

# 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.

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 the curriculum.

Year 12 LMY Extended Certificate					
Autumn Term Half Term 1		Autumn Term Half Term 2		Spring Term Half Term 1	
Unit Title: 1: Exploring Business Learning Aim A	Unit length: 28 hours	Unit Title: 1: Exploring Business Learning Aim A	Unit length: 28 hours	Unit Title: 1: Exploring Business Learning Aim B	Unit length: 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>	
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>• 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>				Gateway knowledge: <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>	

<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>
--	--

Year 12 LMY Extended Certificate					
Spring Term Half Term 2		Summer Term Half Term 1		Summer Term Half Term 1	
Unit Title: 1: Exploring Business Learning Aim E	Unit length: 24 hours	Unit Title: Unit 2: Developing a Marketing Campaign Support for LPT See information in LPT table below: Spring Half Term	Unit length: 28 hours	Unit Title: Unit 8: Recruitment and Selection Process Learning Aim A	Unit length: 28 hours
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● The role of innovation and enterprise</li> <li>● Benefits and risks associated with innovation and enterprise</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>	
<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>● 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 products change and improve over time</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> </ul>	

<ul style="list-style-type: none"> <li>What 'being creative' and 'thinking outside the box' means</li> </ul>		<ul style="list-style-type: none"> <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 innovation and enterprise contribute to the success of a business.</li> <li>Analyse how successful the use of innovation and enterprise has been for a given business.</li> <li>Justify the use of innovation and enterprise for a business in relation to its changing market and environment.</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: 1: Exploring Business Learning Aim C	Unit length: 28 hours	Unit Title: 1: Exploring Business Learning Aim D	Unit length: 28 hours	Unit Title: Unit 2: Developing a Marketing Campaign Part A	Unit length: 24 hours
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>External environment</li> <li>Internal environment</li> <li>Competitive environment</li> <li>Situational analysis</li> </ul>		<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>The role of marketing</li> <li>Influences on marketing activity</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> </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> </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> </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>	<ul style="list-style-type: none"> <li>Stakeholder needs and expectations</li> </ul>
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>Difference between internal and external</li> <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>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>Recollection of seeing, and maybe being influenced by, adverts</li> <li>That different people want different products</li> </ul>
<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>Discuss the effect of internal, external and competitive environment 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>	<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>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 and evidence from several sources to support arguments</li> </ul>

Year 12 LPT Extended Certificate					
Spring Term Half Term 2		Summer Term Half Term 1		Summer Term Half Term 1	
Unit Title: 2: Developing a Marketing Campaign	Unit length: 24 hours	Unit Title: 2: Developing a Marketing Campaign	Unit length: 28 hours	Unit Title: Unit 8: Recruitment and Selection Process	Unit length: 28 hours

Part B		Part C		Learning Aim B	
<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>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Job applications</li> <li>● Interviews and skills</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>● 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>Gateway knowledge:</p> <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>	
<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>● 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>	

and evidence from several sources to support arguments	and evidence from several sources to support arguments	
--	--	--

Year 12 Crawshaw Diploma					
Autumn Term Half Term 1		Autumn Term Half Term 2		Spring Term Half Term 1	
Unit Title: 4: Managing an Event Learning Aim A	Unit length: 28 hours	Unit Title: Managing an Event Learning Aim B and C	Unit length: 28 hours	Unit Title: Managing an Event Learning Aim D and E	Unit length: 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: <ul style="list-style-type: none"> <li>Explain the role and skills required to be an effective event organiser</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>Investigate the staging of several events to determine common success factors.</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>Stage an event, demonstrating some relevant management skills.</li> </ul>	

<ul style="list-style-type: none"> <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>● 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>● 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>
--	--	---

Year 12 Crawshaw Diploma					
Spring Term Half Term 2		Summer Term Half Term 1		Summer Term Half Term 1	
Unit Title: 5: International Business Learning Aim A and B	Unit length: 24 hours	Unit Title: 5: International Business Learning Aim C and D	Unit length: 28 hours	Unit Title: 5: International Business Learning Aim E	Unit length: 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> <li>● International trading blocs</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>	

<ul style="list-style-type: none"> <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: 3: Personal and Business Finance Part E	Unit length: 28 hours	Unit Title: 3: Personal and Business Finance Part F	Unit length: 28 hours	Unit Title: Unit 8: Recruitment and Selection Process Learning Aim C	Unit length: 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> </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>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 the results of the process and how your skills development will contribute to your future success.</li> <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>
--	--	---

Year 13 LPT Extended Certificate					
Spring Term Half Term 2		Summer Term Half Term 1		Summer Term Half Term 1	
Unit Title: Unit 8: Recruitment and Selection Process Outstanding work on Learning Aims B and C	Unit length: 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: 3: Personal and Business Finance Parts A and B	Unit length: 28 hours	Unit Title: 3: Personal and Business Finance Parts C and D	Unit length: 28 hours	Unit Title: Unit 8: Recruitment and Selection Process Outstanding work on Learning Aim A (see table above for detail)	Unit length: 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>	

<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					
Spring Term Half Term 2		Summer Term Half Term 1		Summer Term Half Term 1	
Unit Title: NA Pulling together all units and completing final amendments	Unit length: 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 LPT Diploma					
Autumn Term Half Term 1		Autumn Term Half Term 2		Spring Term Half Term 1	
Unit Title: 19: Pitching for a New Business Learning Aim A	Unit length: 28 hours	Unit Title: 6: Principles of Management Parts D, E and F	Unit length: 28 hours	Unit Title: 19: Pitching for a New Business Learning Aim B	Unit length: 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>	

<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>

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

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>			

--	--	--

Year 13 DSD Diploma					
Autumn Term Half Term 1		Autumn Term Half Term 2		Spring Term Half Term 1	
Unit Title: 6: Principles of Management Parts A and B	Unit length: 28 hours	Unit Title: 6: Principles of Management Part C	Unit length: 28 hours	Unit Title: Support on Unit 19 See LPT table above	Unit length: 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>	



<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					
Spring Term Half Term 2		Summer Term Half Term 1		Summer Term Half Term 1	
Unit Title: Support on Unit 19 / Prepare students for a Unit 6 re-sit	Unit length: 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: •