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| Department | Business |  HeathPark EVERY PUPIL ALWAYS IN FOCUS |
| Key Stage | KEY STAGE 5 | |
| Course Level | BTEC LEVEL 3 EXTENDED CERTIFICATE | |
| Exam Board | PEARSON | |

| Dates Delivered | Unit Title | End Points | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
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| Year 12 Autumn 1 – Year 12 Spring | 3 | To understand the purpose and importance of personal and business finance and to develop the skills needed to understand, analyse and prepare financial information. | Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. | 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. | This unit is assessed by a written examination. The examination will be two hours in length. (Section A contains questions on the personal finance unit content and approximately one-third of the marks, and Section B contains questions on the business finance unit content and approximately two-thirds of the marks). | Pearson BTEC Level 3 Business Revision Guide Unit 3: Personal and Business Finance. BTEC Business Level 3 - Unit 3 - Finance Flashcards Quizlet ● http://businesscasestudies.co.uk Free materials and case studies. ● www.ted.com/talks Short video clips of talks given by entrepreneurs. |
| | | | Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios | Learners can appreciate the challenges faced by individuals and businesses and how these have been influenced by the financial situation | | |
| | | | Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context | Learners will be able to apply accounting processes, and show understanding of the factors influencing the financial performance of a business. | | |

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| | | | Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance | Learners will show an understanding of the need to prepare and analyse statements of comprehensive income and statements of financial position. Learners can propose and justify recommendations for personal finances and business improvement based on analysis of financial information. | | |
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| Year 12 Spring 1 – Year 12 Summer 2 | 8 – Recruitment and Selection Process | Learners explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance. | Examine how effective recruitment and selection contribute to business success | Recruitment of staff Recruitment and selection process Ethical and legal considerations in the recruitment process | A report that examines the recruitment process in a large business. | Apple Diversity Scheme https://youtu.be/cvb49-Csq1o Types of Discrimination https://youtu.be/TbvugRMUO4 - Stereotypes - https://youtu.be/ |

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| | | | | | | be/6_K2j2fWiEc Discrimination against sexual orientation https://youtu.be/hJqxG0ia-gA Gender Bias - https://youtu.be/MpDp81iehrE |
| | | Undertake a recruitment activity to demonstrate the processes leading to a successful job offer | Job applications Interviews and skills | Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation. Learners will need to evidence all the documents | How To Write A Student CV And Find Suitable Vacancies UCAS How to prepare for an interview Undergraduate UCAS | |

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| | | | | | <p>created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT analysis on performance in their interviewing activity linked to their personal future.</p> | <p>Skills assessment National Careers Service</p> <p>What Skills Do Employers Look For? UCAS</p> <p>BTEC Level 3 National Business Student Book 1 (Pearson, 2016) ISBN 9781292126241</p> |
| | | Reflect on the recruitment and selection process and your individual performance | | <p>Review and evaluation</p> <p>SWOT analysis and action plan</p> | <p>Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what</p> | <p>SWOT Analysis Guide (With Examples) Indeed.com</p> <p>Using a SWOT Analysis as a Key Career-Planning Tool LiveCareer</p> <p>Succeeding in postgraduate study: Session 2: 4 Models of</p> |

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| | | | | | could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT analysis on performance in their interviewing activity linked to their personal future. | reflection – core concepts for reflective thinking - OpenLearn - Open University |
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| Year 13 – Autumn 1 – Spring 1 | 2 | Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed. | Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign | <p>The role of marketing • Principles and purposes of marketing:</p> <ul style="list-style-type: none"> o anticipating demand o recognising demand o stimulating demand o satisfying demand. <ul style="list-style-type: none"> • Marketing aims and objectives: <ul style="list-style-type: none"> o understanding customer wants and needs o developing new products o improving profitability o increasing market share o diversification o increased brand awareness and loyalty. • Types of market – mass and niche market. • Market segmentation. | This unit is assessed under supervised conditions. The Part A Research Pack is released to learners under low control conditions in the afternoon on the day before the Part B assessment, which will be | Marketing Week marketing news, opinion, trends and jobs Key terms for BTEC National Unit 2: Developing a Marketing Campaign Flashcards Quizlet BTEC Business Unit 2: Marketing Campaign - Learning Aim A1 |

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| | | | | <ul style="list-style-type: none"> • Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff. A2 Influences on marketing activity • Internal influences: <ul style="list-style-type: none"> o cost of the campaign o availability of finance o expertise of staff o size and culture of the business. • External influences: <ul style="list-style-type: none"> o social o technological o economic o environmental o political o legal o ethical. | <p>sat in the morning session.</p> <p>Learners have access to Part A for a 2 hour preparation period with the Part B assessment being a 3 hour supervised session. The assessment is set and marked by Pearson.</p> | <p>Flashcards Quizlet</p> <p>BTEC Level 3 National Business Student Book 1 (Pearson, 2016) ISBN 9781292126241</p> <p>The Economist A weekly economics and business journal that has regular articles and features about issues related to public sector businesses and the economy. It also has an extensive archive of relevant materials.</p> <p>The BBC News Website has up-to-date information on the news and the UK and global economy. It can be found by searching online for 'BBC news' and then looking for the</p> |
| | | | Using information to develop the rationale for a marketing campaign | <p>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>Market research methods and use:</p> <ul style="list-style-type: none"> • Primary research, to include survey, interview, observation, trials, focus groups • Secondary research: <ul style="list-style-type: none"> o internal – business data on customers and financial records to include loyalty cards and sales records o external – commercially published reports, | | |

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| | | | | <p>government statistics, trade journals, media sources</p> <ul style="list-style-type: none"> • 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>Developing the rationale:</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>business news section on the website.</p> <p>Biz Ed is a useful online magazine that provides business education resources, including case studies, simulations and worksheets. It can be found by searching online for 'Biz Ed'.</p> |
| | | | Planning and developing a marketing campaign | <p>Marketing campaign activity:</p> <ul style="list-style-type: none"> • Selection of appropriate marketing aims and objectives to suit business goals • Situational analysis: SWOT (Strengths, Weaknesses, | | |

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| | | | | <p>Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental).</p> <ul style="list-style-type: none">• Use of research data to determine target market• Use of research data to conduct competitor analysis. <p>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. C3 <p>The marketing campaign</p> | | |
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| | | | | <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. • Timelines for the campaign, including monitoring. • How the campaign is to be evaluated. C4 Appropriateness of marketing campaign • How far the marketing activity reinforces and supports brand value. • The sustainability of marketing activities. • Flexibility of the campaign to enable response to both internal and external changes. • Relevance to organisational goals. • Appropriateness to target market. • Legal and ethical considerations. | | |
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| Spring 1 – Summer 2 | 1 | Learners will understand the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. | Explore the features of different businesses and analyse what makes them successful | Features of businesses Stakeholders and their influence Effective business communications | A report that examines the features of two contrasting businesses, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders. A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes. | <p>– BTEC Level 3 National Business Student Book 1 (Pearson, 2016) ISBN 9781292126241</p> <p>The Economist A weekly economics and business journal that has regular articles and features about issues related to public sector businesses and the economy. It also has an extensive archive of relevant materials.</p> <p>The BBC News Website has up-to-date information on the news and the UK and global economy. It can be found by searching online for 'BBC news' and then looking for the business news section on the website.</p> <p>Biz Ed is a useful online magazine that provides business education resources, including case studies, simulations and worksheets. It can be found by searching online for 'Biz Ed'.</p> <ul style="list-style-type: none"> ● http://businesscasestudies.co.uk Free materials and casestudies. ● www.ted.com/talks Short video clips of talks given by entrepreneurs. |
| | | | Investigate how businesses are organised | Structure and organisation Aims and objectives | | |
| | | | Examine the environment in which businesses operate | External environment Internal environment Competitive environment Situational analysis | | |
| | | | Examine business markets | Different market structure Relationship between demand, supply and price Pricing and output decisions | | |

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| | | | Investigate the role and contribution of innovation and enterprise to business success | Role of innovation and enterprise Benefits and risks associated with innovation | A presentation that investigates the use of enterprise and innovation in an existing business. | |
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DOUBLE UNITS

| Dates Delivered | Unit Title | End Points | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
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| Year 13: Autumn 1 – Spring 1 | 27 | Learners study the benefits of work experience in business. They reflect on their practical workplace skills by completing forty hours of | Investigate opportunities for work-related learning | Work-related learning Outcomes and benefits of work experience | A resource portfolio including details of research into a placement. A diary/journal/log/online blog and portfolio. This will cover tasks done | Work experience and internships Prospects.ac.uk Work experience preparation: 5 |

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| | | appropriate work experience | | Planning for work experience | and refer to health and safety. | Steps to Success Student Employment Services How to Prepare For Work Experience Placement Success at School |
| | | Carry out work experience in an appropriate and safe manner | | Induction Role and tasks Working safely | | |
| | | Reflect on work experience undertaken and its influence on own personal and professional development | | Learning from work placement Using feedback and setting goals | Reflection for a personal/professional development portfolio (PDP). | |

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| Year 12 Spring 1 – Summer 2 (Sit exam in May 2023) | 6 | Learners will be able to critically evaluate information in context relating to improving the effectiveness of management and leadership practices. They can apply relevant concepts, models and theories in order to present reasoned | The definitions and functions of management Management and leadership styles and skills | Definitions of management and leadership Functions of management and leadership Business culture Management and leadership styles Management and leadership skills | This unit is assessed under supervised conditions. Part A is released one week before Part B is scheduled for learners to prepare. Learners will take Part B in a supervised | https://youtu.be/MS5UjNKw_1M Unit 6 Resources - OneDrive (sharepoint.com) U6 FULL PPT.pptx (sharepoint.com) |

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| | | <p>evaluations in realistic business scenarios.</p> <p>Learners make appropriate judgements and present fully justified recommendations for business improvement.</p> <p>They will understand the importance of change to ensure business success and how a quality standards culture needs to be embedded, developed and maintained to remain successful.</p> | | | <p>assessment in a single three-hour session timetabled by Pearson. The assessment is set and marked by Pearson. The number of marks for the unit is 88.</p> | <p>Unit 6 Resources - OneDrive (sharepoint.com)</p> |
| | | Managing human resources | <p>Human resources (HR)</p> <p>Human resource planning</p> <p>The link between business planning and human resources.</p> <p>The impact of globalisation on human resource planning.</p> | | | |
| | | Factors influencing management, motivation and performance of the workforce | <p>Motivation in the workplace</p> <p>Theories of motivation (A Maslow, F Herzberg, F W Taylor, E Mayo et al).</p> <p>Techniques to meet skills requirements</p> <p>Training and development</p> <p>Performance appraisal</p> | | | |
| | | Impact of change | <ul style="list-style-type: none"> • The need to manage change for business survival and success. • Factors influencing change: <ul style="list-style-type: none"> o internal o external. • Stakeholders who influence change: | | | |

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| | | | Quality management | Quality standards Developing a quality culture The techniques and tools of quality management The importance and benefits of quality management | | |
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| YEAR 13 – Spring 1 – Summer 2 | 5 | Learners study how UK businesses develop strategies to trade globally. Learners will also consider the factors that influence the implementation of these strategies. | Explore the international context for business operations | International business Financing of international business Support for international business | A report on the factors that influence the decision making of businesses when operating internationally; it will look at how international business is financed and the support given to it. | Brewer, Q., Edexcel Economics – A Student Guide: Theme 4 A global perspective. Phillip Allan, 2016, ISBN: 9781471857805 Includes a useful section on globalisation. Suitable for all learners. Economics Online is a |
| | | | Investigate the international economic environment in which business operates | Globalisation International trading blocs Barriers to international business | | |

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| | | | Investigate the external factors that influence international businesses | External influences International business support systems | A journal article/case study giving a situational analysis of contrasting markets supported with a report on the results of the analysis. | website that covers aspects of globalisation, including video clips and links to global organisations such as the World Trade Organization (WTO) and the European Union (EU). The Economic Times is a useful business news website. McKinsey & Company produces reports and industry insights. The websites of banks have useful guides to international business. |
| | | | Investigate the cultural factors that influence international businesses | Cultural factors Impact of cultural factors | | |
| | | | Examine the strategic and operational approaches to developing international trade | Strategies for operating internationally Resource considerations | A presentation examining the strategies and resources used by a business operating internationally. | |

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| Year 13 – Autumn 1 – Spring 1 | 4 | Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained. | Explore the role of an event organiser | <p>Different tasks needed to be completed by an event organiser</p> <p>Different skills needed by an effective event organiser</p> <p>Common formats for skills audit collection</p> | An individual report identifying tasks that would need to be carried out by an event organiser. Summary of skills needed by an event organiser and identification of own personal skills, highlighting areas for development. | <p>Bladen C, Kennell J, Abson E, Wilde N – Events Management: An Introduction (Routledge, 2012) ISBN 9780415577427. Explores the nature of events management and gives the practical skills and professional knowledge learners need to succeed in the events industry.</p> <p>RSVP (Haymarket Business Publications Ltd) Magazine that gives advice, leads and tips on how to stage the perfect event.</p> <p>●http://businesscasestudies.co.uk Free materials and casestudies.</p> |
| | | | Investigate the feasibility of a proposed event | <p>Different types of events, and the factors affecting success</p> <p>Feasibility measures and critical success factors</p> | An individual summary report and group presentation, following a detailed investigation | <p>●www.ted.com/talks Short video clips of talks given by entrepreneurs.</p> |
| | | | Develop a detailed plan for a business or social enterprise event | <p>Event planning and the use of planning tools</p> <p>Factors to be considered, including budgets, resources and contingency planning</p> | into a range of large and small successful events, to include a justification of the chosen proposal. A detailed plan of the event, identifying | |

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| | | | | | critical success factors. | |
| | | | Stage and manage a business or social enterprise event | Management of the event Problem solving | Learners must take an active part in staging and managing the event. Evidence of this, such as photographic evidence, witness statements, assessor records, must be presented. | |
| | | | Reflect on the running of the event and evaluate own skills development | Evaluation of the event Review of personal skills development in the running of the event | A written report recording and evaluating the success of the event in terms of: • meeting event objectives | |

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| | | | | | <ul style="list-style-type: none">• achieving targets• satisfaction survey or feedback from participants• analysis and evaluation of own event-management skills | |
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