Programme of study for Year 13 BTEC Business

Extended Certificate students complete only units 2 and 8

Autumn (1st term)	Autumn (2nd term)	Spring (1st term) & Spring (2nd Term)	Summer (1st term) & Summer (2nd term)
Topic / Big Question: Unit 2: Marketing Campaign	Topic / Big Question: Unit 6 – Principles of management	Topic / Big Question: Unit 8 – Recruitment and Selection	Topic / Big Question: Unit 9 – Teambuilding in business
Key Learning Outcomes (students should know): A Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign B Using information to develop the rationale for a marketing campaign C Planning and developing a marketing campaign	Key Learning Outcomes (students should know): A The definitions and functions of management B Management and leadership styles and skills C Managing human resources D Factors influencing management, motivation and performance of the workforce E Impact of change F Quality management	Key Learning Outcomes (students should know): A Examine how effective recruitment and selection contribute to business success B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer C Reflect on the recruitment and selection process and your individual performance.	Key Learning Outcomes (students should know): A Examine the benefits of teams in a business setting B Investigate techniques and theories used for the development of an effective business team C Develop effective team skills through practical activities.

Skills (students should be able to do): AO1 Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions AO2 Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns AO3 Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances AO4 Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments	Skills (students should be able to do): AO1 Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories AO2 Apply knowledge and understanding of management and leadership issues to real-life business scenarios AO3 Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context AO4 Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments	Skills (students should be able to do):	Skills (students should be able to do):

	Autumn Term – centrally planned, standardised and teacher marked piece(s) of work Unit 6 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 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. The assessment availability is twice a year in December/January and May/June. The first assessment is available in January 2018. Sample assessment materials will be available to help centres prepare learners for assessment	Spring Term – centrally planned, standardised and teacher marked piece(s) of work	Summer Term – centrally planned, standardised and teacher marked piece(s) of work Unit 4 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 An individual summary report and group presentation, following a detailed investigation into a range of large and small successful events, to include a justification of the chosen proposal. A detailed plan of the event, identifying critical success factors. 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. A written report recording and evaluating the success of the event in terms of: • meeting event objectives • achieving targets • satisfaction survey or feedback from participants • analysis and evaluation of own event-management skill

Building understanding: Rationale / breakdown for your sequence of lessons:

BTEC Level 3 Nationals are career-based qualifications designed to give learners the skills and practical knowledge they need to move on to higher education or go straight into employment. They can be taught alongside other level 3 qualifications as part of a wider programme of study or as the main focus of study over two years.

Students learn the foundations of business in Unit 1 which focuses on a Plc business and not for profit, understanding the difference using research. In Year 13 students develop the foundation knowledge and now are more ready for the external exam units in Marketing and Principles of management. Teaching begins in the Autumn term with the exam taking place in Spring 1. This gives students an opportunity for resit in May should they require.

Recruitment and selection is completed in Year 13 as it is more apt as students are more likely to be applying for jobs and apprenticeships and this links in well. The final coursework unit is Teambuilding. This is a unit where students can work together in teams and understand the importance of teams before they leave 6th form to start further education or employment.

Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:

Reading / High Quality Text:
Students read various text including case studies, articles and have access to BTEC textbooks. Students are encouraged to read/watch news for flip learning.

Numeracy:
Numeracy is developed throughout the year in various units. In unit 2, Marketing Campaign students are required to work within a given budget and decide on suitable marketing, Unit 6, Principles of management students analyse data and calculate labour turnover.
In unit 9, Teambuilding students work together to produce a new cereal, deciding on budgets and considering costs and price.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Business studies allows students to build cultural capital and leadership skills as well as put theory from lessons into practice. In each unit, various careers are discussed and HR is focussed on the importance of people and why it is important for businesses to have diverse workforce.

Our hope is for FHS Business students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying business will lead to students becoming more informed citizens, consumers, employees, future employers and entrepreneurs. Studying Business can lead to specific job roles in:
● Business Development ● Marketing ● Recruitment ● Banking and finance ● Administration ● Accounting and Finance ●

Enrichment is promoted in lessons and students have the opportunity to attend careers fairs and talks from speakers for schools to learn about various businesses and roles.