

# Programme of Study: 2019-20

Department: Business Studies

Year 9-11:

**Business Studies: *Pearson BTEC Level 1/Level 2 First Award in Business (Years 9-10)***

**By the end of KS4, students must be able to:**

- Have knowledge and understanding of small business including:
- Know how trends and the current business environment may impact on a business
- Plan an idea for a new business
- Present a business model for a business start-up
- Understand the costs involved in business and how businesses make a profit
- Understand how businesses plan for success
- Understand how businesses measure success and identify areas for improvement.
- Know about job roles and functional areas in business
- Produce documentation for specific job roles
- Demonstrate interview skills and plan career development

**Enterprise: *OCR Enterprise and Marketing Level 1/2 Certificate (Year 11 only)***

- Learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.
- Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.
- These elements will provide learners with underpinning knowledge and understanding for completion of Units R065 and R066 within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.
- Students will learn the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product.
- Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

- On completion of this unit, learners will have gained some of the essential skills and knowledge required when considering starting a business, but also the transferable skills of self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed by completing this unit will also be transferable to further learning in related areas and will be required by learners when completing Unit R066 Market and pitch a business proposal.
- Students will develop the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.
- By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>1.5</b>	
<i>Foundation course in business &amp; enterprise</i> <i>Students learn how to:</i>	1.1 –Spotting a business opportunity - understanding customer needs, market mapping, competition, added value and franchising.	1.2 – Showing enterprise - enterprise skills, invention and innovation, and taking calculated risks. Santa’s Little Helper project	1.3 – Putting a business idea into practice -business estimating revenues, costs and profits, cash flows, the business plan and obtaining finance.	1.4 – Making the start-up effective – marketing, the importance of limited liability, ownership structures, and customer satisfaction	Recruitment project 1.5 – The economic context. - demand and supply, interest rates, exchange rates, the business cycle and stakeholders.	Practical enterprise project.
<b>Year 10</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<i>Students learn how to:</i>	<b>BTEC Unit 1 Introduction to Business</b> <ul style="list-style-type: none"> <li>• Plan an idea for a new business</li> </ul>	<b>BTEC Unit 1 Introduction to Business Assignment B</b> <ul style="list-style-type: none"> <li>• Present a business model for a business start-up</li> </ul>	<b>BTEC Unit 1 Introduction to Business Assignment C</b> <ul style="list-style-type: none"> <li>• Understand the costs involved in business and how businesses make a profit</li> </ul>	<b>BTEC Unit 8 Recruitment Assignment A&amp;B</b> <ul style="list-style-type: none"> <li>• Know about job roles and functional areas in business</li> <li>• Produce documentation</li> </ul>	<b>BTEC Unit 3 Finance Test</b> <ul style="list-style-type: none"> <li>• Understand the costs involved in business and how businesses make a profit</li> <li>• Understand how businesses plan for</li> </ul>	<b>BTEC Unit 3 Finance Exam 1 date TBC</b> <ul style="list-style-type: none"> <li>• Understand the costs involved in business and how businesses make a profit</li> <li>• Understand how businesses plan for success</li> </ul>

				for specific job roles <ul style="list-style-type: none"> <li>• Demonstrate interview skills and plan career development</li> </ul>	success <ul style="list-style-type: none"> <li>• Understand how businesses measure success and identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how businesses measure success and identify areas for improvement</li> </ul>
<b>Year 11 OCR CamNat Enterprise &amp; Marketing</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<i>Students learn how to:</i>	<b>R066 CA</b> Market & Pitch a business Proposal <ul style="list-style-type: none"> <li>• Develop a brand identity and promotional plan to target customer profile</li> <li>• Develop a pitch for the proposal</li> <li>• Pitch the business proposal to an audience</li> <li>• Develop a proposal for a business challenge</li> <li>• Carry out a review of pitching skills &amp; proposal</li> </ul>	<b>R064 Theory preparation for January exam</b> <ul style="list-style-type: none"> <li>• Understanding customer needs</li> <li>• Market segmentation</li> <li>• Primary &amp; Secondary market research</li> <li>• Types of costs</li> <li>• Calculation revenue/profit</li> <li>• Product differentiation</li> <li>• Pricing decisions</li> <li>• Pricing strategies</li> <li>• Advertising</li> <li>• Business plans</li> <li>• Functions of business</li> <li>• Marketing and finance function</li> <li>• Customer service</li> <li>• Sources of</li> </ul>	<b>Editing of R065 -</b> Design a Business Proposal for resubmission	<b>Editing of R066</b> for resubmission	<b>Final Exam R064</b> <ul style="list-style-type: none"> <li>• Understanding customer needs</li> <li>• Market segmentation</li> <li>• Primary &amp; Secondary market research</li> <li>• Types of costs</li> <li>• Calculation revenue/profit</li> <li>• Product differentiation</li> <li>• Pricing decisions</li> <li>• Pricing strategies</li> <li>• Advertising</li> <li>• Business plans</li> <li>• Functions of business</li> <li>• Marketing and finance function</li> <li>• Customer service</li> <li>• Sources of finance</li> </ul>	

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### EPCS6:

Exam board(s) and Specification(s) details:

### **Business Studies Extended Certificate NQF BTEC**

<b>Bus Studs Extended Certificate NQF BTEC</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<b>Unit 1 - Exploring Business</b>	<b>Unit 1 - Exploring Business</b>	<b>Unit 2 - Developing Marketing campaign</b>	<b>Unit 1 - Innovation</b>	<b>Unit 2 - Marketing</b>	<b>Unit 3 - Personal Finance</b>
<i>Students learn how to:</i>	Features of business, different types of ownerships, how success is measured, stakeholders, organisational structure	<ul style="list-style-type: none"> <li>External factors which affect business - economic, social, technological, environmental, ethical</li> <li>Competitor &amp; situational analysis</li> <li>Elasticity of demand</li> </ul>	<ul style="list-style-type: none"> <li>Principals of branding, brand personality, 7 x P, product life cycle, market research</li> <li>Developing campaign budget</li> <li>Evaluating marketing campaign</li> </ul>	How important is innovation to today's enterprise & business	Preparation for marketing exam Preparing a marketing campaign <b>Exam</b>	Role of money <ul style="list-style-type: none"> <li>Dif payment methods</li> <li>Current accounts</li> <li>Types of borrowing</li> <li>Insurance</li> <li>Features of financial institutions</li> <li>Communicating with customers</li> <li>Consumer protection</li> </ul>
Year 13	<b>Unit 3 - Personal Business Finance</b>	<b>Unit 3 - Personal Business Finance</b>	<b>Unit 8 - Recruitment &amp; selection process</b>	<b>Unit 8 - Recruitment &amp; selection process</b>	<b>Resitting any units needed Finishing Unit 8</b>	
<i>Students learn how to:</i>	Sources of finance <ul style="list-style-type: none"> <li>Cashflow</li> <li>Break even</li> <li>Depreciation</li> </ul>	Statements of financial position Measuring profitability ratios	<b>Exam</b> 1st Assignment - explain how large business recruits &	<ul style="list-style-type: none"> <li>2nd Assignment - undertake recruitment</li> </ul>		

	<ul style="list-style-type: none"><li>● Statement of comprehensive income</li><li>● Adjustments &amp; interpretation</li></ul>	Exam Practice	selects, analysing dif recruitment methods, employment law,	activity with appropriate documentation for recruitment activities, <ul style="list-style-type: none"><li>● Participate in selection interviews as interviewer and interviewee and evaluate process</li><li>● Skills development plan</li></ul>		
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