

## Level 3 Business BTEC

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

| Key Concepts                                  | Year 12             | Year 13              |
|---|---------------------|----------------------|
| Applying business concepts to real businesses | Units 1, 2, 4 and 5 | Units 3, 6, 8 and 19 |
| The impact of the external environment        | Units 1, 2, 4 and 5 | Units 3, 6, 8 and 19 |
| Business success                              | Units 1, 2, 4 and 5 | Units 3, 6, 8 and 19 |
| Stakeholder needs and expectations            | Units 1, 2, 4 and 5 | Units 3, 6, 8 and 19 |

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

| Year 12 LMY Extended Certificate   |                          |   |                          |  |                          |
|--|--------------------------|---|--------------------------|--|--------------------------|
| Autumn Term Half Term 1  |                          | Autumn Term Half Term 2   |                          | Spring Term Half Term 1  |                          |
| Unit Title:<br>1: Exploring Business<br>Learning Aim A   | Unit length:<br>28 hours | Unit Title:<br>1: Exploring Business<br>Learning Aim B  | Unit length:<br>28 hours | Unit Title:<br>1: Exploring Business<br>Learning Aim C   | Unit length:<br>24 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>Features of businesses</li> <li>Stakeholders and their influences</li> <li>Effective business communications</li> </ul>   |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>Organisational structure and functional areas</li> <li>Aims and objectives</li> </ul>  |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>External environment</li> <li>Internal environment</li> <li>Competitive environment</li> <li>Situational analysis</li> </ul>  |                          |
| Relevant Key Concepts: <ul style="list-style-type: none"> <li>Applying business concepts to real businesses</li> <li>The impact of the external environment</li> <li>Business success</li> <li>Stakeholder needs and expectations</li> </ul> |                          | Key Concepts: <ul style="list-style-type: none"> <li>Applying business concepts to real businesses</li> <li>The impact of the external environment</li> <li>Business success</li> <li>Stakeholder needs and expectations</li> </ul> |                          | Relevant Key Concepts: <ul style="list-style-type: none"> <li>Applying business concepts to real businesses</li> <li>The impact of the external environment</li> <li>Business success</li> <li>Stakeholder needs and expectations</li> </ul> |                          |
| Gateway knowledge:   |                          | Gateway knowledge:  |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>Difference between internal and external</li> </ul>  |                          |

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| <ul style="list-style-type: none"> <li>● Recall of being in a business / purchasing a product</li> <li>● Difference between internal and external</li> <li>● That information can be presented in different ways e.g. written or verbally</li> </ul>   | <ul style="list-style-type: none"> <li>● That some people have more power than others in a business e.g. a 'boss'</li> <li>● That a variety of jobs exist</li> <li>● The concept of setting a goal</li> </ul>  | <ul style="list-style-type: none"> <li>● That many businesses sell the same / similar products</li> <li>● That factors such as laws impact businesses as well as the general public</li> </ul>   |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explain the features of two contrasting businesses.</li> <li>● Explain how two contrasting businesses are influenced by stakeholders.</li> <li>● Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.</li> <li>● Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explore the organisation structures, aims and objectives of two contrasting businesses.</li> <li>● Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.</li> <li>● Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Discuss the effect of internal, external and competitive environments on a given business.</li> <li>● Select a variety of techniques to undertake a situational analysis of a given business.</li> <li>● Assess the effects of the business environment on a given business.</li> <li>● Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.</li> <li>● Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.</li> </ul> |

| Year 12 LMY Extended Certificate  |                          |   |                          |   |                          |
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| Spring Term Half Term 2   |                          | Summer Term Half Term 1   |                          | Summer Term Half Term 1   |                          |
| Unit Title:<br>1: Exploring Business<br>Learning Aim D  | Unit length:<br>28 hours | Unit Title:<br>Unit 2: Developing a<br>Marketing Campaign<br>Support for LPT in<br>preparing students for Unit<br>2 controlled assessment | Unit length:<br>28 hours | Unit Title:<br>Unit 8: Recruitment and<br>Selection Process<br>Learning Aim A   | Unit length:<br>28 hours |
| <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Different market structures</li> <li>● Relationship between demand, supply and price</li> <li>● Pricing and output decisions</li> </ul> |                          | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>●</li> </ul>  |                          | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Recruitment of staff</li> <li>● Recruitment and selection process</li> <li>● Ethical and legal considerations in the recruitment process</li> </ul> |                          |

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| <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>●</li> </ul>          | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>   |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● That price is a key factor in people deciding what to buy and how much to buy</li> <li>● That popular products sell more</li> <li>● That some products can be bought 'everywhere' but others can be hard to find</li> </ul>  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>●</li> </ul>     | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● What a job is</li> <li>● The basics of how someone gets a job e.g. applies and has an interview</li> </ul>  |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.</li> <li>● Assess how a given business has responded to changes in the market.</li> <li>● Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.</li> <li>● Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>●</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explain how a large business recruits and selects giving reasons for their processes.</li> <li>● Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law.</li> <li>● Analyse the different recruitment methods used in a selected business.</li> <li>● Evaluate the recruitment processes used and how they contribute to the success of the selected business.</li> </ul> |

| Year 12 LPT Extended Certificate |                          |                         |                          |                         |                          |
|----------------------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|
| Autumn Term Half Term 1          |                          | Autumn Term Half Term 2 |                          | Spring Term Half Term 1 |                          |
| Unit Title:                      | Unit length:<br>24 hours | Unit Title:             | Unit length:<br>24 hours | Unit Title:             | Unit length:<br>28 hours |

| Unit 2: Developing a Marketing Campaign<br>Part A   |  | 2: Developing a Marketing Campaign<br>Part B  |  | 2: Developing a Marketing Campaign<br>Part C  |  |
|---|--|---|--|---|--|
| <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● The role of marketing</li> <li>● Influences on marketing activity</li> </ul>  |  | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Purpose of researching information to identify the needs and wants of customers</li> <li>● Market research methods and use</li> <li>● Developing the rationale</li> </ul>   |  | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Marketing campaign activity</li> <li>● Marketing mix</li> <li>● The marketing campaign</li> </ul>   |  |
| <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  |  | <p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>   |  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  |  |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Recollection of seeing, and maybe being influenced by, adverts</li> <li>● That different people want different products</li> </ul>   |  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● What research is – that it helps you find ‘things’ out that you didn’t know before</li> <li>● How to spot if ‘something’ is reliable</li> </ul>  |  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● External environment from Unit 1</li> <li>● Recall seeing businesses use social media to promote themselves</li> </ul>   |  |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definition</li> <li>● Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns</li> <li>● Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances</li> <li>● Develop a marketing campaign with appropriate justification, synthesising ideas</li> </ul> |  | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definition</li> <li>● Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns</li> <li>● Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances</li> <li>● Develop a marketing campaign with appropriate justification, synthesising ideas</li> </ul> |  | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definition</li> <li>● Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns</li> <li>● Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances</li> <li>● Develop a marketing campaign with appropriate justification, synthesising ideas</li> </ul> |  |

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| and evidence from several sources to support arguments | and evidence from several sources to support arguments | and evidence from several sources to support arguments |
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| Year 12 LPT Extended Certificate  |                     |   |                         |   |                          |
|---|---------------------|---|-------------------------|---|--------------------------|
| Spring Term Half Term 2   |                     | Summer Term Half Term 1   |                         | Summer Term Half Term 1   |                          |
| Unit Title:<br>2: Developing a Marketing Campaign   | Unit Length 9 hours | Unit Title:<br>2: Developing a Marketing Campaign<br>Final preparation and practice assessments ready for the controlled assessment in May (date TBC) | Unit length:<br>9 hours | Unit Title:<br>Unit 8: Recruitment and Selection Process<br>Learning Aim B  | Unit length:<br>28 hours |
| Domains of Knowledge <ul style="list-style-type: none"> <li>recall and retrieval of domains of knowledge from Part A, Part B and Part C</li> </ul>            |                     |   |                         | Domains of Knowledge: <ul style="list-style-type: none"> <li>Job applications</li> <li>Interviews and skills</li> </ul>   |                          |
| Key Concepts <ul style="list-style-type: none"> <li>recall and retrieval of key concepts from Part A, Part B and Part C</li> </ul>                            |                     |   |                         | Key Concepts: <ul style="list-style-type: none"> <li>Applying business concepts to real businesses</li> <li>The impact of the external environment</li> <li>Business success</li> <li>Stakeholder needs and expectations</li> </ul>   |                          |
| Gateway Knowledge <ul style="list-style-type: none"> <li>Prior learning of Part A, Part B and Part C from September</li> </ul>                                |                     |   |                         | Gateway knowledge: <ul style="list-style-type: none"> <li>The purpose of filling in a job application</li> <li>The purpose of an interview</li> <li>What might happen in an interview</li> </ul>  |                          |
| Assessment End points <ul style="list-style-type: none"> <li>Continue to practice to meet the assessment end-points from Part A, Part B and Part C</li> </ul> |                     |   |                         | Assessment end-points: <ul style="list-style-type: none"> <li>Prepare appropriate documentation for use in selection and recruitment activities.</li> <li>Participate in the selection interviews, as an interviewer and interviewee.</li> <li>Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer.</li> </ul> |                          |

| Year 12 Crawshaw Diploma  |                          |   |                          |  |                          |
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| Autumn Term Half Term 1   |                          | Autumn Term Half Term 2   |                          | Spring Term Half Term 1  |                          |
| Unit Title:<br>4: Managing an Event<br>Learning Aim A   | Unit length:<br>28 hours | Unit Title:<br>Managing an Event<br>Learning Aim B and C  | Unit length:<br>28 hours | Unit Title:<br>Managing an Event<br>Learning Aim D and E   | Unit length:<br>24 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>• Different tasks needed to be completed by an event organiser</li> <li>• Different skills needed by an effective event organiser</li> <li>• Common formats for skills audit collection</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>• Different types of event, and the factors affecting success</li> <li>• Feasibility measures and critical success factors</li> <li>• Event planning and the use of planning tools</li> <li>• Factors to be considered, including budgets, resources and contingency planning</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>• Management of the event</li> <li>• Problem solving</li> <li>• Evaluation of the event</li> <li>• Review of personal skills development in the running of the event</li> </ul> |                          |
| Relevant Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul>            |                          | Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul>   |                          | Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul>  |                          |
| Gateway knowledge: <ul style="list-style-type: none"> <li>• What an event is and be able to give an example</li> <li>• What a skill is and be able to give an example</li> </ul>  |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>• What having a plan means / recall a time when they have planned something</li> <li>• What 'success' means</li> <li>• That a budget means a limit to what can be spent</li> </ul>  |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>• What a problem is</li> <li>• What a review is</li> </ul>   |                          |
| Assessment end-points:  |                          | Assessment end-points:  |                          | Assessment end-points:   |                          |

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| <ul style="list-style-type: none"> <li>● Explain the role and skills required to be an effective event organiser</li> <li>● Investigate own skills in the form of a skills audit.</li> <li>● Analyse own skills against those required by an event organiser, highlighting areas for development.</li> <li>● Fully justify how own skills match those of an event organiser.</li> </ul> | <ul style="list-style-type: none"> <li>● Investigate the staging of several events to determine common success factors.</li> <li>● Explain the chosen event idea, including reasons for choice.</li> <li>● Assess the feasibility of the event proposal.</li> <li>● Explain factors that need to be considered when producing a detailed plan for the proposed event.</li> <li>● Produce a detailed plan for your chosen event using planning tools, detailed budget and consideration of risk assessment and contingency planning.</li> <li>● Analyse the key factors that need to be considered when producing a plan for an event.</li> <li>● Evaluate and justify the feasibility of the plan, tools, budget and risk, making any required contingency adjustments.</li> </ul> | <ul style="list-style-type: none"> <li>● Stage an event, demonstrating some relevant management skills.</li> <li>● Demonstrate effective and safe management skills when organising and staging an event.</li> <li>● Review the success of the event in meeting aims and objectives, achieving targets and receiving good feedback from stakeholders.</li> <li>● Analyse the planning and running of the event, how risks and contingencies were managed, making recommendations for future improvements.</li> <li>● Justify how own contribution has contributed to a successful outcome of the event by the demonstration of outstanding management skills throughout the arranging and staging of an event.</li> </ul> |
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| Year 12 Crawshaw Diploma   |                          |   |                          |   |                          |
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| Spring Term Half Term 2  |                          | Summer Term Half Term 1   |                          | Summer Term Half Term 1   |                          |
| Unit Title:<br>5: International Business<br>Learning Aim A and B   | Unit length:<br>24 hours | Unit Title:<br>5: International Business<br>Learning Aim C and D  | Unit length:<br>28 hours | Unit Title:<br>5: International Business<br>Learning Aim E  | Unit length:<br>28 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>● International business</li> <li>● Financing of international business</li> <li>● Support for international business</li> <li>● Globalisation</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>● External influences on international business</li> <li>● International business support systems</li> <li>● Cultural factors</li> <li>● Impact of cultural factors</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>● Strategies for operating internationally</li> <li>● Resource considerations</li> </ul> |                          |

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| <ul style="list-style-type: none"> <li>● International trading blocs</li> <li>● Barriers to international business</li> </ul>   |   |  |
| <p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>   |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● The concept that not all businesses are British</li> <li>● Understand that a lot of our 'things' come from other countries</li> <li>● That selling overseas can help businesses grow</li> <li>● That different countries have different languages and currencies</li> </ul>  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Know what the internet is and how it helps businesses</li> <li>● Be able to describe a 'culture' e.g. what is British culture?</li> </ul>  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Types of ownership from Unit 1</li> <li>● What a plan is</li> <li>● That most things in business incur a cost</li> </ul>  |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explain why two businesses operate in contrasting international markets.</li> <li>● Explain the types of finance available for international business</li> <li>● Analyse the support that is available to contrasting businesses that operate internationally.</li> <li>● Explain the main features of globalisation that affect two contrasting businesses.</li> <li>● Explore the role of trading blocs on international trade.</li> <li>● Analyse the barriers of operating internationally for two contrasting businesses.</li> <li>● Evaluate the impact of globalisation on a business.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explain the external factors that influence a selected business considering trading internationally.</li> <li>● Explain how business support systems enable a selected business to trade internationally.</li> <li>● Carry out a situational analysis on two countries a selected business may consider trading in.</li> <li>● Recommend one country that a selected business could target for international trade, justifying your decision.</li> <li>● Evaluate the impact of cultural differences on international business.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explain how products and processes have to be adapted for international markets by a selected business.</li> <li>● Analyse the effectiveness of the strategies and resources used by a selected international business.</li> <li>● Evaluate the success of the strategies and resources used by a selected international business in one of its markets.</li> </ul> |



| Year 13 LPT Extended Certificate  |                          |   |                          |  |                          |
|---|--------------------------|---|--------------------------|--|--------------------------|
| Autumn Term Half Term 1   |                          | Autumn Term Half Term 2   |                          | Spring Term Half Term 1  |                          |
| Unit Title:<br>3: Personal and Business Finance Part E  | Unit length:<br>28 hours | Unit Title:<br>3: Personal and Business Finance Part F  | Unit length:<br>28 hours | Unit Title:<br>Unit 8: Recruitment and Selection Process<br>Learning Aim C   | Unit length:<br>24 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>● Cash flow forecasts</li> <li>● Break-even analysis</li> </ul>  |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>● Statement of comprehensive income</li> <li>● Statement of financial position</li> <li>● Measuring profitability</li> <li>● Measuring liquidity</li> <li>● Measuring efficiency</li> <li>● Limitations of ratios</li> </ul>   |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>● Review and evaluation of recruitment and selection process undertaken</li> <li>● SWOT analysis and action plan</li> </ul>   |                          |
| Relevant Key Concepts: <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  |                          | Relevant Key Concepts: <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  |                          | Key Concepts: <ul style="list-style-type: none"> <li>● Applying business concepts to real businesses</li> <li>● The impact of the external environment</li> <li>● Business success</li> <li>● Stakeholder needs and expectations</li> </ul>  |                          |
| Gateway knowledge: <ul style="list-style-type: none"> <li>● Basic numeracy: addition, subtraction, division and multiplication, plus drawing and interpreting a line graph</li> <li>● Concept that people (and businesses) need to make more money than they spend</li> </ul>   |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>● Basic numeracy: addition, subtraction, division and multiplication</li> </ul>   |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>● What it means to reflect and review performance</li> <li>● How to take feedback and act upon it</li> </ul>   |                          |
| Assessment end-points: <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</li> <li>● Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios</li> </ul> |                          | Assessment end-points: <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</li> <li>● Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios</li> </ul> |                          | Assessment end-points: <ul style="list-style-type: none"> <li>● Complete a SWOT analysis on your performance in the interviewing activities.</li> <li>● Prepare a personal skills development plan for future interview situations.</li> <li>● Analyse the results of the process and how your skills development will contribute to your future success.</li> </ul> |                          |

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| <ul style="list-style-type: none"> <li>Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</li> <li>Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance</li> </ul> | <ul style="list-style-type: none"> <li>Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</li> <li>Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career.</li> </ul> |
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| Year 13 LPT Extended Certificate  |                          |                         |              |                         |              |
|---|--------------------------|-------------------------|--------------|-------------------------|--------------|
| Spring Term Half Term 2   |                          | Summer Term Half Term 1 |              | Summer Term Half Term 1 |              |
| Unit Title:<br>Unit 8: Recruitment and Selection Process<br>Outstanding work on Learning Aims B and C | Unit length:<br>24 hours | Unit Title:             | Unit length: | Unit Title:             | Unit length: |
| Domains of Knowledge:   |                          | Domains of Knowledge:   |              | Domains of Knowledge:   |              |
| Relevant Key Concepts:  |                          | Key Concepts:           |              | Key Concepts:           |              |
| Gateway knowledge:  |                          | Gateway knowledge:      |              | Gateway knowledge:      |              |
| Assessment end-points:  |                          | Assessment end-points:  |              | Assessment end-points:  |              |

| Year 13 DSD Extended Certificate   |                          |   |                          |   |                          |
|--|--------------------------|---|--------------------------|---|--------------------------|
| Autumn Term Half Term 1  |                          | Autumn Term Half Term 2   |                          | Spring Term Half Term 1   |                          |
| Unit Title:<br>3: Personal and Business Finance Parts A and B  | Unit length:<br>28 hours | Unit Title:<br>3: Personal and Business Finance Parts C and D   | Unit length:<br>28 hours | Unit Title:<br>Unit 8: Recruitment and Selection Process<br>Outstanding work on Learning Aim A (see table above for detail) | Unit length:<br>24 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>• Functions and role of money</li> <li>• Different ways to pay</li> <li>• Current accounts</li> <li>• Managing personal finance</li> <li>• Features of financial institutions</li> <li>• Communicating with customers</li> <li>• Consumer protection in relation to personal finance</li> <li>• Information, guidance and advice</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>• Purpose of accounting</li> <li>• Types of income</li> <li>• Types of expenditure</li> <li>• Sources of finance</li> </ul>  |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>   |                          |
| Relevant Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul>   |                          | Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul> |                          | Key Concepts: <ul style="list-style-type: none"> <li>•</li> </ul>   |                          |
| Gateway knowledge: <ul style="list-style-type: none"> <li>• That money is the key to opportunity i.e. almost everything costs money to do</li> <li>• That people need to manage their money as well as businesses</li> </ul>   |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>• That money comes from more than just one place</li> </ul>   |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>  |                          |

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| <ul style="list-style-type: none"> <li>● Concept of 'over spending'</li> </ul>   | <ul style="list-style-type: none"> <li>● That there are options if a person / business does not have enough money at a certain point</li> </ul>  |   |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</li> <li>● Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios</li> <li>● Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</li> <li>● Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</li> <li>● Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios</li> <li>● Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</li> <li>● Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>●</li> </ul> |

| Year 13 DSD Extended Certificate   |                          |                         |              |                         |              |
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| Spring Term Half Term 2  |                          | Summer Term Half Term 1 |              | Summer Term Half Term 1 |              |
| Unit Title: NA<br>Pulling together all units and completing final amendments | Unit length:<br>24 hours | Unit Title:             | Unit length: | Unit Title:             | Unit length: |
| Domains of Knowledge:  |                          | Domains of Knowledge:   |              | Domains of Knowledge:   |              |
| Relevant Key Concepts:   |                          | Key Concepts:           |              | Key Concepts:           |              |

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| Gateway knowledge:<br>•     | Gateway knowledge:<br>•     | Gateway knowledge:<br>•     |
| Assessment end-points:<br>• | Assessment end-points:<br>• | Assessment end-points:<br>• |

| Year 13 LPT Diploma  |                          |   |                          |   |                          |
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| Autumn Term Half Term 1  |                          | Autumn Term Half Term 2   |                          | Spring Term Half Term 1   |                          |
| Unit Title:<br>19: Pitching for a New Business<br>Learning Aim A   | Unit length:<br>28 hours | Unit Title:<br>6: Principles of Management<br>Parts D, E and F  | Unit length:<br>28 hours | Unit Title:<br>19: Pitching for a New Business<br>Learning Aim B  | Unit length:<br>24 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>• Exploration of ideas for a micro-business start-up</li> <li>• Models for business opportunities</li> <li>• Factors to be considered when setting up a micro-business</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>• Motivation in the workplace</li> <li>• Techniques to meet skills requirements</li> <li>• Training and development</li> <li>• Performance appraisal</li> <li>• Managing change</li> <li>• Quality standards</li> <li>• Developing a quality culture</li> <li>• The techniques and tools of quality management</li> <li>• The importance and benefits of quality management</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>• Market analysis and planning</li> <li>• Legal aspects</li> <li>• Financial aspects</li> <li>• Evaluation of marketing mix and financial forecasts</li> </ul> |                          |
| Relevant Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> </ul>   |                          | Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> </ul>   |                          | Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> </ul>                               |                          |

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| <ul style="list-style-type: none"> <li>Stakeholder needs and expectations</li> </ul>   | <ul style="list-style-type: none"> <li>Stakeholder needs and expectations</li> </ul>  | <ul style="list-style-type: none"> <li>Stakeholder needs and expectations</li> </ul>   |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>That products and businesses constantly change and adapt</li> <li>The idea that ‘things’ can be categorised based on similarities (or differences)</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>That some people are more willing to do things than others / others need an incentive</li> <li>That learning can help people improve</li> <li>What ‘quality’ is e.g. be able to pick which has better quality and say why when given two products</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>Marketing and finance knowledge from Unit 3</li> </ul>  |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>Describe the potential business opportunities for a micro-business start-up.</li> <li>Review the factors that need to be considered to start up a micro-business.</li> <li>Analyse the internal and external factors associated with a selected micro-business start-up.</li> <li>Evaluate the internal and external factors associated with a selected micro-business start-up.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories</li> <li>Apply knowledge and understanding of management and leadership issues to real-life business scenarios</li> <li>Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context</li> <li>Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>Explain your marketing plan for a selected micro-business.</li> <li>Explain how legal and financial aspects will affect the start-up of the business.</li> <li>Analyse the financial and marketing plans for your micro-business.</li> <li>Evaluate your plan for a micro-business and justify your conclusions.</li> </ul> |

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| Year 13 LPT Diploma                            |                          |                         |              |                         |              |
| Spring Term Half Term 2                        |                          | Summer Term Half Term 1 |              | Summer Term Half Term 1 |              |
| Unit Title:<br>19: Pitching for a New Business | Unit length:<br>24 hours | Unit Title:             | Unit length: | Unit Title:             | Unit length: |

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| Learning Aim C  |   |   |  |  |  |
| <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>• Documents and materials for pitch to audience</li> <li>• Professional presentation skills demonstrated in the pitch</li> <li>• Review and evaluation of the pitch</li> </ul>  | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>•</li> </ul>  |  |  |  |
| <p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>•</li> </ul>          | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>•</li> </ul>          |  |  |  |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• What basic communication skills</li> <li>• What it means to give a presentation</li> <li>• How to select key information from work to present</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>•</li> </ul>     | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>•</li> </ul>     |  |  |  |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Pitch for funding to start up a micro-business.</li> <li>• Review the viability and risks of the start-up using audience feedback.</li> <li>• Effectively present an individual pitch to negotiate funding for a micro-business start-up, analysing audience feedback and viability issues.</li> <li>• Demonstrate individual responsibility and effective self-management in the preparation, delivery and review of the presentation of a high-quality pitch.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>•</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>•</li> </ul> |  |  |  |

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| Year 13 DSD Diploma  |                          |   |                          |   |                          |
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| Autumn Term Half Term 1  |                          | Autumn Term Half Term 2   |                          | Spring Term Half Term 1   |                          |
| Unit Title:<br>6: Principles of Management Parts A and B   | Unit length:<br>28 hours | Unit Title:<br>6: Principles of Management Part C   | Unit length:<br>28 hours | Unit Title:<br>Support on Unit 19<br>See LPT table above                  | Unit length:<br>24 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>• Definitions of management and leadership</li> <li>• Functions of management and leadership</li> <li>• Business culture</li> <li>• Management and leadership styles</li> <li>• Management and leadership skills</li> </ul> |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>• Human resources</li> <li>• Human resource planning</li> </ul>  |                          | Domains of Knowledge: <ul style="list-style-type: none"> <li>•</li> </ul> |                          |
| Relevant Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul>                                     |                          | Key Concepts: <ul style="list-style-type: none"> <li>• Applying business concepts to real businesses</li> <li>• The impact of the external environment</li> <li>• Business success</li> <li>• Stakeholder needs and expectations</li> </ul> |                          | Key Concepts: <ul style="list-style-type: none"> <li>•</li> </ul>         |                          |
| Gateway knowledge: <ul style="list-style-type: none"> <li>• What culture is from (from Unit 5 if Diploma students)</li> </ul>  |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>  |                          | Gateway knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>    |                          |



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| <ul style="list-style-type: none"> <li>• Concept of what management is from unit 1</li> </ul>   | <ul style="list-style-type: none"> <li>• That lots of different jobs exist, as well as different ways of working e.g. basic understanding of full or part time</li> <li>• That human resources refers to the people who work in a business</li> </ul>   |   |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories</li> <li>• Apply knowledge and understanding of management and leadership issues to real-life business scenarios</li> <li>• Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context</li> <li>• Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories</li> <li>• Apply knowledge and understanding of management and leadership issues to real-life business scenarios</li> <li>• Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context</li> <li>• Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>•</li> </ul> |

| Year 13 DSD Diploma  |                          |                         |              |                         |              |
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| Spring Term Half Term 2  |                          | Summer Term Half Term 1 |              | Summer Term Half Term 1 |              |
| Unit Title:<br>Support on Unit 19 /<br>Prepare students for a<br>Unit 6 re-sit | Unit length:<br>24 hours | Unit Title:             | Unit length: | Unit Title:             | Unit length: |
| Domains of Knowledge:  |                          | Domains of Knowledge:   |              | Domains of Knowledge:   |              |
| Relevant Key Concepts:   |                          | Key Concepts:           |              | Key Concepts:           |              |

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| Gateway knowledge:<br>•     | Gateway knowledge:<br>•     | Gateway knowledge:<br>•     |
| Assessment end-points:<br>• | Assessment end-points:<br>• | Assessment end-points:<br>• |