

Curriculum Intent: Business is the past, the present and the future and students have witnessed the changing face of business first hand throughout the pandemic. The aim of the BTEC Business studies curriculum is provide a vocational pathway into a business-related career. Rt Hon Gavin Williamson MP talked stated ‘Further education is central to transforming regions and transforming lives. It’s fundamental to social mobility. Fundamental to businesses and it’s fundamental to the economy’. This vocational business course equips students with the appropriate knowledge and skills needed to develop their understanding of the business environment as well as to enhance their employability through their ability to identify business problems and opportunities. We do this by quality first teaching, which ensures students understand underlying Business theory and then support this by developing links with local businesses and use topical case studies to enable students to see the theory in practice. We pride ourselves on developing our students to be life ready, particularly for the world of work. Our Unit 8 on recruitment and selection brings the whole process to life as student work with an external business and they have the opportunity to take on the role as an interviewer and share their feedback with professionals who undertake this task regularly. This is just one example of the personal development students go through whilst completing this course.

Dates	Content	Assessment	Rationale
T1 and 2	Unit 1 Learning Aims: A Explore the features of different businesses and analyse what makes them successful B Investigate how businesses are organised C Examine the environment in which businesses operate D Examine business markets	Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Regular coursework checkpoints and review	‘BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education’ BTEC delivery guide, June 2016 As many students are new to business and have not previously studies the subject we start with unit 1, a compulsory unit of the course that invites students to critically analyse the role of businesses in the UK economy. We deliberately start with Learning aim A, as students get to investigate businesses that interest them. By allowing students freedom to explore the businesses they are interested in we get to know the students and in return, students are keen to share their findings with the class. At this point we can introduce many business fundamentals that students need to understand to access the course including ownership, finance, market structure, aims and objectives, By using real examples students are able to go out and see these businesses and gather information which further supports the vocational element of the course. We then move onto to Learning aim B and C which we deliver simultaneously and students get the chance to explore business structure and the impact which it has upon the environment. By this time students have got to know the college so we introduce the organisation structure of the college so students can think about how it effects the environment. PS/CVs: Work ethic – students quickly learn the expectations of the BTEC course in terms of work required, organisation and independent study.
T3 and 4	Complete Unit 1 E Investigate the role and contribution of innovation and enterprise to business success. Unit 3: External Examination AO1 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. AO2 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios AO3 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context	Unit 1 coursework submission and final feedback PC3 – Unit 2 past paper Section A Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.	We finish unit 1 with Learning aim E as this focuses on enterprise and innovation. Once students have completed the research for the previous learning aims they develop the analytical skills required for this investigation. We follow unit 1 by embarking on Unit 3, another compulsory unit that focuses on both personal and business finance. We start with personal finance as this is most relatable to students and also support the Trinity + curriculum. Students explore different bank accounts and lending options as well as a range of insurance products that may be relevant to them. Once they understand personal finance we introduce business finance, starting with sources of finance – internal and external. At this point students consider how much they may need to start up their own business and look at various options of finance available to them. This links nicely into understanding the financial issues businesses face and the processes they can use to address them. PS/CVs: Wisdom – making informed choices when dealing with personal finance CEIAG: Opportunity to discuss future aspirations. Investigating the process to start up
T5 and 6	AO4 Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance Revision	PC4 – A mock exam based in a past paper and external exam May/June Weekly: Spaced Rep test	We finish Unit 3 by investigating financial documents and then introducing the analytical tools of ratios to fully evaluate business performance. This allows us to then introduce 12 mark questions in the run up to the exams. Time is used to revise and consolidate knowledge so students are fully prepared for their exams. CEIAG: Opportunity to discuss with ICAEW about careers in accounting and finance as we enter the national competition

Subject Area: Business Y13

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T1 and 2	<p>Unit 2 External Exam:</p> <p>AO1 Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions</p> <p>AO2 Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns</p> <p>AO3 Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances</p> <p>AO4 Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments</p>		<p>Marketing is a relatable topic to any student but generally their initial understanding is quite superficial and they assume marketing means advertising. Therefore we start by explaining what marketing is and introduce the key aspects of marketing based around the 4 Ps – Product Price Place and Promotion and then we move onto how a marketing campaign is developed. They explore different stages of the process that a business goes through when developing its campaign from research, to creating clear aims, budgeting and then ultimately developing their own campaign for a given product/service.</p> <p>This is an examined unit so they are provided with the marketing aims and objectives a product and they have to carry out valid and appropriate research in relation to customers’ needs and wants. They given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake.</p> <p>PS/CVs: Mental Toughness and compassion – students have to learn to understand what other people want and what captures their attention in a campaign, sometimes in products they are not particularly interested in. Students meet with client and sometimes get knocked back on their ideas and they have to handle this appropriately.</p>
T3 and 4	<p>Unit 8</p> <p>A Examine how effective recruitment and selection contribute to business success</p> <p>B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</p> <p>C Reflect on the recruitment and selection process and your individual performance</p>	<p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views.</p> <p>Regular coursework checkpoints and review</p>	<p>This unit is left until the end as a way of supporting students in their journey to becoming life ready. The Unit 8 is all about recruitment and selection and students have the opportunity to create a career action plan. At this point students have made the decision about whether they intend to go to university or obtain a job, this unit starts with them investigating how recruitment and selection is carried out in a business they would like to work for. This gives them an invaluable insight into job opportunities and how businesses recruit. The local business Covea attend lessons and explain their recruitment process.</p> <p>Pupils then plan out a recruitment plan and go through the process of recruiting someone from the group for their role – this include creating job adverts, application forms, carrying out shortlisting and then interviewing and selecting. Students then have to apply for alternative roles in the group and go through the interview process. They finish by evaluating their performance in preparation for any real interviews.</p>
T5	Course completed		<p>CEIAG: Work place encounter with Covea and research done on jobs in the area.</p>