

BTEC National Level 3 Diploma in Business (RQF) (Pearson)

Curriculum Map



Pearson
BTEC



Stoke Newington School
& Sixth Form

Stoke Newington School and Sixth Form



KS5 BTEC National Level 3 Diploma in Business (RQF) (Pearson)

The aims and objectives of BTEC Business are to:

- **Give learners the knowledge, understanding and skills that underpin the business sector** that will prepare them for further study or training in marketing, business environments, international business, management or finance.
- **Provide opportunities to give learners practice in developing;** employability skills, cognitive and problem-solving skills, intrapersonal and interpersonal skills
- **Develop and value transferable skills;** the ability to learn independently, the ability to research actively and methodically, being able to give presentations and being active group members, effective writing, analytical skills, creative development and preparation for assessment methods used in degrees

Rationale

The plan is based on:

- best use of teacher skills and experience
- maintain a balance between assessment types each year (*accommodating for January and May exams – including retakes if required*)
- a logical order to ensure knowledge before synoptic units
- development of skills for the examination and for progression
- ability to issue assignments and resubmissions within BTEC rules and enable effective and timely internal verification

Course Overview - BTEC National Level 3 Diploma in Business – Y12 (Year 1)

Autumn Term (until January exams)

Unit 1 - Exploring Business

Unit 2 - Developing a Marketing Campaign

Spring Term

Unit 1 – Exploring Business

Unit 3 – Personal and Business Finance

Summer Term (until May exams)

Unit 3 – Personal and Business Finance

Unit 8 – Recruitment and Selection (optional unit)

Course Overview - BTEC National Level 3 Diploma in Business – Y13 (Year 2)

Autumn Term (until January exams)

Unit 6 - Principles of Management

Unit 5 - International Business

Spring Term

Unit 5 - International Business

Unit 4 - Managing an Event

Summer Term

Unit 4 - Managing an Event

Unit 14 – Investigating Customer Service (optional unit)

BTEC Super-Curricular



Task

- Complete this Quiz which tests you on the business news and events of the week

<https://www.tutor2u.net/business/blog>

- Download this software for recording sources online and citing them in word <https://www.zotero.org/>



Read

Read articles about business in a challenging publication (Some currently free)

<https://www.economist.com/business>

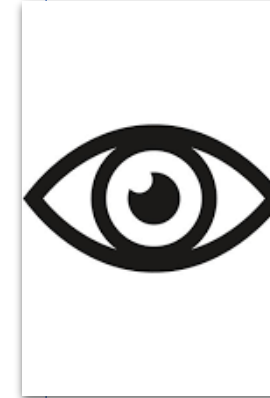


Listen

- Listen to this radio programme about how the marketing industry uses our sense of guilt to influence what we buy <https://www.bbc.co.uk/programmes/b08pgm4g>
- Listen to this podcast series from Business teachers about topics you study at BTEC https://www.youtube.com/channel/UC6ge7hG78ys_wERt4SbZQWg
- Listen to an Audiobook Biography about an entrepreneur (Audible currently offering free trial) https://www.audible.co.uk/search?node=19393941031&ref=a_search_c4_pageNum_0&pf_rd_p=2d6eb233-7e38-41ad-a242-da851f8f1999&pf_rd_r=7SHKONKTJ2WZPVJS8TFH&pageSize=50&sort=popularity-rank&page=1

Suggestions to choose:

- Sophia Amoruso – Nasty Girl, Jack Ma – Alibaba, Mark Randolph – Netflix, Phil Knight – Nike and Anita Roddick – Body Shop.



Watch

- Watch this documentary which explores the impacts on a factory when it is reopened by a Chinese company (Needs subscription or free trial) <https://www.netflix.com/gb/title/81090071>
- Watch this talk which explores how targeting gender fails to drive businesses forward https://www.ted.com/talks/gaby_barrios_why_gender_based_marketing_is_bad_for_business
- Watch this video and read the information on how to avoid plagiarism <https://www.scribbr.co.uk/preventing-plagiarism/avoiding-plagiarism/>
- Watch this talk from a successful start-up founder, where he explains the surprising result of his research https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_start_ups_succeed?referrer=playlist-what_makes_businesses_work

BTEC Curriculum Plan

Note: due to the number of units, total qualification time, regular adaptation to learners, staff availability and complexity of the course it is not possible to match our other plans with the level of detail in what is taught. Please refer to the specification, assignments and assessment plan for these.

Specification can be found [here](#)

Assessment Plans and Assignments can be found on MyBTEC

Colour Key

Mandatory Introductory Internal Unit 1	Green
Mandatory External Unit 3 & 6	Yellow
Mandatory External Synoptic Unit 2	Blue
Mandatory Internal Synoptic Unit 4 & 5	Red
Optional Internal Unit 8 & 14	Light Yellow

Unit 1 - Exploring Business	Assessment (Internal)
<p>Learning Aim A: Explore the features of different businesses and analyse what makes them successful</p> <ul style="list-style-type: none"> • A1 Features of businesses • A2 Stakeholders and their influence • A3 Effective business communications <p>Learning Aim B: Investigate how businesses are organised</p> <ul style="list-style-type: none"> • B1 Structure and organisation • B2 Aims and objectives 	Unit 1 Assignment 1
<p>Learning Aim C: Examine the environment in which businesses operate</p> <ul style="list-style-type: none"> • C1 External environment • C2 Internal environment • C3 Competitive environment • C4 Situational analysis <p>Learning Aim D: Examine business markets</p> <ul style="list-style-type: none"> • D1 Different market structures • D2 Relationship between demand, supply and price • D3 Pricing and output decisions 	Unit 1 Assignment 2
<p>Learning Aim E: Investigate the role and contribution of innovation and enterprise to business success</p> <ul style="list-style-type: none"> • E1 Role of innovation and enterprise • E2 Benefits and risks associated with innovation and enterprise 	Unit 1 Assignment 3

Unit 2 - Developing a Marketing Campaign

Assessment (External)

Learning Aim A: Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign

- **A1 The Role of marketing**
- **A2 Influences on marketing activity**

Learning Aim B: Using information to develop the rationale for a marketing campaign

- **B1 Purpose of researching information to identify the needs and wants of customers**
- **B2 Market research methods and use**
- **B3 Developing the rationale**

Learning Aim C: Planning and developing a marketing campaign

- **C1 Marketing campaign activity**
- **C2 Marketing mix**
- **C3 The Marketing campaign**
- **C4 Appropriateness of marketing campaign**

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

- Part A is released a day before Part B is scheduled for learners to carry out research.
- Part B a supervised three-hour assessment timetabled by Pearson.
- The assessment is set and marked by Pearson

Unit 3 - Personal and Business Finance	Assessment (External)
<p style="text-align: center;"><u>Section A Personal Finance</u></p> <p>Learning Aim A: Understand the importance of managing personal finance</p> <ul style="list-style-type: none"> • A1 Functions and role of money • A2 Different ways to pay • A3 Current accounts • A4 Managing personal finance 	<p>AO1 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. Marks: ranges from 1 to 4 marks.</p>
<p>Learning Aim B: Explore the personal finance sector</p> <ul style="list-style-type: none"> • B1 Features of financial institutions • B2 Communicating with customers • B3 Consumer protection in relation to personal • B4 Information guidance and advice 	<p>AO2 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios. Marks: ranges from 2 to 12 marks.</p>
<p style="text-align: center;"><u>Section B Business Finance</u></p> <p>Learning Aim C: Understand the purpose of accounting</p> <ul style="list-style-type: none"> • C1 Purpose of accounting • C2 Types of income • C3 Types of expenditure 	<p>AO3 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context. Marks: ranges from 6 to 12 marks.</p>
<p>Learning Aim C: Understand the purpose of accounting</p> <ul style="list-style-type: none"> • C1 Purpose of accounting • C2 Types of income • C3 Types of expenditure <p>Learning Aim D: Select and evaluate different sources of business finance</p> <ul style="list-style-type: none"> • D1 Sources of finance 	<p>AO4 Evaluate how financial information and data can be used, and interrelate, in order to justify. Marks: ranges from 6 to 12 marks.</p>
<p>Learning Aim E: Break-even and cash flow forecasts</p> <ul style="list-style-type: none"> • E1 Cash flow forecasts • E2 Break-even analysis <p>Learning Aim F: Complete statements of comprehensive income and financial position and evaluate a business's performance</p> <ul style="list-style-type: none"> • F1 Statement of comprehensive income • F2 Statement of financial position • F3 Measuring profitability Calculation, interpretation, analysis and evaluation • F4 Measuring liquidity Calculation, interpretation, analysis and evaluation • F5 Measuring efficiency Calculation, interpretation, analysis and evaluation • F6 Limitations of ratios 	<ul style="list-style-type: none"> • Written examination • 2 Hours • Marks for the examination is 80 <ul style="list-style-type: none"> • Section A contains questions on the personal finance unit content and approximately one-third of the marks. • Section B contains questions on the business finance unit content and approximately two thirds of the marks.

Unit 6 - Principles of Management	Assessment (External)
<p>Learning Aim A: The definitions and functions of management</p> <ul style="list-style-type: none"> • A1 Definitions of management and leadership • A2 Functions of management and leadership • A3 Business culture 	<p>AO1 Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories</p>
<p>Learning Aim B: Management and leadership styles and skills</p> <ul style="list-style-type: none"> • B1 Management and leadership • B2 Management and leadership skills 	<p>AO2 Apply knowledge and understanding of management and leadership issues to real-life business scenarios</p>
<p>Learning Aim C: Managing human resources</p> <ul style="list-style-type: none"> • C1 Human resources • C2 Human resource planning 	<p>AO3 Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context</p>
<p>Learning Aim D: Factors influencing management, motivation and performance of the workforce</p> <ul style="list-style-type: none"> • D1 Motivation in the workplace • D2 Techniques to meet skills requirements • D3 Training and development • D4 Performance appraisal 	<p>AO4 Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments</p>
<p>Learning Aim E: Impact of change</p> <ul style="list-style-type: none"> • E1 Managing change 	<ul style="list-style-type: none"> • Part A is released one week before Part B • Part B a supervised assessment three-hour session timetabled by Pearson • The assessment is set and marked by Pearson
<p>Learning Aim F: Quality management</p> <ul style="list-style-type: none"> • F1 Quality standards • F2 Developing a quality culture • F3 The techniques and tools of quality management • F4 The importance and benefits of quality management 	<p>The number of marks for the unit is 88.</p>

Unit 4 - Managing an Event	Assessment (Internal)
<p>Learning Aim A: Explore the role of an event organiser</p> <ul style="list-style-type: none"> • A1 Different tasks needed to be completed by an event organiser • A2 Different skills needed by an effective event organiser • A3 Common formats for skills audit collection 	Unit 4 Assignment 1
<p>Learning Aim B: Investigate the feasibility of a proposed event</p> <ul style="list-style-type: none"> • B1 Different types of event, and the factors affecting success • B2 Feasibility measures and critical success factors 	Unit 4 Assignment 2
<p>Learning Aim C: Develop a detailed plan for a business, or social enterprise event</p> <ul style="list-style-type: none"> • C1 Event planning and the use of planning tools • C2 Factors to be considered, including budgets, resources and contingency planning 	
<p>Learning Aim D: Stage and manage a business or social enterprise event</p> <ul style="list-style-type: none"> • D1 Management of the event • D2 Problem solving 	Unit 4 Assignment 3

Unit 5 - International Business	Assessment (Internal)
<p>Learning Aim A: Explore the international context for business operations</p> <ul style="list-style-type: none"> • A1 International business • A2 Financing of international business • A3 Support for international business <p>Learning Aim B: Investigate the international economic environment in which business operates</p> <ul style="list-style-type: none"> • B1 Globalisation • B2 International trading blocs • B3 Barriers to international business 	<p>Unit 5 Assignment 1</p>
<p>Learning Aim C: Investigate the external factors that influence international businesses</p> <ul style="list-style-type: none"> • C1 External influences • C2 International business support systems <p>Learning Aim D: Investigate the cultural factors that influence international businesses</p> <ul style="list-style-type: none"> • D1 Cultural factors • D2 Impact of cultural factors 	<p>Unit 5 Assignment 2</p>
<p>Learning Aim E: Examine the strategic and operational approaches to developing international trade</p> <ul style="list-style-type: none"> • E1 Strategies for operating internationally • E2 Resource considerations 	<p>Unit 5 Assignment 3</p>

Unit 8 - Recruitment and Selection Process (OPTIONAL UNIT)	Assessment (Internal)
<p>Learning Aim A: Examine how effective recruitment and selection contribute to business success</p> <ul style="list-style-type: none">• A1 Recruitment of staff• A2 Recruitment and selection process• A3 Ethical and legal considerations in the recruitment process	Unit 8 Assignment 1
<p>Learning Aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job Offer</p> <ul style="list-style-type: none">• B1 Job applications• B2 Interviews and skills <p>Learning Aim C: Reflect on the recruitment and selection process and your individual performance</p> <ul style="list-style-type: none">• C1 Review and evaluation• C2 SWOT analysis and action plan	Unit 8 Assignment 2

Unit 14 - Investigating Customer Service (OPTIONAL UNIT)	Assessment (Internal)
<p>Learning Aim A: Explore how effective customer service contributes to business success</p> <ul style="list-style-type: none"> • A1 Customer service in business • A2 Customer expectations and satisfaction • A3 Benefits of building customer relationships • A4 Customer service legislation and regulations <p>Learning Aim B: Investigate the methods used to improve customer service in a business</p> <ul style="list-style-type: none"> • B1 Monitoring and evaluating customer service provision • B2 Indicators in improved performance 	<p>Unit 14 Assignment 1</p>
<p>Learning Aim C: Demonstrate customer service in different situations, using appropriate behaviours to meet expectations</p> <ul style="list-style-type: none"> • C1 Customer service skills and behaviours • C2 Dealing with customer service requests and complaints • C3 Individual skills audit and development plan 	<p>Unit 14 Assignment 2</p>