externally assessed unit based on a pre-released case study and will sit their exam in the January series of year 13.
- The unit is split into 3 learning aims and provides opportunities to build up skills through firstly theoretical activities and then the application of that knowledge in order to produce a written marketing campaign. Students will regularly practice applying their knowledge to an exemplar marketing campaign as a class, they will then independently complete a full marketing campaign as a mock in preparation for their real assessment in the January window.
- During both the Autumn and spring term students will commence the study of unit 8. Students will build up their knowledge and understanding of various business concepts relating to recruitment and selection before completing two pieces of coursework. Learning Aim A will be delivered in the autumn term with students completing their first piece of coursework then also. Learning Aim B & C will be delivered in the Spring Term with their final coursework assignment being completed in the Spring Term.

Key Summative Assessments:

Four assessments will be completed. Unit 2 will include 1 practice mock papers and the real January exam. Unit 8 will consist of 3 separate internally assessed assignments.

Live marking and low stakes quizzing

Autumn Term Assessments

Assessment 1 – Unit 8 Assignment 1

Assessment 2– Unit 2 Mock

Spring Term Assessments

Assessment 3 – Unit 2 External Examination

Assessment 4 – Unit 8 Assignment 2

Completing Unit 2 will give students the knowledge and understanding of the importance of relevant, valid, and appropriate research in relation to customers’ needs and wants. Students will be able to use given market research data and other information to make confident recommendations about the type of marketing campaign that a business should undertake. Completion of this unit will give students an insight into how important marketing is to a business and will enable students to make informed decisions about whether they want to specialise in marketing in employment, training, or higher education. Through completing Unit 8 recruitment activities students will not only develop their understanding of the recruitment and selection process they will improve their communication and organisational skills needed in an interview situation. Within this work-related competence students will be given the opportunity to reflect on their own individual performance and analyse future skills for development through the creation of their own thorough individualised personal development plan.

Content/Units	Skills	Knowledge	Prior Learning	Future Learning
<p>Unit 2 – Developing a Marketing Campaign – this consists of the following 3 areas of study:</p> <ul style="list-style-type: none"> Section A – Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign Section B – Using information to develop the rationale for a marketing campaign Section C – Planning and developing a marketing campaign 	<p>Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation.</p> <p>Reading: Information from the Internet and text books (including business case studies) to be summarised into own words</p> <p>Oracy and Literacy</p> <ul style="list-style-type: none"> Key terminology Student discussion Students presentation Professional report writing <p>B3 Developing the rationale preparation</p> <ul style="list-style-type: none"> Interpretation, analysis and use of data and other information to make valid marketing decisions. Identification of any further sources of information that may be required. Evaluation of the reliability and validity of the information obtained. Product life cycle. <p>C1 Marketing campaign activity preparation</p> <ul style="list-style-type: none"> Selection of appropriate marketing aims and objectives to suit business goals. Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental). Use of research data to determine target market. Use of research data to conduct competitor analysis <p>C3 Complete The marketing campaign</p> <ul style="list-style-type: none"> Content of the marketing message. Selection of an appropriate marketing mix. Selection of appropriate media. Allocation of the campaign budget. 	<p>A1 The role of marketing</p> <ul style="list-style-type: none"> Principles and purposes of marketing: anticipating demand, recognising demand, stimulating demand, satisfying demand. Marketing aims and objectives: understanding customer wants and needs, developing new products, improving profitability, increasing market share, diversification, increased brand awareness and loyalty. Types of market – mass and niche market. Market segmentation. Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff. <p>A2 Influences on marketing activity</p> <ul style="list-style-type: none"> Internal influences: cost of the campaign, availability of finance, expertise of staff, size and culture of the business. External influences: social, technological, economic, environmental, political, legal, ethical. <p>B1 Purpose of researching information to identify the needs and wants of customers</p> <ul style="list-style-type: none"> To identify target markets. To identify size, structure, and trends in the market. To identify competition. <p>B2 Market research methods and use</p> <ul style="list-style-type: none"> Primary research, to include survey, interview, observation, trials, focus groups. Secondary research: internal – business data on customers and financial records to include loyalty cards and sales records, external – commercially published reports, government statistics, trade journals, media sources. Importance of validity, reliability, appropriateness, currency, cost. Quantitative and qualitative data, when and where used. Sufficiency and focus of the research. Selection and extraction. 	<p>GCSE Theme 1</p> <ul style="list-style-type: none"> 1.2.1 – Customer Needs 1.2.2 – Market Research 1.2.3 – Market Segmentation 1.4.4 – Business Plans <p>GCSE Theme 2</p> <ul style="list-style-type: none"> 2.2 – Making Marketing Decisions (2.2.1 – 2.2.5) <p>CNAT – Enterprise & Marketing – RO64</p> <ul style="list-style-type: none"> LO1 – Understand two to target a market LO3 – Understand product developments (product life-cycle) LO4 – Understand how to attract and retain customers LO6 – Understand different functional areas to support a business (marketing functional area) <p>CNAT – Enterprise & Marketing – RO65</p> <ul style="list-style-type: none"> LO1 – Be able to identify the customer profile for a business challenge LO2 – Be able to complete market research to aid decisions relating to a business challenge LO3 – Produce a design for a business challenge and develop a proposal for a business challenge <p>CNAT – Enterprise & Marketing – RO66</p>	<p>Connections to future pathways Careers:</p> <ul style="list-style-type: none"> Social Media Manager, Data analyst. <p>Other Future learning:</p> <ul style="list-style-type: none"> Degree in Business Management or related disciplines <p>Apprenticeship in numerous fields such as:</p> <ul style="list-style-type: none"> business administration, marketing, finance, logistics, human resources

	<ul style="list-style-type: none"> ➔ Timelines for the campaign, including monitoring. ➔ How the campaign is to be evaluated. 	<p>C2 Marketing mix</p> <ul style="list-style-type: none"> ➔ Product development: form and function, packaging, branding. ➔ Pricing strategies: penetration, skimming, competitor based, cost plus. ➔ Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image. ➔ Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers. ➔ Extended marketing mix: people, physical environment, process. 	<ul style="list-style-type: none"> • LO1 – Develop a brand identity and promotional plan to target your customer profile <p>Year 12 BTEC – Unit 1</p> <ul style="list-style-type: none"> • B1 – Structure and organisation (marketing functional area) • B2 – Aims and objectives (SMART objectives) • C1 – external environment (PESTLE) • C4 – Situational Analysis (PESTLE, SWOT, 5C's, Porters Five Forces) <p>Year 12 BTEC – Unit 3</p> <ul style="list-style-type: none"> • Knowledge gained from personal and business finance will help students when developing the budget and timescale for their marketing campaign. 	
<p>Unit 8 – Recruitment and Selection Process – this consists of the following 5 areas of study:</p> <ul style="list-style-type: none"> • Section A – Examine how effective recruitment and selection contribute to business success (Part 	<p>Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation.</p> <p>Reading: Information from the Internet and text books (including business case studies) to be summarised into own words</p> <p>Oracy and Literacy</p> <ul style="list-style-type: none"> • Key terminology • Student discussion • Students presentation • Essay writing • Referencing 	<p>A1 Recruitment of staff</p> <ul style="list-style-type: none"> ➔ Workforce planning: in a large 250+ staff business, e.g. retail, a production company or financial business, look at the reasons for recruiting new staff, such as: growth of the business: locally, nationally, globally, changing job roles, systems change, filling new vacancies created by more space or product development, vacancies caused by leavers/turnover of staff, internal promotions, new office or branch and need for additional staff, seasonal fluctuations leading to the requirement for temporary staff. ➔ Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment, and traditional methods. ➔ How the recruitment process links to business success. ➔ How a professional recruitment process leads to efficient staff integration. 	<p>GCSE Theme 1</p> <ul style="list-style-type: none"> • 1.2.1 – Legislation and business <p>GCSE Theme 2</p> <ul style="list-style-type: none"> • 2.5.2 – Effective Recruitment <p>CNAT – Enterprise & Marketing – RO64</p> <ul style="list-style-type: none"> • LO6 – Understand different functional areas to support a business (human resource functional area) 	<p>PSHE Links</p> <ul style="list-style-type: none"> • An understanding of the importance of identifying and combating discrimination <p>A-level Business</p> <ul style="list-style-type: none"> • 3.7.4 – Overall business performance • 3.10.1 – Managing change • 3.10.2 – Managing organisational culture

<p>of assignment 1)</p> <ul style="list-style-type: none"> • Section B – Undertake a recruitment activity to demonstrate the processes leading to a successful job offer (Part of assignment 2) • Section C – Reflect on the recruitment and selection process and your individual performance (Part of assignment 2) 	<p>Business Specific Skills</p> <p>B1 Job applications</p> <p>Selection of a job role for the business as above and then preparation of all the relevant documents:</p> <ul style="list-style-type: none"> ➔ a job advertisement giving suitable examples of where it could be placed ➔ job analysis ➔ job description ➔ person specification ➔ application form ➔ personal CV ➔ letter of application. <p>B2 Interviews and skills</p> <ul style="list-style-type: none"> ➔ Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and interviewee, role play, body language, dress, interview questions. ➔ Designing: interview questions, Interview feedback form and observation form. ➔ Reviewing applications from peer group. ➔ Submitting applications to peer group. ➔ Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter 	<p>A2 Recruitment and selection process</p> <ul style="list-style-type: none"> ➔ Recruitment process – the purpose of the documents for internal and external recruitment: job advertisement – placing of the advertisement, internal/external, journal/website, job analysis, job description – the content of the tasks and responsibilities of the job, person specification and skills the position requires – are they essential or desirable? CV versus application forms, letter of application, online recruitment and how the application process can be more cost-effective when using technology. ➔ Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews: ➔ interview protocol, type of selection and how it contributes to the process – advantages and disadvantages ➔ initial selection processes with telephone screening interviews or short, online tests, appreciation that different processes are appropriate for different roles in a business ➔ use of technology in the process, online applications, uploaded CVs or use of post ➔ communication with prospective employees: are the channels easy to access, can the process be monitored? ➔ quality of the process and the documents ➔ linking the process to efficiency and business success. <p>A3 Ethical and legal considerations in the recruitment process</p> <ul style="list-style-type: none"> ➔ Why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are. ➔ Ethical considerations, including: being honest in an advertisement or the maintenance of confidentiality, ensuring the same questions are asked to all candidates interviewed, same criteria used for all applicants, disclosure if family or friends work for the same business. ➔ Current equal opportunities legislation with regard to gender, age, race, disability, minimum wage all impact on the recruitment process; issues can arise if all current law is not adhered to in this area. 	<p>Connections to future pathways Careers:</p> <ul style="list-style-type: none"> • Human Resources Advisor/Manager <p>Other Future learning:</p> <ul style="list-style-type: none"> • Degree in Business Management or related disciplines <p>Apprenticeship in numerous fields such as:</p> <ul style="list-style-type: none"> • business administration, marketing, finance, logistics, human resources
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	<p>being completed with the right level of information; adherence to equal opportunities legislation.</p> <ul style="list-style-type: none"> → Evaluation of documentation produced for the process: was it prepared to select the right candidate? Did the interview process forms/questions ensure the candidates demonstrated their skills effectively? Could it have been improved? <p>C1 Review and evaluation</p> <ul style="list-style-type: none"> → Role-play activity. → Individual appraisal of own roles in being interviewed, interviewing and observing. → Review of communication skills. → Review of organisational ability. → Assessment of how the skills acquired support the development of employability skills. <p>C2 SWOT analysis and action plan</p> <ul style="list-style-type: none"> → SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on individual performance in the role-play activities. → Self-critique of the events and documentation prepared, and how it supported the activity. → Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively. → Action plan to highlight how to address any weaknesses in skill set. 	<ul style="list-style-type: none"> → Current right-to-work legislation, document check. → 		
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