



## Business Vocation Business BTEC L3: Start to End Point Mapping – Curriculum Sequence Grids



Year 12	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	<p><b>Unit 1</b> Features of businesses Stakeholders and their influence Effective business communications Structure and organisation</p> <p><b>Unit 2</b> The role of marketing Influences on marketing activity Purpose of researching information to identify the needs and wants of customers Market research methods and use Developing the rationale</p>	<p><b>Unit 1</b> Aims and objectives External environment Internal environment Competitive environment Marketing mix The marketing campaign Appropriateness of marketing campaign</p> <p><b>Unit 2</b> Marketing campaign activity</p> <p>Marketing mix</p> <p>The marketing campaign</p> <p>Appropriateness of marketing</p>	<p><b>Unit 1</b> Situational analysis Different market structure Relationship between demand, supply and price Pricing and output decisions Benefits and risks associated with innovation The role of innovation and enterprise</p> <p><b>Possible start on-Unit 3</b> Functions and role of money. Different ways to pay The use of money as a payment method, advantages and disadvantages Current accounts Managing personal finance</p>
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Unit 1</b> <b>A1 Features of businesses</b> • Ownership and liability: o private, e.g. sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability o public, e.g. government department o not-for-profit, e.g. charitable trust, voluntary. • Purposes, e.g. supply of products or services, difference between for-profit and not-for-profit businesses. • Sectors: primary, secondary, tertiary, quaternary. • Scope of business activities: local, national, international. • Size: micro – up to nine staff, Small and Medium Enterprises (SMEs): small – between 10 and 49 staff, medium – between 50 and 249 staff; large: more than 250 staff. • Reasons for success: how these differ depending on the type of business (profit or non-profit), and its aims and objectives, e.g. clarity of vision, innovative products or processes. <b>A2 Stakeholders and their influence</b> • Stakeholders: o internal, e.g. managers, employees, owners o external, e.g. suppliers, lenders, competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups. • The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups). <b>A3 Effective business communications</b> Appropriate presentation and delivery of information to a given audience: • written presentations, e.g. financial, non-financial, formal and informal reports • oral presentations, e.g. computer projection/PowerPoint with speaker notes • importance of communication to aid business success, e.g. social media, virtual communities. Learning aim B: Investigate how businesses are organised B1 Structure and organisation • Organisational structure, e.g. hierarchical, flat, matrix, Holocratic. • Functional/operational areas, e.g. human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration. <b>B1 Structure and organisation</b> • Organisational structure, e.g. hierarchical, flat, matrix, Holocratic. • Functional/operational areas, e.g. human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration.</p> <p><b>Unit 2</b> <b>A1 The role of marketing</b> • Principles and purposes of marketing: o anticipating demand o recognising demand o stimulating demand o satisfying demand. • Marketing aims and objectives: o understanding customer wants and needs o developing new products o improving profitability o increasing market share o diversification o increased brand awareness and loyalty. • Types of market – mass and niche market. • Market segmentation. • Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff. <b>A2 Influences on marketing activity</b> • Internal influences: o cost of the campaign o availability of finance o expertise of staff o size and culture of the business. • External influences: o social o technological o economic o environmental o political o legal o ethical. B Using information to develop the rationale for a marketing campaign B1 Purpose of researching information to identify the needs and wants of customers • To identify target markets. • To identify size, structure and trends in the market. • To identify competition.</p>	<p><b>Unit 1</b> <b>B2 Aims and objectives</b> • Aims of businesses in different sectors – mission, vision and values: o private, e.g. making profits, profit maximisation, break-even, survival, growth, market leadership o public, e.g. service provision, cost control, value for money, service quality, meeting government standards o not-for-profit, e.g. education, housing, alleviating poverty, healthcare. • SMART (Specific, Measurable, Achievable, Relevant, Time constrained) objectives <b>C1 External environment</b> • Political, e.g. government support, membership of trading communities such as the European Union. • Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates. • Social attitudes to saving, spending and debt; social responsibility requirements; change, e.g. to demographic trends, consumers’ tastes/preferences. • Technological change, e.g. automation, improved communications. • Environmental factors and ethical trends, e.g. carbon emissions, waste, recycling, pollution. • Legal environment, e.g. partnership legislation, companies acts, charities legislation, competition legislation, UK Corporate Governance Code, financial services regulation, industry regulators, government departments. (Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.) <b>C2 Internal environment</b> • Corporate culture. • Corporate social responsibility (CSR), ethics. <b>C3 Competitive environment</b> • Competition (local, national and international). • Factors influencing competitive advantage, e.g. differentiation, pricing policies, market leadership, reputation, market share, cost control, technology relationships with customers, suppliers, employees. • Benefits and importance of establishing and maintaining a competitive advantage.</p> <p><b>Unit 2</b> <b>C1 Marketing campaign activity</b> • Selection of appropriate marketing aims and objectives to suit business goals. • Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental). • Use of research data to determine target market. • Use of research data to conduct competitor analysis. <b>C2 Marketing mix</b> • Product development: form and function, packaging, branding. • Pricing strategies: penetration, skimming, competitor based, cost plus. • Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image. • Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers. • Extended marketing mix: people, physical environment, process. <b>C3 The marketing campaign</b> • Content of the marketing message. • Selection of an appropriate marketing mix. • Selection of appropriate media. • Allocation of the campaign budget. • Timelines for the campaign, including monitoring. • How the campaign is to be evaluated. <b>C4 Appropriateness of marketing campaign</b> • How far the marketing activity reinforces and supports brand value. • The sustainability of marketing activities. • Flexibility of the campaign to enable response to both internal and external changes. • Relevance to organisational goals. • Appropriateness to target market. • Legal and ethical considerations.</p>	<p><b>Unit 1</b> <b>C4 Situational analysis</b> • Assessment of the business environment using various techniques, e.g. PESTEL (Political, Economic, Social, Technological, Legal, Environmental) analysis, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, 5Cs (Company, Competitors, Customers, Collaborators, Climate) analysis, Porter’s Five Forces. Learning aim D: Examine business markets <b>D1 Different market structures</b> • Market structures: perfect competition, imperfect competition. • Features of different market structures: number of firms, freedom of entry, nature of product. <b>D2 Relationship between demand, supply and price</b> • Influences on demand, e.g. affordability, competition, availability of substitutes, level of Gross Domestic Product (GDP), needs and aspirations of consumers. • Influences on supply, e.g. availability of raw materials and labour, logistics, ability to produce profitably, competition for raw materials, government support. • Elasticity: price elasticity of demand. <b>D3 Pricing and output decisions</b> • Impact on pricing and output decisions in different market structures. • Responses by business to pricing and output decisions of competitors in different market structures. <b>E1 Role of innovation and enterprise</b> • Innovation, e.g. creative process, product or service development, new ways of increasing business efficiency or improving profitability, successfully exploiting a new idea, adding value to products, services or markets to differentiate the business from the competitors. • Enterprise: identifying opportunities to develop business activities through, e.g. creative, lateral (approaching subjects from alternative perspectives) and ‘blue sky’ thinking (approaching subjects with no restrictions on perspectives); chance and serendipity, intuition. <b>E2 Benefits and risks associated with innovation and enterprise</b> • Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points, improved recognition and reputation, smarter working. • Risks: failing to meet operational and commercial requirements, failing to achieve a return on investment, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management).</p> <p><b>Unit 3</b> <b>A1 Functions and role of money.</b> • Role of money is affected and influenced by a number of factors • Planning expenditure, common principles to be considered in planning personal finances. <b>A2 Different ways to pay</b> The use of money as a payment method, advantages and disadvantages <b>A3 Current accounts</b> <b>A4 Managing personal finance</b>-Different types of saving and investment features, advantages and disadvantages. o individual savings accounts (ISAs) o deposit and savings accounts o premium bonds o bonds and gilts o shares o pension. Risks and rewards of saving versus investment</p>



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	<p><b>B1 Purpose of researching information to identify the needs and wants of customers</b> • To identify target markets. • To identify size, structure and trends in the market. • To identify competition.</p> <p><b>B2 Market research methods and use</b> • Primary research, to include survey, interview, observation, trials, focus groups. • Secondary research: o internal – business data on customers and financial records to include loyalty cards and sales records o external – commercially published reports, government statistics, trade journals, media sources. • Importance of validity, reliability, appropriateness, currency, cost. • Quantitative and qualitative data, when and where used. • Sufficiency and focus of the research. • Selection and extraction.</p> <p><b>B3 Developing the rationale</b> • Interpretation, analysis and use of data and other information to make valid marketing decisions. • Identification of any further sources of information that may be required. • Evaluation of the reliability and validity of the information obtained. • Product life cycle. C Planning and developing a marketing campaign.</p> <p><b>C1 Marketing campaign activity</b> • Selection of appropriate marketing aims and objectives to suit business goals. • Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental). • Use of research data to determine target market. • Use of research data to conduct competitor analysis</p>		
	<p><b>Expected standard</b> Students understand and can name all ownership styles, scope and sizes. They can explain the difference between internal and external stakeholders and name at least 2 of each. They can explain a few lines of communication for each stakeholder. Students can name each of the organisation structures and recognise the structures.</p> <p>Students can name and explain 3 examples of the role of marketing. Students can name and explain at least 2 internal and 2 external influences of marketing and apply to real situations. Students understand that markets differ in size, structure and trends they can compare 2 markets. Students can develop a reasoned rationale.</p>	<p><b>Expected standard</b> Students can define and find examples aims, objectives and mission statements. Students know the difference between internal and external factors and can apply at least one for a given business.</p> <p>Students can create at least 1 situational analysis for a given business. Students can create their own marketing campaign and make comments the effectiveness.</p>	<p><b>Expected standard</b> Students can create at least 2 situational analysis for a given business. Students can explain the relationship between demand, supply and price and pricing and output decisions.</p> <p>Students can define innovation and enterprise. They can discuss at least 2 benefits and risks associated with innovation and enterprise.</p> <p>Students understand the functions and role of money. They can name and explain 4 different ways to pay and payment methods. They can define current accounts, saving and investment features, individual savings accounts (ISAs), deposit and savings accounts, premium bonds, bonds and gilts, shares, pension.</p>
	<p><b>Greater depth</b> Students fully understand and can name all ownership styles, scope and sizes. They can apply and explain the difference between internal and external stakeholders and name at least 5 of each. They can explain many lines of communication for each stakeholder. Students can name each of the organisation structures, recognise the structures and be able to for a given business evaluate structure choice.</p> <p>Students can name and explain 6 examples of the role of marketing. Students can name and explain at least 4 internal and 4 external influences of marketing and apply to real situations. Students understand that markets differ in size, structure and trends they can compare several markets. Students can develop a detailed rationale.</p>	<p><b>Greater depth</b> Students can define and find several examples aims, objectives and mission statements, they can evaluate business reasons for success reflecting on aims and objectives. Students know the difference between internal and external factors and can apply at least three for a given business.</p> <p>Students can create at least 2 detailed situational analysis for a given business. Students can create their own marketing campaign following the correct structure and evaluate the effectiveness.</p>	<p><b>Greater depth</b> Students can create at least 3 detailed situational analysis for a given business. Students can evaluate the relationship between demand, supply and price and pricing and output decisions.</p> <p>Students can in detail define innovation and enterprise. They can discuss at least 4 benefits and risks associated with innovation and enterprise.</p> <p>Students understand the functions and role of money. They can name and explain 4 different ways to pay and payment methods. They can define current accounts, saving and investment features, individual savings accounts (ISAs), deposit and savings accounts, premium bonds, bonds and gilts, shares, pension. Giving advantages and disadvantages for each. Risks and rewards of saving versus investment are understood.</p>
<p><b>Key Technical Vocabulary</b></p>	<p>o sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability o public, government department, not-for-profit, charitable trust, voluntary primary, secondary, tertiary, quaternary. • Scope local, national, international. • Size: micro Small and Medium and large. Stakeholders(internet and external) hierarchical, flat, matrix, Holocratic Primary research, to include survey, interview, observation, trials, focus groups. • Secondary research: o internal – business data on customers and financial records to include loyalty cards and sales records o external – commercially published reports, government statistics, trade journals, media sources. Product life cycle.</p>	<p>making profits, profit maximisation, break-even, survival, growth, market leadership o public, e.g. service provision, cost control, value for money, service quality Corporate culture. • Corporate social responsibility (CSR), ethics. :SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental). Pricing strategies: penetration, skimming, competitor based, cost plus. Legal and ethical considerations.</p>	<p>Political, Economic, Social, Technological, Legal, Environmental) analysis SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, 5Cs (Company, Competitors, Customers, Collaborators, Climate) analysis, Porter’s Five Forces. Influences on demand. • Elasticity: price elasticity of demand. Gross Domestic Product (GDP) Innovation Enterprise</p>
<p><b>Opportunities for Reading</b></p>	<p>Given in independent reading guide Newspaper articles (BBC app)</p>	<p>Given in independent reading guide Newspaper articles (BBC app)</p>	<p>Given in independent reading guide Newspaper articles (BBC app)</p>



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<b>Developing Cultural Capital</b>	Discussions, case studies used. Linking theory to business world and news stories	Discussions, case studies used. Linking theory to business world and news stories	Discussions, case studies used. Linking theory to business world and news stories
<b>Cross Curricular Links (Authentic Connections)</b>	Literacy.	Literacy.	Literacy.
<b>Key Assessment</b>	Knowledge assessment for content to date.	Knowledge assessment for content to date, recalling previous. Mock unit 2 assessment. Assignment A for unit 1.	Knowledge assessment for content to date, recalling previous. Unit 2 external assessment. 2 week window. Assignment BC for unit 1.

Year 13	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	Unit 3 – Personal and Business Finance Unit 8 - Recruitment and Selection Process	Unit 3 – Personal and Business Finance Unit 8 - Recruitment and Selection Process	Unit 3 – Personal and Business Finance Unit 8 - Recruitment and Selection Process
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Unit 3</b>  <b>A1</b> Functions and role of money. • Role of money is affected and influenced by a number of factors • Planning expenditure, common principles to be considered in planning personal finances.  <b>A2</b> Different ways to pay The use of money as a payment method, advantages and disadvantages  <b>A3</b> Current accounts  <b>A4</b> Managing personal finance-Different types of saving and investment features, advantages and disadvantages. o individual savings accounts (ISAs) o deposit and savings accounts o premium bonds o bonds and gilts o shares o pension. Risks and rewards of saving versus investment  <b>B</b> Explore the personal finance sector  <b>B1</b> Features of financial institutions Types of organisations and their advantages and disadvantages.            Methods of interacting with customers, advantages and disadvantages.  <b>B3</b> Consumer protection in relation to personal finance.  <b>B4</b> Information guidance and advice.  <b>C</b> Understand the purpose of accounting C1 Purpose of accounting.  <b>C2</b> Types of income.  <b>C3</b> Types of expenditure  <b>D</b> Select and evaluate different sources of business finance D1 Sources of finance.  <b>E1</b> Cash flow forecasts  <b>E2</b> Break-even analysis  <b>F</b> Complete statements of comprehensive income and financial position and evaluate a business's performance  <b>F1</b> Statement of comprehensive income  <b>F2</b> Statement of financial position  <b>F3</b> Measuring profitability  <b>F4</b> Measuring liquidity  <b>F5</b> Measuring efficiency  <b>F6</b> Limitations of ratios</p>	<p><b>Unit 3</b>            .  <b>B</b> Explore the personal finance sector  <b>B1</b> Features of financial institutions Types of organisations and their advantages and disadvantages.            Methods of interacting with customers, advantages and disadvantages.  <b>B3</b> Consumer protection in relation to personal finance.  <b>B4</b> Information guidance and advice.  <b>C</b> Understand the purpose of accounting C1 Purpose of accounting.  <b>C2</b> Types of income.  <b>C3</b> Types of expenditure  <b>D</b> Select and evaluate different sources of business finance D1 Sources of finance.  <b>E1</b> Cash flow forecasts  <b>E2</b> Break-even analysis  <b>F</b> Complete statements of comprehensive income and financial position and evaluate a business's performance  <b>F1</b> Statement of comprehensive income  <b>F2</b> Statement of financial position  <b>F3</b> Measuring profitability  <b>F4</b> Measuring liquidity  <b>F5</b> Measuring efficiency  <b>F6</b> Limitations of ratios</p> <p><b>Unit 8</b>  <b>B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</b>  <b>B1</b> Job applications Selection of a job role for the business as above and then preparation of all the relevant documents: • a job advertisement giving suitable examples of where it could be placed • job analysis • job description • person specification • application form • personal CV • letter of application.  <b>B2</b> Interviews and skills • Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and</p>	<p><b>Unit 3 – Depending on grade from March.</b>  <b>A1</b> Functions and role of money. • Role of money is affected and influenced by a number of factors • Planning expenditure, common principles to be considered in planning personal finances.  <b>A2</b> Different ways to pay The use of money as a payment method, advantages and disadvantages  <b>A3</b> Current accounts  <b>A4</b> Managing personal finance-Different types of saving and investment features, advantages and disadvantages. o individual savings accounts (ISAs) o deposit and savings accounts o premium bonds o bonds and gilts o shares o pension. Risks and rewards of saving versus investment.  <b>B Explore the personal finance sector</b>  <b>B1</b> Features of financial institutions Types of organisations and their advantages and disadvantages.            Methods of interacting with customers, advantages and disadvantages.  <b>B3</b> Consumer protection in relation to personal finance.  <b>B4</b> Information guidance and advice.  <b>C</b> Understand the purpose of accounting C1 Purpose of accounting.  <b>C2</b> Types of income.  <b>C3</b> Types of expenditure  <b>D</b> Select and evaluate different sources of business finance D1 Sources of finance.  <b>E1</b> Cash flow forecasts  <b>E2</b> Break-even analysis  <b>F</b> Complete statements of comprehensive income and financial position and evaluate a business's performance  <b>F1</b> Statement of comprehensive income  <b>F2</b> Statement of financial position  <b>F3</b> Measuring profitability  <b>F4</b> Measuring liquidity  <b>F5</b> Measuring efficiency  <b>F6</b> Limitations of ratios</p>



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<p><b>Unit 8</b>  <b>A Examine how effective recruitment and selection contribute to business success</b>  A1 Recruitment of staff • Workforce planning: in a large 250+ staff business, e.g. retail, a production company or financial business, look at the reasons for recruiting new staff, such as: o growth of the business: locally, nationally, globally o changing job roles o systems change o filling new vacancies created by more space or product development o vacancies caused by leavers/turnover of staff o internal promotions o new office or branch and need for additional staff o seasonal fluctuations leading to the requirement for temporary staff. • Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment and traditional methods. • How the recruitment process links to business success. • How a professional recruitment process leads to efficient staff integration. A2 Recruitment and selection process • Recruitment process – the purpose of the documents for internal and external recruitment: o job advertisement – placing of the advertisement, internal/external, journal/website o job analysis o job description – the content of the tasks and responsibilities of the job o person specification and skills the position requires – are they essential or desirable? o CV versus application forms o letter of application o online recruitment and how the application process can be more cost-effective when using technology. • Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews: o interview protocol, type of selection and how it contributes to the process – advantages and disadvantages o initial selection processes with telephone screening interviews or short, online tests, appreciation that different processes are appropriate for different roles in a business o use of technology in the process, online applications, uploaded CVs or use of post o communication with prospective employees: are the channels easy to access, can the process be monitored? o quality of the process and the documents o linking the process to efficiency and business success. A3 Ethical and legal considerations in the recruitment process • Why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are. • Ethical considerations, including: o being honest in an advertisement o the maintenance of confidentiality o ensuring the same questions are asked to all candidates interviewed o same criteria used for all applicants o disclosure if family or friends work for the same business. • Current equal opportunities legislation with regard to gender, age, race, disability, minimum wage all impact on the recruitment process; issues can arise if all current law is not adhered to in this area. • Current right-to-work legislation, document check.</p> <p><b>B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</b>  B1 Job applications Selection of a job role for the business as above and then preparation of all the relevant documents: • a job advertisement giving suitable examples of where it could be placed • job analysis • job description • person specification • application form • personal CV • letter of application. B2 Interviews and skills • Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and interviewee, role play, body language, dress, interview questions. • Designing interview questions. • Interview feedback form. • Observation form. • Reviewing applications from peer group. • Submitting applications to peer group. • Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation. • Evaluation of documentation produced for the process: was it prepared to select the right candidate? Did the interview process forms/questions ensure the candidates demonstrated their skills effectively? Could it have been improved?</p>	<p>interviewee, role play, body language, dress, interview questions. • Designing interview questions. • Interview feedback form. • Observation form. • Reviewing applications from peer group. • Submitting applications to peer group. • Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation. • Evaluation of documentation produced for the process: was it prepared to select the right candidate? Did the interview process forms/questions ensure the candidates demonstrated their skills effectively? Could it have been improved?</p> <p><b>C Reflect on the recruitment and selection process and your individual performance</b>  C1 Review and evaluation • Role-play activity. • Individual appraisal of own roles in being interviewed, interviewing and observing. • Review of communication skills. • Review of organisational ability. • Assessment of how the skills acquired support the development of employability skills. C2 SWOT analysis and action plan • SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on individual performance in the role-play activities. • Self-critique of the events and documentation prepared, and how it supported the activity. • Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively. • Action plan to highlight how to address any weaknesses in skill set.</p>	<p><b>Unit 8 – Final deadline week before the Easter holidays.</b></p>
<p><b>Expected standard</b>  Students understand features of financial institutions with different types of organisations. Students can apply most financial calculations independently and comment on any variations.</p> <p>Students can choose a large business and apply knowledge gain on recruitment and selection. They can examine how effective the businesses recruitment and selection is.</p>	<p><b>Expected standard</b>  Students understand features of financial institutions with different types of organisations. Students can apply most financial calculations independently and comment on any variations.</p> <p>Students for their chosen business can create all recruitment and selection documents and comment on their effectiveness.</p>	<p><b>Expected standard</b>  Students understand features of financial institutions with different types of organisations. Students can apply most financial calculations independently and comment on any variations.</p> <p>Students for their chosen business can create all recruitment and selection documents and comment on their effectiveness.</p>
<p><b>Greater depth</b></p>	<p><b>Greater depth</b></p>	<p><b>Greater depth</b>  Students can create at least 3 detailed situational analysis for a given business. Students can evaluate the relationship between demand, supply and price and pricing and output decisions.</p>



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	<p>Students understand all features of financial institutions with different types of organisations, giving advantages and disadvantages for each. Students can apply all financial calculations independently and evaluate on any variations and their impact.</p> <p>Students can choose a large business and apply knowledge gain on recruitment and selection. They can evaluate how effective the businesses recruitment and selection is and its impact on business success.</p>	<p>Students understand all features of financial institutions with different types of organisations, giving advantages and disadvantages for each. Students can apply all financial calculations independently and evaluate on any variations and their impact</p> <p>Students for their chosen business can create highly effective recruitment and selection documents. They will professionally engage in the recruitment and selection process. They can on their effectiveness, using situational analysis.</p>	<p>Students understand all features of financial institutions with different types of organisations, giving advantages and disadvantages for each. Students can apply all financial calculations independently and evaluate on any variations and their impact</p> <p>Students for their chosen business can create highly effective recruitment and selection documents. They will professionally engage in the recruitment and selection process. They can on their effectiveness, using situational analysis.</p>
<b>Key Technical Vocabulary</b>	<p>Cash flow forecasts. Break-even analysis. Complete statements of comprehensive income and financial position and evaluate a business's performance. Statement of comprehensive income. Statement of financial position. Measuring profitability. Measuring liquidity. Measuring efficiency. Limitations of ratios. cash • debit card • credit card • cheque • electronic transfer • direct debit • standing order • pre-paid cards • contactless cards • charge cards • store cards • mobile banking • Banker's Automated Clearing Services (BACS) Faster Payments Service (FPS) • Clearing House Automated Payment System (CHAPS). o overdraft o personal loans o hire purchase o mortgages o credit cards o payday loans. Bank of England • banks • building societies • credit unions • National Savings and investments • insurance companies • pension companies • pawnbrokers • payday loans.</p> <p>Equal opportunities legislation with regard to gender, age, race, disability, minimum wage, Workforce planning, ethical considerations.</p> <p>Job advertisement o job description o person specification o CV o letter of application assessment centres and psychometric testing, group/team activity, presentations in interviews, short tests.</p>	<p>Cash flow forecasts. Break-even analysis. Complete statements of comprehensive income and financial position and evaluate a business's performance. Statement of comprehensive income. Statement of financial position. Measuring profitability. Measuring liquidity. Measuring efficiency. Limitations of ratios.</p>	<p>Cash flow forecasts. Break-even analysis. Complete statements of comprehensive income and financial position and evaluate a business's performance. Statement of comprehensive income. Statement of financial position. Measuring profitability. Measuring liquidity. Measuring efficiency. Limitations of ratios. cash • debit card • credit card • cheque • electronic transfer • direct debit • standing order • pre-paid cards • contactless cards • charge cards • store cards • mobile banking • Banker's Automated Clearing Services (BACS) Faster Payments Service (FPS) • Clearing House Automated Payment System (CHAPS). o overdraft o personal loans o hire purchase o mortgages o credit cards o payday loans. Bank of England • banks • building societies • credit unions • National Savings and investments • insurance companies • pension companies • pawnbrokers • payday loans.</p>
<b>Opportunities for Reading</b>	<p>Given in independent reading guide Newspaper articles (BBC app) Tutor 2 U Textbook/revision guide.</p>	<p>Given in independent reading guide Newspaper articles (BBC app) Textbook/revision guide.</p>	<p>Given in independent reading guide Newspaper articles (BBC app) Textbook/revision guide.</p>
<b>Developing Cultural Capital</b>	<p>Discussions, case studies used. Linking theory to business world and news stories.</p>	<p>Discussions, case studies used. Linking theory to business world and news stories</p>	<p>Discussions, case studies used. Linking theory to business world and news stories</p>
<b>Cross Curricular Links (Authentic Connections)</b>	<p>Mathematics, literacy,</p>	<p>Mathematics, literacy.</p>	<p>Mathematics, literacy.</p>
<b>Key Assessment</b>	<p>All assessment objectives unit 3 Unit 3 prelim.</p>	<p>All assessment objectives unit 3 Unit 3 external exam. Unit 8 assignment BC content and full piece deadline.</p>	<p>All assessment objectives unit 3. Unit 3 re-sit opportunity.</p>