



Business Studies BTEC: Curriculum Overview Year 13

<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

Term	Topic studied	What will I learn?	How will I be assessed?	Wider reading:
Year 13 Autumn Teacher 1	Unit 6: Principles of Management	<p>Topic A: The definitions and functions of management</p> <ul style="list-style-type: none"> Definitions of management and leadership: Management by objectives; Situational and contingency; Functional and action centred; Transformational and transactional; The concept of leadership continuum for management behaviour. Functions of management: planning; organising; coordinating; controlling; monitoring; delegating Functions of leadership: inspiring; energising; influencing stakeholders; envisioning; determining best path/route to achieve success. Business culture: Definition; Business vision, mission and values/ethos; Influence of business culture on management practices; Policies and procedures; Management styles; Structure of the workforce; How people work. <p>Topic D: Factors influencing management, motivation and performance of the workforce</p> <ul style="list-style-type: none"> Motivation in the workplace: Theories of motivation (A Maslow, F Herzberg, F W Taylor, E Mayo et al); Impact of motivation on business performance; Financial motivators; Non-financial motivators Techniques to meet skills requirement; Recruitment; Upskilling/reskilling/training; Outsourcing; Changing job roles; Restructuring. Training and development; The purpose of training needs analysis; Types of training (internal/external' on-the-job/off-the-job, mentoring, coaching); Effectiveness of training. Performance appraisal: Purpose of performance appraisal (to set individual and group targets, to assess individual and group 	<p>Mock December – Formal assessment.</p> <p>Unit 6 assessment Jan - Exam</p> <p>Students will be expected to undertake research, present data and interpret findings, verbally and written.</p> <p>Knowledge tests will also feature as will interpretations and recommendations based on case study work</p>	<p>TextBook</p> <p>Independent research</p> <p>Websites</p> <p>www.Tutor2u/Business/</p> <p>www.businessdictionary.com</p> <p>www.ons.gov.uk/ons/index.html</p> <p>www.b2international.com/publications/competitor-intelligence/</p> <p>www.ifs.org.uk</p> <p>www.ilo.org</p> <p>www.oecd.org</p> <p>businesslinks.co.uk</p> <p>www.citb.co.uk</p>

		<p>performance' to provide employee feedback, to identify training needs); Types of appraisal (self-assessment, management by objectives, ratings scales, 360° appraisal); Impact of performance appraisal (on the individual, on the business).</p> <p>Topic F: Quality management</p> <ul style="list-style-type: none"> Quality standards: British Standards Institution (BSI); International Organization for Standardization (ISO); Kite marks – IIP (use standards relevant at time of teaching). Developing a quality culture: Setting quality standards; Managerial commitment and staff buy-in; Quality circles; Partnership working with suppliers and customers; Transparent and open communication. The techniques and tools of quality management: Quality control; Lean manufacturing; Six sigma. The importance and benefits of quality management: Zero defect production and output; Continuous improvement; Improved output quality; Reduced inspection requirements; Supplier engagement and satisfaction; Customer involvement and satisfaction; Improved efficiency and profitability. 		
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<p>Year 13 Autumn</p> <p>Teacher 2</p>	<p>Unit 6: Principles of Management</p>	<p>Topic B: Management and leadership styles and skills</p> <ul style="list-style-type: none"> Management and leadership styles: Autocratic; Democratic/participative; Paternalistic; Laissez-faire; Transactional; Transformational; Charismatic. Management and leadership skills: Setting objectives; Motivating; Decision making; Team building; Leading by example; Consulting; Problem solving; Valuing and supporting others; Managing conflict; Building positive interpersonal relationships; Using emotional intelligence; Communicating; Giving feedback. <p>Topic C: Managing human resources</p> <ul style="list-style-type: none"> Human resources (HR): Human resources as a factor of production; Labour market analysis; Forecasting labour demand; Sources of information available to conduct labour market analyses; The link 	<p>Mock December – Formal assessment.</p> <p>Unit 6 assessment Jan - Exam</p> <p>Students will be expected to undertake research, present data and interpret findings, verbally and written.</p> <p>Knowledge tests will also feature as will interpretations and recommendations based on case study work</p>	<p>TextBook</p> <p>Independent research</p> <p>Websites</p> <p>www.Tutor2u/Business/</p> <p>www.businessdictionary.com</p> <p>www.ons.gov.uk/ons/index.html</p> <p>www.b2international.com/publications/competitor-intelligence/</p> <p>www.ifs.org.uk</p> <p>www.ilo.org</p> <p>www.oecd.org</p> <p>businesslinks.co.uk</p> <p>www.citb.co.uk</p>
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		<p>between business planning and human resources; The impact of globalisation on human resource planning.</p> <ul style="list-style-type: none"> Human resource planning: The nature of the work and the characteristics required to perform work roles; Skill levels; Experience; Educational level; Aptitude; Need for flexibility in the workforce; Core versus peripheral workers; Full-time versus part-time workers; Sub-contracting; Zero hours contracts; Temporary staff; Agency staff; Management actions to address human resource issues at an operational level; Labour turnover (expressed in words and numbers); Productivity; Skill shortages; Workplace stress; Absenteeism (expressed in words and numbers); Motivation; Engagement with business culture; Employee satisfaction. <p>Topic E: Impact of change</p> <ul style="list-style-type: none"> The need to manage change for business survival and success. Factors influencing change: interna; external. Stakeholders who influence change: owners; managers; customers; regulators; financial institutions; government; employees. 		
<p>Year 13 Autumn</p> <p>Teacher 3</p>	<p>Unit 18: Creative Promotion</p>	<p>A: Explore the role of integrated marketing communications in creative promotion</p> <ul style="list-style-type: none"> The purposes of marketing communications: To inform; To persuade; To differentiate; To reinforce and reassure. Developing effective marketing communications: Communications objectives; Identify target audience; Design a message; Receive feedback. The importance of integrated marketing communications: Consistency of promotional activities; Consistency with other elements of the marketing mix. <p>B: Review the effectiveness of the promotional mix used by different businesses</p> <ul style="list-style-type: none"> The elements of the promotional mix: Advertising; Personal selling; Sales promotion; Direct marketing; Public relations; The effectiveness of promotional activity Influences on the choice of promotional activities: Appropriateness of promotional activities in different types of market; Link between promotional activities and strategies; Ethical issues and 	<p><u>Unit 18</u> is assessed internally by 2 assignments. Both will be externally verified.</p> <p>Assignment 1 will cover A – October</p> <p>Assignment 2 will cover B&C – November/December</p> <p>Students will be expected to undertake research, present a report on the role of integrated marketing communication activities used in a range of different businesses. They will also prepare a report on the effectiveness of the promotional activities used by different businesses, comparing the campaign plan produced by learners to other businesses. They will produce and present a proposal for a promotional campaign, showing how appropriate communication methods will be utilised in order to meet the needs of customers. The plan will be fully costed and the learner will show how they intend to spend their budget on different activities. Learners will need to produce examples of proposed promotional materials in their presentation. Deliver & receive feedback.</p>	<p>Text Book</p> <p>www.cim.co.uk</p> <p>www.marketingteacher.com/introduction-to-marketing-communications/</p> <p>www.edexcel.com/resources/Pages/default.aspx</p> <p>www.marketingteacher.com</p> <p>www.marketingdonut.co.uk/marketing/marketing-strategy</p>

		<p><i>promotional activities; Use of statistics and research to mislead; Legal issues; Organisational influences on promotional activity; Political influences; Social factors; Competitive pressures.</i></p> <p>C: Create a plan for a promotional campaign</p> <ul style="list-style-type: none"> • <i>Linking promotional methods to market segments: Approaches to market segmentation</i> • <i>Costing promotional activities: Setting a promotional budget; Costing different forms of promotion; Monitoring promotional expenditure, identifying variances, understanding reasons for variances in promotional spending.</i> • <i>Planning promotional activities: Producing a proposal; Producing a promotional plan; Monitoring marketing activity.</i> • <i>Ethical and legal dimensions of promotional activities: Laws relating to selling; Ethical considerations; Effects of compliance and non-compliance, consideration of moral grey areas.</i> 		
<p>Year 13 Autumn</p> <p>Teacher 4 (plus 1hour per fortnight teacher 5)</p>	<p>Unit 7: Business Decision Making</p>	<p>A: Business plans</p> <ul style="list-style-type: none"> • <i>Business ideas: 'start-up' business: gap in the market; competitors; current trends; likely demand. 'developing' business: changes in the economic climate; trends; competition may force diversification for survival.</i> • <i>Purpose and structure of a business: Aims and objectives; Product/service; Types of ownership; Reasons why a business may need to change its ownership; The structure of the business – flat, matrix, hierarchical; The location of the business – local, national, international; Evaluation, justification and synthesis of business ideas.</i> <p>B: Decision making in business</p> <ul style="list-style-type: none"> • <i>Sources for data collection: Primary sources; Secondary sources; Storage; Analysis, comparison and evaluation of data to predict consequences, provide reasonable alternatives and justify solutions.</i> • <i>The use of business models to aid decision making: Porter's five forces model; 5Cs analysis; Ansoff Matrix; Boston Matrix.</i> • <i>Techniques to analyse data effectively for business purposes: Representative values; Measures of dispersion; Calculation.</i> 	<p>Mock December – Formal assessment.</p> <p><u>Unit 7</u> assessment Jan - Exam</p> <p><i>Students will be expected to undertake research, present data and interpret findings, verbally and written.</i></p> <p><i>Knowledge tests will also feature as will interpretations and recommendations based on case study work</i></p>	<p><i>TextBook</i></p> <p><i>Independent research</i></p> <p><i>Websites</i></p> <p><i>Tutor2U</i></p>

		<ul style="list-style-type: none"> • <i>Appropriate formats for decision making in a business context: Creation and interpretation of graphs using spreadsheets; Scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability); Presentations and report writing: utilisation of appropriate formats, presentation software and techniques.</i> • <i>Software-generated information for decision making in a business: Management information systems: computers and information processing tools for operational, tactical and strategic levels of the business; Project management: networking and critical path analysis, Gantt charts; Financial tools: net present value; discounted cash flow; internal rates of return.</i> <p>C: Use of research to justify the marketing of a business</p> <ul style="list-style-type: none"> • <i>Types of research: • Primary research: survey; interview; observation; focus groups. • Secondary research; published reports; back data; industry reports; government data; consumer reviews.</i> • <i>Competitor analysis: Research and analyse the effect of competitors on the business: the effect on the product/service to be offered; pricing strategies; location.</i> • <i>Trends: Economic trends; Market trends; Social trends.</i> • <i>Marketing plan: Elements of the 7Ps: product; price; promotion; place; people; process; physical environment; Target market; USP; Segmentation.</i> <p>D: Efficient operational management of the business</p> <ul style="list-style-type: none"> • <i>Relevant industry legislation: Health and safety at work; Data protection; Employment rights; Consumer rights. (Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.)</i> • <i>Quality issues: Quality control; Quality assurance; Benchmarking; Quality circles; Self-checking or inspection; ISO 9000; Total quality management (TQM).</i> <p>E: Understand the importance of managing resources</p> <ul style="list-style-type: none"> • <i>Human resources: Staff requirements for efficiency; Wages/salaries; Full time/part time; Recruitment process; Training requirements and cost of</i> 		
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		<p><i>training. In-house versus external?</i></p> <ul style="list-style-type: none"> • <i>Physical resources; Premises decision to rent or buy; Equipment required; Vehicles; IT hardware and software; Suppliers and cost of equipment.</i> • <i>Financial resources: Sources of finance; Start-up and running costs</i> <p>F: Creation and interpretation of financial forecasts</p> <ul style="list-style-type: none"> • <i>Creation and analysis of a sales forecast</i> • <i>Create and interpret a cash flow forecast</i> • <i>Creation and interpretation of a break-even chart</i> • <i>Creation and interpretation of an income statement</i> • <i>Creation and interpretation of a statement of financial position</i> <p>G: Viability of a business</p> <ul style="list-style-type: none"> • <i>Ratio analysis</i> • <i>Threats and 'what if' scenarios: SWOT; 'What if' scenarios; PESTLE.</i> • <i>Contingency plan.</i> <p>H: Demonstrate business skills/IT skills</p> <ul style="list-style-type: none"> • <i>Business skills: Consideration of all key factors and alternative approaches; Consideration of risk.</i> • <i>Use IT skills to create appropriate documentation: Appropriate software for the production of a formal business report/executive summary; Appropriate software for the production of a presentation; Programmes/software packages for production and manipulation of financial information, generation of graphs and 'what if' scenarios.</i> 		
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<p>Year 13 Spring/Summer</p> <p>Teacher 1</p>	<p>Unit 5: International Business</p> <p>Topic C continues into the summer term</p>	<p>B: Investigate the international economic environment in which business operates</p> <ul style="list-style-type: none"> Globalisation International trading blocs: World Trade Organization (WTO); Customs unions and common market; Free-trade areas. Barriers to international business: The reasons for protectionism in international markets; Methods for protecting markets; Barriers to trade. <p>C: Investigate the external factors that influence international businesses</p> <ul style="list-style-type: none"> External influences: Factors that influence international business: political, economic, social, technological, legal and regulatory, environmental and ethical factors; Impact of factors using situational analysis. International business support systems: The influence of the internet; International payment methods 	<p><i>Unit 5 is assessed internally by 3 assignments. Both will be externally verified.</i></p> <p>Assignment 1 will cover A&B – April</p> <p>Assignment 2 will cover C&D – May</p> <p>Assignment E will cover E - June</p> <p>Students will be expected to undertake research, present a report evaluating the impact of globalisation on a business. They will also produce a report recommending one country that a selected business could target for international trade, justifying their decision and evaluating the impact of cultural differences on international business. They will prepare a presentation evaluating the success of the strategies and resources used by a selected international business in one of its markets. Deliver & receive feedback.</p>	<p>TextBook</p> <p>Independent research</p> <p>Websites</p> <p>www.britishchambers.org.uk/business/international-trade</p> <p>www.wto.org</p> <p>www.gov.uk/government/organisations/uk-export-finance</p> <p>https://creately.com/blog/diagrams/what-is-a-situation-analysis/</p> <p>http://businessculture.org/business-culture/cultural-differences-in-business</p> <p>www.edexcel.com/resources/Pages/default.aspx</p> <p>https://www.gov.uk/government/organisations/department-for-international-trade</p>
<p>Year 13 Spring/Summer</p> <p>Teacher 2</p>	<p>Unit 5: International Business</p> <p>Topic E continues into the summer term</p>	<p>A: Explore the international context for business operations</p> <ul style="list-style-type: none"> International business: Types of business activity; The reasons for conducting business internationally; Choice of markets in which to operate; Factors influencing the choice of market. Financing of international business: Methods used to finance international trade. Support for international business: Agencies that support international business; Types of support provided <p>D: Investigate the cultural factors that influence international businesses</p> <ul style="list-style-type: none"> Cultural factors Impact of cultural factors <p>E: Examine the strategic and operational approaches to developing international trade</p> <ul style="list-style-type: none"> Strategies for operating internationally: Strategies for operating internationally; Reasons for using selected strategy; Re-engineering products and services to meet the demands and preferences of international markets Resource considerations: Capital costs; Revenue costs; Expertise and intellectual capital, which can be local and/or provided by the incoming business; Training costs for local labour; Organisational 	<p><i>Unit 5 is assessed internally by 3 assignments. Both will be externally verified.</i></p> <p>Assignment 1 will cover A&B – April</p> <p>Assignment 2 will cover C&D – May</p> <p>Assignment E will cover E - June</p> <p>Students will be expected to undertake research, present a report evaluating the impact of globalisation on a business. They will also produce a report recommending one country that a selected business could target for international trade, justifying their decision and evaluating the impact of cultural differences on international business. They will prepare a presentation evaluating the success of the strategies and resources used by a selected international business in one of its markets. Deliver & receive feedback.</p>	<p>TextBook</p> <p>Independent research</p> <p>Websites</p> <p>www.britishchambers.org.uk/business/international-trade</p> <p>www.wto.org</p> <p>www.gov.uk/government/organisations/uk-export-finance</p> <p>https://creately.com/blog/diagrams/what-is-a-situation-analysis/</p> <p>http://businessculture.org/business-culture/cultural-differences-in-business</p> <p>www.edexcel.com/resources/Pages/default.aspx</p> <p>https://www.gov.uk/government/organisations/department-for-international-trade</p>

		structure of international business.		
Year 13 Spring/Summer Teacher 3	Unit 28: Branding	<p>A: Investigate the role of branding in a selected business</p> <ul style="list-style-type: none"> Principles of branding: Product: good or service; Branding; Brand; Brand portfolio; Types of brand; Use of branding; Target audiences for brands; Consumer feelings about and connections with a brand; Customer loyalty ladder; Branding as part of the marketing mix. Brand as an asset: Value of a brand; Brand equity (positive and negative); Customer equity; Protecting the brand. Benefits and drawbacks of branding for a business. <p>B: Review how branding is used by a selected business</p> <ul style="list-style-type: none"> Branding as part of business strategy Brand design Factors influencing branding activities <p>C: Recommend changes to a brand for an existing product</p> <ul style="list-style-type: none"> Challenges of managing brand Changing a brand: Brand audit; Changing the perceptions of a brand; Reasons for changing a brand; Changes in branding and promotion to reflect social trends <p>This topic will be taught during this term, but assessment is likely to be start of summer term</p>	<p>Unit 28 is assessed internally by 2 assignments. They will be externally verified.</p> <p>Assignment 1 will cover A – March/April</p> <p>Assignment 2 will cover B&C – May/June</p> <p>Students will be expected to undertake research, present a report evaluating the impact of branding on a selected large business. They will also produce a report evaluating the extent to which the branding of a product meets the aim(s) of a selected large business, and justify suggested changes to an existing brand for a product. Deliver & receive feedback.</p>	<p>Independent research</p> <p>Websites</p> <p>www.cim.co.uk</p> <p>www.designcouncil.org.uk/news-opinion/power-branding</p> <p>www.thedrum.com/topics/branding</p>
Year 13 Spring/Summer Teacher 4 (plus 1 hour per fortnight teacher 5)	Unit 20: Corporate Social Responsibility Topic C continues into the summer term	<p>A: Examine the CSR issues facing large private sector businesses</p> <ul style="list-style-type: none"> CSR issues and the impact on stakeholders: Definition of CSR; Key stakeholder groups. Environmental issues Consumer protection issues Supply chain and community issues Methods of strengthening the CSR image of a business <p>B: Investigate the benefits and drawbacks for businesses of adopting a CSR policy</p> <ul style="list-style-type: none"> Benefits of acting responsibly Potential drawbacks from adopting a corporate socially responsible approach to business The costs and benefits of seeking recognition from external bodies: Types of bodies; Advantages to the business of recognition; Role of the external body to monitor business ethics and policies and assist in organisational change. 	<p>Unit 20 is assessed internally by 3 assignments. They will be externally verified.</p> <p>Assignment 1 will cover A – March</p> <p>Assignment 2 will cover B – April</p> <p>Assignment 3 will cover C – May/June</p> <p>Students will be expected to undertake research and present three reports examining the CSR issues facing large private sector businesses, investigating the benefits and drawbacks for businesses of adopting a CSR policy, and reviewing the CSR record of a private sector business. Deliver & receive feedback.</p>	<p>Independent research</p> <p>Websites</p> <p>http://www.cipd.co.uk/hr-resources/factsheets/corporate-responsibility.aspx</p> <p>The CIPD has a range of factsheets available to include CSR.</p> <p>www.tutor2u.net/business/reference/carrolls-csr-pyramid</p> <p>www.tutor2u.net/business/reference/corporate-social-responsibility-elkingtons-triple-bottom-line</p> <p>www.tutor2u.net/business/reference/corporate-social-responsibility-csr-revision-video</p> <p>www.bitc.org.uk/services/benchmarking/cr-index</p>

		<p>C: Review the CSR record of a private sector business</p> <ul style="list-style-type: none"> • <i>CSR/social audits</i> • <i>Corporate governance and executive pay</i> • <i>Financial responsibilities</i> • <i>Employment and diversity policies</i> • <i>Help for communities</i> 		<p>www.cipd.co.uk/hr-resources/factsheets/corporate-responsibility.aspx</p> <p>www.nibusinessinfo.co.uk/content/business-benefits-corporate-social-responsibility</p> <p>Books <i>Corporate Social Responsibility: A Very Short Introduction (Very Short Introductions)</i> by Jeremy Moon. OUP Oxford</p>
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