



Delivery guide

**NCFE Level 3 Applied General Certificate in
Business and Enterprise
QN: 601/8908/3**

Delivery and assessment plan

1. This plan is based on 2-year delivery. This will change with individual school timetables, festivals and holidays, training days, school events, etc.
2. This is only an example – centres may choose to deliver and assess units in a different order, taking into account the timings of the external assessment.
3. Guided Learning Hours (GLH) for each unit:
 - Unit 01 - Starting a business/enterprise - **40 GLH**
 - Unit 02 - Research and analysis methods for business and enterprise – **40 GLH**
 - Unit 03 - Marketing and promotion for business and enterprise – **45 GLH**
 - Unit 04 - Management of people and operations for business and enterprise – **60 GLH**
 - Unit 05 - Finance for business and enterprise – **65 GLH**
 - Unit 06 - Produce a business plan for a business/enterprise – **90 GLH**
 - Unit 07 - Evaluate a business plan for a business/enterprise – **20 GLH**
4. External assessment dates vary - please check here for details www.ncfe.org.uk/schools/v-certs/assessment-windows
5. It's advised that grading of each unit takes place as soon as possible after the learner has completed their internal assessment tasks and that this is closely followed by internal quality assurance and submission of grades. The first external quality assurance visit should then take place – also as soon as possible after the first round of internal quality assurance, in order to allow your External Quality Assurer to offer support and guidance on your delivery and assessment (please note this will need to be scheduled in advance with the External Quality Assurer to ensure availability).
6. Once the agreed grades have been 'banked' by the External Quality Assurer (first attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (second attempt). This will ensure the unit is still fresh in their minds and the additional evidence should then be assessed and internally quality assured in preparation for external quality assurance.

| | Year 1 | | | | | | Year 2 | | | | | |
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| | Autumn 1st half term | Autumn 2nd half term | Spring 1st half term | Spring 2nd half term | Summer 1st half term | Summer 2nd half term | Autumn 1st half term | Autumn 2nd half term | Spring 1st half term | Spring 2nd half term | Summer 1st half term | Summer 2nd half term |
| Unit 01 | | | | | | | | | | | | |
| Unit 02 | | | | | | | | | | | | |
| Unit 03 | | | | | | | | | | | | |
| Unit 04 | | | | | | | | | | | | |
| Unit 05 | | | | | | | | | | | | |
| Unit 06 | | | | | | | | | | | | |
| Unit 07 | | | | | | | | | | | | |

| Unit 01 | Unit 02 | Unit 03 | Unit 04 | Unit 05 | Unit 06 | Unit 07 | Teaching and Learning | Assessment | Quality Assurance |
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| Year 1 Autumn Term – 1st Half Term | | | | | | | | | |
| | | | | | | | <p>Course introduction. This will provide a foundation for the course including the structure of the qualification and the assessment process. Learners will develop an understanding of the assessment points and the grading descriptors.</p> <p>The course introduction will run alongside the delivery of Unit 01 - Starting a business/enterprise, LO1 and LO2.</p> | Learners should start and complete the internal assessment of Unit 01 LO1 during this period. | |
| Year 1 Autumn Term – 2nd Half Term | | | | | | | | | |
| | | | | | | | Begin delivering Unit 02 - Research and analysis methods for business and enterprise, LO1 and LO2. | <p>Learners should start and complete the internal assessment of Unit 02, LO1 during this period.</p> <p>Learners should start and complete the internal assessment of Unit 02, LO2 during this period.</p> | The internal quality assurance of Unit 01 should take place and the unit grades should be submitted on the NCFE portal. |

| Unit 01 | Unit 02 | Unit 03 | Unit 04 | Unit 05 | Unit 06 | Unit 07 | Teaching and Learning | Assessment | Quality Assurance |
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| Year 1 Spring Term – 1st Half Term | | | | | | | | | |
| | | | | | | | Begin delivering Unit 03 - Marketing and promotion for business and enterprise | Learners should start and complete the internal assessment of Unit 03, LO1 during this period. | The internal quality assurance of Unit 02 should take place and the unit grades should be submitted to the NCFE portal. |
| Year 1 Spring Term – 2nd Half Term | | | | | | | | | |
| | | | | | | | Continue delivering Unit 03 - Marketing and promotion for business and enterprise | Learners should start and complete the internal assessment of Unit 03, LO2 during this period. | |
| | | | | | | | Begin delivering Unit 04 - Management of people and operations for business and enterprise LO1 | Learners should start and complete the internal assessment of Unit 04, LO1 during this period. | The internal quality assurance of Unit 03 should take place and the unit grades should be submitted to the NCFE portal. |
| Year 1 Summer Term - 1st Half Term | | | | | | | | | |
| | | | | | | | Unit 04 - Management of people and operations for business and enterprise LO2 | Learners should start and complete the internal assessment of Unit 04, LO2 during this period. | |

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| | | | | | | Unit 04 - Management of people and operations for business and enterprise LO3 | | |
| | | | | | | Unit 04 - Management of people and operations for business and enterprise LO3 | Learners should start and complete the internal assessment of Unit 04, LO3 during this period. | |

| Unit 01 | Unit 02 | Unit 03 | Unit 04 | Unit 05 | Unit 06 | Unit 07 | Teaching and Learning | Assessment | Quality Assurance |
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| Year 1 Summer Term - 2nd Half Term | | | | | | | | | |
| | | | | | | | Unit 05 – Finance for business and enterprise LO1 | Learners should start and complete the internal assessment of Unit 05, LO1 during this period. | The internal quality assurance of Unit 04 should take place and the unit grades should be submitted to the NCFE portal. |
| Year 2 Autumn Term - 1st Half Term | | | | | | | | | |
| | | | | | | | Unit 05 – Finance for business and enterprise LO2 | Learners should start and complete the internal assessment of Unit 05, LO2 during this period. | |
| | | | | | | | Unit 05 – Finance for business and enterprise LO3 | Learners should start and complete the internal assessment of Unit 05, LO3 during this period. | |

| Unit 01 | Unit 02 | Unit 03 | Unit 04 | Unit 05 | Unit 06 | Unit 07 | Teaching and Learning | Assessment | Quality Assurance |
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| Year 2 Autumn Term - 2nd Half Term | | | | | | | | | |
| | | | | | | | Mock External assessment revision - 2 weeks Mock External Assessment | | The internal quality assurance of Unit 05 should take place and the unit grades should be submitted to the NCFE portal. |
| | | | | | | | Unit 06 – Produce a business plan for a business/enterprise | Learners should start the internal assessment of Unit 06 | |
| Year 2 Spring Term - 1st Half Term | | | | | | | | | |
| | | | | | | | Unit 06 – Produce a business plan for a business/enterprise | Learners should complete the internal assessment of Unit 06 | |
| Year 2 Spring Term - 2nd Half Term | | | | | | | | | |
| | | | | | | | Unit 06 – Produce a business plan for a business/enterprise | Learners should complete the internal assessment of Unit 06 | |
| | | | | | | | External assessment revision - 2 weeks | | |

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| | | | | | | | | 1st external assessment opportunity | The external assessment will take place on a set date and lasts for 2 hours. Please check the NCFE website for specific dates. | No internal quality assurance takes place, this is externally marked by NCFE. |
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| Unit 01 | Unit 02 | Unit 03 | Unit 04 | Unit 05 | Unit 06 | Unit 07 | Teaching and Learning | Assessment | Quality Assurance |
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| Year 2 Summer Term - 1st Half Term | | | | | | | | | |
| | | | | | | | Unit 07 - Evaluate a business plan for a business/enterprise | Learners should start and complete the internal assessment of Unit 07 during this period. | The internal quality assurance of Unit 06 should take place and the unit grades should be submitted to the NCFE portal. |
| | | | | | | | External assessment revision for learners who want to resit the external assessment (approx. 3.5 weeks) | | The internal quality assurance of Unit 07 should take place and the unit grades should be submitted to the NCFE portal. |
| Year 2 Summer Term - 2nd Half Term | | | | | | | | | |
| | | | | | | | 2nd external assessment opportunity | The external assessment will take place on a set date and lasts for 2 hours. Please check the NCFE website for the exact date. | No internal quality assurance takes place, this is externally marked by NCFE. |
| End of delivery | | | | | | | | | |

Scheme of work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 3 Applied General Certificate in Business and Enterprise (601/8908/3).

- Internal assessment sample tasks to support this scheme of work are available on our website: www.ncfe.org.uk.
- It's designed to offer centres some ideas for delivery of these qualifications; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy.
- All activities are examples only and can be substituted to suit the individual situation of the school, Teacher and learners.
- The assessment shown is only that required for these qualifications and does not include formative assessment and marking as these will be according to the school policy.

This scheme of work is based on delivery over 2 years. The 360 GLH is split up over 2 academic sessions and includes time for revision for the external assessment, as well as the external assessment.

| Year 1 Autumn term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 01</p> | <p>LO1 The learner will: understand how a business/enterprise is started The learner must know about:</p> <ul style="list-style-type: none"> • innovation and invention | <p>Course introduction</p> <p>This will provide a foundation for the course including the structure of the qualification and the assessment process. Learners will develop an understanding of the assessment points and the grading descriptors.</p> <p>The course introduction will run alongside the work completed for Unit 01 and be incorporated as and when appropriate to support learning.</p> <p>Unit 01 – LO1</p> <p>In this learning outcome learners will understand why businesses/enterprises are formed eg to produce goods, supply services, distribute products etc.</p> <p>Innovation and invention</p> <p>Learners will need to know about the difference between innovation and invention:</p> <ul style="list-style-type: none"> • innovation – improving an existing product (or service) and taking this to market • invention – the creation of something new. <p>Teachers can use examples of recent innovations and inventions from the internet, eg:</p> <ul style="list-style-type: none"> • http://www.forbes.com/2009/02/19/innovation-internet-health-entrepreneurs-technology_wharton.html <p>Learners could be given a task to find examples of innovation and invention.</p> <p>Learners should ideally see real-life examples of innovation and invention, ideally ones with which they are familiar with eg:</p> <ul style="list-style-type: none"> • the iPod (invention) • smart phones (innovation) • eBay • Amazon • GPS/ satnavs • etc |
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| Year 1 Autumn term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 01</p> | <p>LO1 The learner must know about:</p> <ul style="list-style-type: none"> • small, medium and large businesses/enterprises • business/enterprise legal structures | <p>Unit 01 – LO1</p> <p>Small, medium and large businesses/enterprises</p> <p>Learners will know about small, medium and large businesses/enterprises:</p> <ul style="list-style-type: none"> • small – eg managed by owner(s), short-term planning, small customer base/local market • medium – eg managed by owner(s) and employed professionals, medium-term planning, customer base limited to regional or industry niche • large – eg professional management, extensive long-term planning, diverse markets <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 1. Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks</p> <p>Business/enterprise legal structures</p> <p>Learners will know about the different legal structures of business/enterprise and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • sole trader • partnership • franchise • cooperative • not for profit/charity • private limited company • public limited company (including conglomerates) <p>Learners could be given examples of real-life business that are sole traders, partnerships etc, eg:</p> <ul style="list-style-type: none"> • http://www.bgateway.com/business-guides/first-steps/form-a-company-or-business/legal-structures-the-basics • http://businesscasestudies.co.uk/business-theory/strategy/legal-forms-of-business.html <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 1.</p> |
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| Year 1 Autumn term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 01 | <p>LO1 The learner must know about:</p> <ul style="list-style-type: none"> • legal implications of product/service • business/enterprise aims and objectives | <p>Unit 01 – LO1</p> <p>Legal implications of product/service</p> <p>Learners will know about the legal implications when choosing a business/enterprise name and the product/service.</p> <ul style="list-style-type: none"> • choosing a business/enterprise name; trademark • patents and copyright <p>Learners could research the internet to find examples of disputes over names, patents and copyright eg:</p> <ul style="list-style-type: none"> • https://www.entrepreneur.com/article/226140 • http://www.legalloop.co.uk/trade-mark-issue-word-sky-settled-three-years/ • http://uk.pcmag.com/smartphones/13663/news/apple-wins-patent-infringement-case-against-samsung • http://realbusiness.co.uk/law/2014/08/11/6-famous-copyright-cases/ <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 1. Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks.</p> <p>Business/enterprise aims and objectives</p> <p>Learners will know about the main types of business/enterprise aims and objectives:</p> <ul style="list-style-type: none"> • short term – (up to 1 year) eg business/enterprise survival, increase in sales revenue • long term – eg expansion, diversification • financial – eg increase profit, cut costs • non-financial – eg corporate responsibility, sustainability, customer satisfaction |

| Year 1 Autumn term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 01 | <p>LO1 The learner must know about:</p> <ul style="list-style-type: none"> • stakeholders • business/enterprise transaction models | <p>Unit 01 – LO1 Stakeholders</p> <p>Learners will know about different stakeholders and the influence they have on the business/enterprise and its decision-making:</p> <ul style="list-style-type: none"> • internal – eg employees/managers, owners • external – eg customers, suppliers, finance providers (other than owners), government, local community, regulatory • stakeholder mapping – ‘stakeholder power’ (the power the stakeholder has over the business/enterprise) and ‘interest’ (what is the stakeholders interest in the business/enterprise) eg shareholder: profit and growth, employees: wages, job security <p>Learners will find it useful to understand that stakeholders will have conflicting objectives. eg:</p> <ul style="list-style-type: none"> • http://www.dailymail.co.uk/news/article-3141191/Tesco-shareholders-attack-bosses-staff-s-slave-wages.html • http://www.tutor2u.net/business/blog/qa-why-might-the-objectives-of-stakeholders-be-in-conflict <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 3. Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks</p> <p>Business/enterprise transaction models</p> <p>Learners will know about the different transaction models and their advantages and disadvantages.</p> <ul style="list-style-type: none"> • business to business (B2B) • business to consumer (B2C) <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 1.</p> |

| Year 1 Autumn term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 01 | LO1 The learner must know about: <ul style="list-style-type: none"> • entrepreneurial characteristics and skills | Unit 01 – LO1 Entrepreneurial characteristics and skills Learners will know about some of the entrepreneurial characteristics and skills required to succeed in business/enterprise: <ul style="list-style-type: none"> • characteristics – eg confident, motivated, determined, results focused • skills – eg decision making, analytical ability, planning, negotiation, communication Learners could use the internet to find well known real-life examples of successful entrepreneurs eg Richard Branson, Lord Sugar etc <ul style="list-style-type: none"> • http://startups.co.uk/famous-entrepreneur-stories/ Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 2. |

| Year 1 Autumn term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 01</p> | <p>LO2 The learner will:</p> <p>understand what should be included in a business plan</p> <p>The learner must know about the:</p> <ul style="list-style-type: none"> • purpose of a business plan • sections of a business plan | <p>Unit 01 – LO2</p> <p>Purpose of a business plan Learners will know about the purpose of a business plan eg to plan for the future, to support growth and secure funding, to assess future opportunities, and to manage cash flow. Learners will know about the consequences that can occur should a plan not be in place eg lack of direction, inefficient allocation of resources, poor decision making. Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 5. Learners need to use accepted business/enterprise terminology throughout their responses to the internal assessment tasks.</p> <p>Sections of a business plan Learners will know about what could be included in each section of a business plan:</p> <p>1. Company description Name, aims and objectives, product/service and the needs the business/enterprise intends to satisfy, legal status, location.</p> <p>2. Research and analysis Target market, industry profile, competitor profile, potential suppliers.</p> <p>3. Marketing Plan Product, place, price, promotion.</p> <p>4. People and Operations Plan Operational considerations, labour considerations.</p> <p>5. Financial Plan Preparation of financial information and analysis of forecast income statement, statement of financial position, cash flow statement and break even for the first year of trading. Commercial banks and the government offer guides for writing a business plan. Students could be encouraged to read these to gain an insight into what goes into a business plan, eg:</p> <ul style="list-style-type: none"> • http://www.barclays.co.uk/insight/writing-a-business-plan • http://businesshelp.lloydsbankbusiness.com/assets/pdf/Example-Business-Plan.pdf • https://www.gov.uk/write-business-plan <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 01, Task 6. Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks.</p> |
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| Year 1 Autumn term - 2nd half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 02</p> | <p>LO1 The learner will understand: how businesses/enterprises conduct research to identify market orientation and types, and market profile, costs and growth opportunities</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • research methods • data collection methods • orientation and market types • market profile | <p>Unit 02 – LO1</p> <p>In this learning outcome learners will know about the different markets and the methods used to collect and analyse relevant data for a start-up business/enterprise.</p> <p>Research methods Learners will know about primary and secondary research and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • primary research eg surveys, questionnaires, interviews, observations, focus groups • secondary research eg existing online data, newspapers, journals, leaflets, surveys, Mintel, Keynote, Office for National Statistics, competitor information (pricing, product range, financial data, etc) <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 1.</p> <p>Data collection methods Learners will know about qualitative and quantitative data collection methods and the advantages and disadvantages of each.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 2.</p> <p>Orientation and market types Learners will know about:</p> <ul style="list-style-type: none"> • product orientation and market orientation and the advantages and disadvantages of each • mass and niche markets and the advantages and disadvantages of each. <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 3.</p> <p>Market profile</p> <ul style="list-style-type: none"> • Target market eg age, gender, socio economic group, lifestyle, income. • Industry eg growth or decline, threat of new entrants, number of suppliers. • Competitors eg location, size, pricing, unique selling point (USP). • Potential suppliers eg cost, reliability, length of time established, power to dictate terms. |
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| Year 1 Autumn term - 2nd half term | | |
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| Unit numbe | Learning outcome(s) | Teaching and Learning activities |
| Unit 02 | <p>LO1 The learner will understand:</p> <p>how businesses/enterprises conduct research to identify market orientation and types, and market profile, costs and growth opportunities</p> <ul style="list-style-type: none"> • costs • growth opportunities | <p>Unit 02 – LO1</p> <p>Costs</p> <ul style="list-style-type: none"> • Start-up eg inventory (stock), fixtures, fittings, machinery, equipment, tools, people eg recruitment costs, legal costs. • Running eg wages, stock, rent and rates, insurance, promotion, transport. <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 5.</p> <p>Growth opportunities</p> <p>Learners will know about the advantages and disadvantages of growth for a business/enterprise and the different ways a business/enterprise can grow.</p> <ul style="list-style-type: none"> • Advantages: eg economies of scale, price setters, greater influence over the market place. • Disadvantages: eg diseconomies of scale, decreased flexibility, human resources challenges; risk of failure (eg those businesses/enterprises that have got into trouble by trying to grow). • Internal (organic) eg hiring more staff, buying more equipment (to increase output), development and launch of new products. • External (inorganic) eg mergers, takeovers. • Franchising (including advantages and disadvantages). <p>Learners need to use accepted business/enterprise terminology throughout their responses to the internal assessment tasks.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 6.</p> |

| Year 1 Autumn term - 2nd half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 02</p> | <p>LO2 The learner will understand: how businesses/enterprises analyse market data using different tools of analysis. The learner must know about:</p> <ul style="list-style-type: none"> • PEST analysis • SWOT analysis | <p>Unit 02 – LO2</p> <p>In this LO learners will understand how businesses/enterprises analyse the market for their business/enterprise.</p> <p>PEST</p> <ul style="list-style-type: none"> • Political eg government regulations such as employment laws, environmental regulations; trade restrictions and political stability. • Economic eg economic growth, interest rates, inflation and currency exchange rates. • Social eg population growth, age demographics and attitudes towards health. • Technological eg automation, investment incentives and the rate of technological change. <p>Learners could be set a task to research a PEST analysis for a business with which they are familiar eg:</p> <ul style="list-style-type: none"> • http://pestleanalysis.com/pestle-analysis-of-starbucks/ <p>Alternatively, learners could be asked to create a PEST from scratch for their own school/college.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 9.</p> <p>SWOT</p> <ul style="list-style-type: none"> • Strengths eg what a business/enterprise does better than others; its unique selling points; its perceived strengths according to its competitors and customers; its competitive edge. • Weaknesses eg what other businesses/enterprises do better; elements of the business/enterprise that add little or no value; perceived weaknesses by its competitors and customers. • Opportunities eg the political, economic, social-cultural, or technology (PEST) changes that are taking place that could be favourable to the business/enterprise; current gaps in the market or unfulfilled demand; new innovation the business/enterprise could bring to the market. • Threats – eg the political, economic, social-cultural, or technology (PEST) changes that are taking place that could be unfavourable to the business/enterprise; activity by the competition that could negatively impact the business/enterprise. <p>Learners could be set a task to research a SWOT analysis for a business with which they are familiar eg:</p> <ul style="list-style-type: none"> • http://businesscasestudies.co.uk/dixons-group/revolution-in-retailing/swot- |
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| Year 1 Autumn term - 2nd half term | | |
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| Unit | Learning outcome(s) | Teaching and Learning activities |
| Unit 02 | <p>LO2 The learner will understand:</p> <p>how businesses/enterprises analyse market data using different tools of analysis.</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • market mapping | <p>Unit 02 – LO2</p> <p>Market mapping The learners will understand market mapping and its advantages and disadvantages, eg low price/high price, basic quality/high quality, necessity/luxury, low tech/high tech.</p> <p>Learners could be set a task to create a market map for an industry with which they are familiar eg Supermarkets, fast food, mobile phones, cars.</p> <p>Examples from the internet, which are about products rather than brand names could be used to support the teaching of this topic eg:</p> <ul style="list-style-type: none"> • http://www.perceptualmaps.com/example-maps/ <p>Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 02, Task 7.</p> |

| Year 1 Spring term - 1st half term | | |
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| Unit numbe | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 03</p> | <p>LO1 The learner will: understand the marketing mix, unique selling point (USP) and added value The learner must know about:</p> <ul style="list-style-type: none"> • product/service • place | <p>Unit 03 – LO1</p> <p>In this LO learners will understand the elements of the marketing mix, and how they add value to a business/enterprise.</p> <p>Product/service Learners will know about the difference between product (tangible) and service (intangible). Learners will know about the Product Lifecycle (including extension strategies), the Boston Matrix and the ANSOFF Matrix.</p> <p>Learners could be set a task to find products that have had very short life cycles or very long life cycles.</p> <p>Learners could be set a task to place a firm’s products in the Boston Matrix eg Apples' iPod, iPhone, iTunes, iWatch, iPad.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 1.</p> <p>Place Learners will know about the different places where product/service can be sold, the different distribution channels available and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • place of sale eg high street, web-based, retail park • distribution channels eg agent, wholesaler, direct. <p>It is important the learners realise that place is not just about a physical place and that some businesses are solely web-based.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 1.</p> |
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| Year 1 Spring term - 1st half term | | |
|---|----------------------------|---|
| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 03</p> | <p>LO1 The learner will:</p> <p>understand the marketing mix, unique selling point (USP) and added value</p> <ul style="list-style-type: none"> • promotion • price • USP and added value | <p>Unit 03 – LO1</p> <p>Promotion Learners will know about the different promotional methods that can be used to promote a product/service:</p> <ul style="list-style-type: none"> • above the line eg TV and cinema, radio, print ads (newspaper, magazines) billboards and signage • below the line eg public relations, trade shows, social media, search engine <p>It is essential that learners do not confuse the terms ‘promotion’ and ‘advertising’. Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 1.</p> <p>Price Learners will know about the concept of price elasticity of demand (PED), the different pricing strategies available to a business/enterprise and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • price elastic demand and price inelastic demand <ul style="list-style-type: none"> - the factors that determine a product’s price elasticity of demand - how price elasticity of demand is calculated - how price elasticity of demand affects pricing decisions • penetration pricing • price skimming • cost plus pricing • promotional pricing • competition based pricing. <p>Learners could be given examples of businesses that use these pricing strategies for one of their products, some may be from the past eg BA Concorde – price skimming. Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 1.</p> <p>USP and added value Learners will understand the concepts of a USP and added value, and how a USP adds value to a product/service through eg branding, excellent customer service, product features and benefits, convenience.</p> |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 03 | <p>LO2 The learner will:</p> <p>understand how a business/enterprise creates a promotional campaign</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • planning a campaign | <p>Unit 03 – LO2</p> <p>Planning a campaign Learners will know the different steps a business/enterprise takes to create a promotional campaign:</p> <ul style="list-style-type: none"> • decide on the target market for the campaign • decide on the promotional objectives • decide on a promotional budget • determine the promotional mix • determine how success will be measured <p>Learners need to be aware that promotion is not just about advertising but many successful promotional campaigns are based around advertising. The following link is useful to view a range of successful promotional campaigns that rely on advertising:</p> <ul style="list-style-type: none"> • http://www.campaignlive.co.uk/the-work. <p>Learners need to be aware of the increased importance of social media and viral marketing as part of the promotional mix.</p> <p>Learners could be given a research task to report back on successful and unsuccessful well known promotional campaigns eg:</p> <ul style="list-style-type: none"> • https://www.e-xanthos.co.uk/blog/top-digital-marketing-campaigns-2016-viral-marketing-hits/ • https://www.ezmarketing.com/blog/top-failed-marketing-campaigns/ • http://www.campaignlive.co.uk/article/1374495/top-10-marketing-mishaps-2015 <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 2.</p> |

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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 03</p> | <p>LO2 The learner must know about:</p> <ul style="list-style-type: none"> • promotional mix • promotional budget | <p>Unit 03 – LO2</p> <p>Promotional Mix Learners will understand which method(s) to use depending on:</p> <ul style="list-style-type: none"> • the stage of the product lifecycle • push vs pull strategy • competitor promotional activity/activities • the budget/cost of promotion • the target market • legal issues eg Trades Description Act • other elements of the marketing mix ie price, product, place • application of AIDA (attention, interest, desire, action) model <p>The concept of the promotional mix could be illustrated by reference to different industries, eg retail (supermarkets), car industry (Ford).</p> <ul style="list-style-type: none"> • http://www.yourarticlelibrary.com/retailing/retail-promotion-mix-and-its-components/48385/ • http://businesscasestudies.co.uk/ford/sponsorship-as-part-of-the-marketing- <p>mix/promotion.html Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 2.</p> <p>Promotional budget Learners will understand that business/enterprise have to:</p> <ul style="list-style-type: none"> • break down the costs of a promotional mix • set limits on spending depending on a number of factors eg per cent of sales, per cent of profit, affordability Learners could be set a task to find the budgets that well-known companies set aside for promotion/advertising. Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 2. <p>Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks.</p> |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 03 | LO2 The learner must know about: <ul style="list-style-type: none"> • measuring success | Unit 03 – LO2 Measuring success Learners will understand the different ways a business/enterprise can measure the success of a promotional campaign eg percentage increase in sales, additional clicks on website. Teachers should also refer to the Internal Assessment exemplar task for Unit 03, Task 2. Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks |

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| <p>Unit 04</p> | <p>LO1</p> <p>The learner will:</p> <p>understand the organisation and management of people and operations for business/enterprise</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • mission statements; vision statements; company values • organisational culture • leadership and management | <p>Unit 04 - LO1</p> <p>Mission statements; vision statements; company values Learners will know about and understand the purpose of:</p> <ul style="list-style-type: none"> • mission statements eg the purpose of the organisation/reason for existence, provides the framework to guide company strategy • vision statements eg long term aspirational statement, helps provide inspiration • company values eg their top priorities/core beliefs, which support the vision, shape the culture <p>Learners could be set the task of researching the mission statements and vision statements of well-known companies.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 1, day 1.</p> <p>Organisational culture Learners will know about:</p> <ul style="list-style-type: none"> • the importance of culture eg recruitment, retention, implementing change, maintaining quality • Charles Handy's organisational culture model <p>Information about Handy's model may be missing from some text books but is readily available on the internet eg:</p> <ul style="list-style-type: none"> • http://www.managementstudyguide.com/charles-handy-model.htm <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 1, day 2.</p> <p>Leadership and management Learners will know about leadership and management styles, their advantages and disadvantages and the Tannenbaum and Schmidt model of leadership</p> <ul style="list-style-type: none"> • Styles; autocratic, democratic, laissez faire, paternalistic, consultative • Tannenbaum and Schmidt (degree of authority and delegated freedom). <p>Information about Tannenbaum and Schmidt may be missing from some text books but is readily available on the internet, eg, http://www.businessballs.com/tannenbaum.htm</p> |
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| <p>Unit 04</p> | <p>LO1</p> <p>The learner will:</p> <p>understand the organisation and management of people and operations for business/enterprise.</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • motivation | <p>Unit 04 - LO1</p> <p>Motivation Learners will know about motivation theories, their application in the work place and the importance of motivation. Motivational theories:</p> <ul style="list-style-type: none"> • Maslow • Herzberg • Hackman and Oldham's job characteristic model <p>Maslow and Herzberg are dealt with in all major textbooks but some may not cover Hackman and Oldham's model. Information about the model can be found on various internet sites eg http://www.yourcoach.be/en/employee-motivation-theories/hackman-oldham-job-characteristics-model.php</p> <p>Methods of motivation:</p> <ul style="list-style-type: none"> • financial – wages/piece of rate/commission, profit sharing, performance-related pay, fringe benefits • non-financial – job rotation, job enrichment, job enlargement, team working, empowerment, training (induction, on the job, off the job) • intrinsic – meaningfulness, choice, sense of competence and progress, challenge • extrinsic – money, other rewards <p>Importance of motivation for:</p> <ul style="list-style-type: none"> • staff retention • productivity • generation of ideas <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 1, days 4, 5 and 6.</p> |
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| <p>Unit 04</p> | <p>LO1</p> <p>The learner will:</p> <p>understand the organisation and management of people and operations for business/enterprise</p> <ul style="list-style-type: none"> • organisational structures and features • operational considerations | <p>Organisational structures and features</p> <p>Learners will know about different organisational structures, their characteristics, and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • structures <ul style="list-style-type: none"> - tall and flat - hierarchical and matrix - centralised and de-centralised • characteristics: chain of command, levels of hierarchy, channels of communication • span of control: wide, narrow • level of delegation • restructuring (including delayering and redundancy) <p>Learners will need to link elements together eg:</p> <ul style="list-style-type: none"> • the relationship between the need for a wide span of control and a flat structure • how taller structures allow for more narrow spans of control but present more challenges in terms of the channels of communications used. <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 1, days 7, 8 and 9.</p> <p>Operational considerations</p> <p>Learners will understand the methods organisations use to achieve efficiency and quality and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • lean production eg just in time, cell production, Kaizen • quality eg Inspection, TQM, benchmarking, quality assurance and quality control <p>Learners could be set a task to investigate businesses that were early adopters of methods such as lean production, cell production etc.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 1, days 7, 8 and 9.</p> |
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| <p>Unit 04</p> | <p>LO2 The learner will: understand staff recruitment. The learner must know about:</p> <ul style="list-style-type: none"> • types of employment • methods of remuneration | <p>Unit 04 – LO2 Types of employment Learners will know about the different types of employment contracts available to a business/enterprise and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • permanent • temporary/fixed term • part time • full time • zero hours <p>These types of contracts are best illustrated with examples from industries eg:</p> <ul style="list-style-type: none"> • the hotel industry relies heavily on part-time and zero hours contracts • the professions such as teaching, the law, the police etc rely heavily on permanent contracts <p>The following website may also be useful - https://www.theukrules.co.uk/rules/employment/laws-list.html.</p> <p>Methods of remuneration Learners will know about the different methods of remuneration that can be used by a business/enterprise, their advantages and disadvantages</p> <ul style="list-style-type: none"> • wages/piece rate • salaries • fringe benefits • bonuses • profit share • commission • performance related pay <p>The methods of remuneration are best illustrated with examples from real jobs that use those methods and can be related back to the types of employment section, eg:</p> <ul style="list-style-type: none"> • machinists in clothing factories may be paid piece rate • white collar workers tend to be salaried as they are on permanent contracts • some retail shop assistants, such as those that work in shoe shops, may be paid commission and are likely to be hourly paid |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 04 | <p>LO2 The learner will: understand staff recruitment The learner must know about:</p> <ul style="list-style-type: none"> • legal considerations | <p>Legal considerations Learners will know about relevant current legislation when recruiting and selecting for a role within a business/enterprise eg protected characteristics, direct and indirect discrimination, equal pay.</p> <p>Learners will not need a detailed knowledge of legislation but should be aware of named recent Acts of Parliament and their main features eg:</p> <ul style="list-style-type: none"> • The UK Equality Act <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 2.</p> <p>Learners need to use accepted business/enterprise terminology throughout their responses to internal assessment tasks.</p> |

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| <p>Unit 04</p> | <p>LO3 The learner will: understand the stages in the recruitment process The learner must know about:</p> <ul style="list-style-type: none"> • recruiting for a business or enterprise | <p>Unit 04 – LO3</p> <p>Stages in the recruitment process:</p> <p>Identify vacancy eg resignation, retirement, growth</p> <p>Job descriptions What is usually included in a job description:</p> <ul style="list-style-type: none"> • job title • main duties • remuneration • location • information about the business/enterprise <p>Writing the advertisement</p> <ul style="list-style-type: none"> • What is usually included in a job advertisement: the company name, location of role, company information, brief job description, brief person specification, how to apply, the deadline <p>Person specifications What is usually included in a person specification:</p> <ul style="list-style-type: none"> • essential and desirable competencies • experience required • qualifications/education/training requirements • desired personal attributes <p>Recruitment methods Learners will know about the methods a business/enterprise can use when recruiting candidates and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • internal eg company website, notice board, newsletter • external eg headhunting, newspapers, trade journals, careers fairs, shop windows, recruitment agencies, web based |
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| <p>Unit 04</p> | <p>LO3 The learner must know about:</p> <ul style="list-style-type: none"> recruiting for a business or enterprise | <p>Unit 04 – LO3</p> <p>Stages in the recruitment process continued:</p> <p>Managing the application process (methods of applying) CV, application form, covering letter, personal statements.</p> <p>Methods for selecting candidates Learners will know about the methods a business/enterprise can use when recruiting candidates and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> selection methods: online screening, interviews (on and offline), psychometric testing, personality profiling, selection days/assessment centres, activity (task/role play/presentation) selection techniques: scoring formats, performance in interview <p>Interview questions Types of questions:</p> <ul style="list-style-type: none"> knowledge competence open closed <p>Appoint eg job offer, references</p> <p>Reject eg feedback</p> <p>Centres could research jobs available locally that students aged 16-18 could apply for. An exercise could be set with learners applying for such a job. There is scope here for a roleplaying exercise if time permits, with learners designing interview questions and researching the different selection methods used for a range of vacancies.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 04, Task 3.</p> |
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| <p>Unit 05</p> | <p>LO1 The learner will:</p> <p>understand the main financial considerations when starting and running a business/enterprise</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • sources of finance • revenue • start-up costs | <p>Unit 05 – LO1</p> <p>Learning outcome 1 and 2 are closely linked and could be delivered together. For example, Teachers could consolidate the theory elements from LO1 with the practical elements from LO2, eg LO1 revenue, costs and break even could be combined with the relevant assessment points from LO2.</p> <p>Sources of finance Learners will know about internal and external sources of finance available to a business/enterprise, their appropriateness for short and long term use and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • internal: management of working capital, sale of fixed assets, retained profit, owners funds • external: overdraft, trade credit, factoring, credit card, bank loan, leasing, business/enterprise angel/venture capital/crowd funding, government grants, share capital <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 1.</p> <p>Revenue Learners will know what revenue is and how it can be calculated.</p> <p>Learners need to be given exercises which require them to demonstrate that they can calculate a business's total revenue from its sales data</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 2.</p> <p>Start-up costs Learners will know about the costs associated with starting a business/enterprise eg research and development, fixtures and fittings, equipment, stock, promotion, legal fees.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 2.</p> |
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| <p>Unit 05</p> | <p>LO1 The learner must know about:</p> <ul style="list-style-type: none"> • running costs • break-even • assets, liabilities | <p>Running costs (Fixed, Variable) Learners will know about the fixed and variable costs associated with running a business/enterprise:</p> <ul style="list-style-type: none"> • fixed eg rent and rates, salaries, accountant fees, interest on loans, advertising, insurance variable eg inventory(stock), production (power for the factory), delivery, packaging <p>Learners could be given exercises which require them to produce a table to show the fixed, variable and total costs of a business over a range of outputs. Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 2.</p> <p>Break-even Learners will understand the concept of break-even and why it is used and will understand the advantages/disadvantages of break-even analysis.</p> <p>Learners will need to know how to draw a break even chart and be able to calculate break even using the contribution equation.</p> <p>A PowerPoint could be used to show in stages how a break even chart is produced. Learners could then be given tables of cost data and revenue data and asked to produce a break even chart. It may help if the upper and lower axis values for output and costs/revenue are provided to learners to ensure sensibly scaled diagrams are produced. Teachers should also refer to the Internal Assessment exemplar task for unit 5, task 2.</p> <p>Assets, liabilities, capital Assets Learners will know about business/enterprise assets (non-current and current):</p> <ul style="list-style-type: none"> • non-current eg premises, fixtures and fittings, equipment • current eg inventory (stock), trade receivables (debtors), cash in the bank • <p>Liabilities Learners will know about business/enterprise liabilities (non-current and current):</p> <ul style="list-style-type: none"> • non-current eg mortgage, bank loans, debentures • current eg trade payables (creditors), overdraft, proposed dividend |
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| <p>Unit 05</p> | <p>LO1 The learner must know about:</p> <ul style="list-style-type: none"> • capital • cash flow • accounting regulations (HMRC) | <p>Capital Learners will know about funding provided by capital:</p> <ul style="list-style-type: none"> • funds provided by owners: savings (sole trader, partnership), share capital (Ltd, PLC) profit: all types of business/enterprise <p>A simplified balance sheet from a well-known plc could be used to illustrate the concepts of assets and liabilities. Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 1.</p> <p>Cash flow Learners will understand the importance of managing cash flow for the successful running of a business/enterprise. Learners will know the actions, including their advantages and disadvantages, that a business/enterprise can take to deal with cash flow problems eg increase sales, delay payments to suppliers, improved credit control, reduce costs.</p> <p>Learners will need to be able to create a cash flow forecast and need to be taught the elements that make up such forecasts such as:</p> <ul style="list-style-type: none"> • opening balance • closing balance • net cash flow <p>Learners could be given a spreadsheet template which sets out the cash flow format, including Opening Balance, Closing Balance, Net Cash Flow. Data can then be provided in the form of an exercise that learners have to enter into the template to produce a completed cash flow. Teachers should also refer to the Internal Assessment exemplar task for Unit 05, task 1.</p> <p>Accounting regulations (HMRC) Learners will know about the financial information needed for HMRC and the implications of not complying with these requirements, eg:</p> <ul style="list-style-type: none"> • VAT • income tax • company tax return. |
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| <p>Unit 05</p> | <p>LO2 The learner will: understand the financial documents to include in a business plan The learner must know how to prepare:</p> <ul style="list-style-type: none"> • a projected income statement (profit and loss account) | <p>Unit 05 – LO2 Learning outcome 1 and 2 are closely linked and could be delivered together. For example, Teachers could consolidate the theory elements from LO1 with the practical elements from LO2, eg LO1 revenue, costs and break even could be combined with the relevant assessment points from LO2. Throughout this section, learners will need to make accurate calculations and draw reasoned conclusions from the results. Learners must understand how income statements are compiled and the significance of each part. Any data required for this unit can be provided by the Teacher. Learners are then required to draw up and calculate any relevant ratios. Learners will need to be given templates to create income statements and exercises using data to create such statements. Learners will also need to be given templates to create statements of financial position and exercises using data to create such statements. Prepare a projected income statement (profit and loss account) Learners will know how to prepare a projected income statement (profit and loss account) for a business/enterprise, including:</p> <ul style="list-style-type: none"> • income from sales/turnover/revenue • cost of sales • gross profit • expenses/overheads • net profit <p>An income statement template needs to be provided for learners, this can be a spreadsheet or simply paper based with accompanying data. Learners can then slot in the values to produce an income statement. Items might be included in the data list which are not relevant to a statement of financial position to ensure learners have to choose which data items to include. Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 3.</p> |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 05 | <p>LO2 The learner will:</p> <p>understand the financial documents to include in a business plan</p> <p>The learner must know how to prepare:</p> <ul style="list-style-type: none"> • a projected statement of financial position (balance sheet) | <p>Unit 05 – LO2</p> <p>Prepare a projected statement of financial position (balance sheet)</p> <p>Learners will know how to prepare a projected statement of financial position (balance sheet) for a business/enterprise including:</p> <ul style="list-style-type: none"> • assets (non-current and current) • liabilities (non-current and current) • capital <p>A balance sheet template needs to be provided for learners with accompanying data. Learners can then slot in the values to produce a statement of financial position. Items might be included in the data list which are not relevant to a statement of financial position to ensure candidates have to choose which data items to include.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 5.</p> |

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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 05 | <p>LO2 The learner must know how to prepare:</p> <ul style="list-style-type: none"> • financial ratios (profitability and liquidity) • cash flow forecasts | <p>Unit 05 – LO2</p> <p>Financial ratios (profitability and liquidity) Learners will be able to calculate profitability and liquidity ratios and understand the significance of their results.</p> <ul style="list-style-type: none"> • profitability ratios: return on capital employed (ROCE), gross profit margin, net profit margin • liquidity ratios: current ratio, acid test ratio • financial ratios: gearing ratio <p>Learners will need to be provided with data to practice calculating the full range of ratios. These can be in the form of exercises that learners complete and they can be given the formulae.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 6 and 7.</p> <p>Cash flow forecasts Learners will know how to:</p> <ul style="list-style-type: none"> • create a cash flow forecast including; identification of incomings and outgoings, calculation of opening balance, closing balance and net cash flow. • interpret a cash flow forecast to identify possible cash flow problems. <p>Learners can be given templates either paper based or as spreadsheets to create a cash flow forecast. Teachers can also provide learners with the data to support this.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 8.</p> |

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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 05 | <p>LO2 The learner must know how to prepare:</p> <ul style="list-style-type: none"> • break-even charts | <p>Unit 05 – LO2</p> <p>Break-even Learners will know how to construct a break-even chart and conduct a break-even analysis and use this to set sales targets to achieve a target level of profit:</p> <ul style="list-style-type: none"> • calculate break-even point • construct and analyse break-even charts including <ul style="list-style-type: none"> – break-even output – margin of safety – profit or loss at different levels of output • calculate and/or illustrate on a break-even chart the effects of changes in price, variable costs and fixed costs on the break-even point and profit/loss • understand the advantages and disadvantages of break-even analysis <p>Learners could be provided with exercises using data to practice creating break even charts and calculating the margin of safety.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 05, Task 9 and 10.</p> |

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| <p>Unit 05</p> | <p>LO3 The learner will:</p> <p>understand how internal and external influences can affect a business or enterprise's ability to meet its objectives</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • internal influences • external influences • the impact of internal and external influences | <p>Unit 05 - LO3</p> <p>Internal influences Learners will know about possible internal influences and how these may affect a business/enterprise idea: eg its aims and objectives, the financial position of the business/enterprise (profitability, cash flow, liquidity), human resources (motivation, staff training), operational issues (quality, productivity), business/enterprise culture (role culture, task culture).</p> <p>Real life examples could be used wherever possible to illustrate internal influences using case studies etc, eg:</p> <ul style="list-style-type: none"> • How Kellogg's tries to motivate its staff - http://businesscasestudies.co.uk/kelloggs/building-a-better-workplace-through-motivation/introduction.html#axzz4Xt4txkeE • Kellogg's aims and objectives - http://businesscasestudies.co.uk/kelloggs/using-aims-and-objectives-to-create-a-business-strategy/introduction.html#axzz4Xt4txkeE <p>External Influences: Learners will know about possible external influences and how these may affect a business/enterprise idea, eg state of the economy, interest rates, changes in living wage, changes in taste, changes in the competitive environment, level of employment, availability of skills locally, changes to legislation.</p> <p>Real life examples could be used wherever possible to illustrate external influences using case studies etc, eg:</p> <ul style="list-style-type: none"> • McCain chips and obesity - http://businesscasestudies.co.uk/mccain-foods/how-mccain-responds-to-changes-in-the-external-environment/introduction.html • The impact of the recession on Jessops camera business - http://businesscasestudies.co.uk/jessops/responding-to-changes-in-the-market-environment/economic-factors.html <p>Impact of internal and external influences Learners will know about the possible impacts that internal and external factors can have on a business/enterprise idea eg the break-even point may change, marketing and promotional plan may need to be amended, the aims and objectives for the business/enterprise may need to alter, desired levels of sales may change, may need to arrange additional finance such as an overdraft, may need to make staff redundant.</p> |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 05 | | <p>MOCK external assessment revision – 2 weeks</p> <p>Mock external assessment</p> |
| Unit 06 | <p>LO1 The learner will:</p> <p>produce a business plan for an idea</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> • selection of a business/enterprise idea • analysis skills • collection of data • calculating and interpreting financial data | <p>Unit 6 – LO1</p> <p>This unit is an opportunity for learners to apply the knowledge they have developed in Unit 01-05.</p> <p>This unit focuses on the skills learners will demonstrate. The skills which they will demonstrate are written as the assessment points and are in bold in the guidance to highlight where the opportunities to demonstrate them are.</p> <p>Selection of a business/enterprise idea Learners will select an idea for a business/enterprise ie the product/service they would like to sell. They will prepare a business plan, giving reason(s) for their choice. Learners should review the work they completed in Unit 01, LO2 to support this element.</p> <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 06, Task 1.</p> |

| Year 2 Spring term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 06 | <p>LO1 The learner must demonstrate:</p> <ul style="list-style-type: none"> • selection of aims and objectives for a business/enterprise • research skills | <p>Unit 06 – LO1</p> <p>Produce a business plan Learners must produce a business plan for their chosen idea. The business plan must include the following 5 sections: company description, analysis and research, marketing, people and operations, financial plan.</p> <p>1. Company description</p> <ul style="list-style-type: none"> • business/enterprise name (learners will choose a name for their business/enterprise and research the legal issues relating to choice of name) • outline/summary of the business/enterprise idea eg what product/service the business/enterprise will provide and the needs it intends to satisfy • selection of the aims and objectives for their business/enterprise (short term, long term, financial, non- financial) • choice of legal status • choice of location/distribution channel. |

| Year 2 Spring term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 06</p> | <p>LO1</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> • research skills • analysis skills • collection of data | <p>Unit 6 – LO1</p> <ul style="list-style-type: none"> • Research and analysis Learners will use primary and secondary research methods to collect and analyse data on: <ul style="list-style-type: none"> • the target market eg socio-economic group, age, lifestyle, gender, location, what prompts the customer to buy a product • industry profile eg growth or decline, threat of new entrants, power of suppliers, power of customers • the competitor profile eg location, size, pricing, point of difference • the potential suppliers eg cost, reliability, length of time established • Marketing plan Learners will use the market analysis and other relevant research and data analysis to produce a marketing plan. <ul style="list-style-type: none"> • Product/service <ul style="list-style-type: none"> – what it does, how it satisfies customer need – whether it is tangible/intangible – its Unique Selling Point (USP) • Place <ul style="list-style-type: none"> – where the product/service will be sold – the distribution channel to be used • Price <ul style="list-style-type: none"> – what price will be charged for the product/service – which pricing strategy/strategies will be used • Promotion <ul style="list-style-type: none"> – how the product/service will be promoted • People and operations plan Learners will produce a people and operations plan. <ul style="list-style-type: none"> • people considerations eg organisational structure, leadership style, cultural strategy type of employment, method(s) of remuneration • operational considerations eg managing quality, storage space, logistics, skills and number of staff required |
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| Year 2 Spring term - 2nd half term | | |
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| Unit no. | Learning outcomes(s) | Teaching and Learning Activities |
| Unit 06 | <p>LO1 The learner must demonstrate:</p> <ul style="list-style-type: none"> • research skills • analysis skills • collection of data • calculating and interpreting financial data | <p>Unit 06 – LO1</p> <p>2. Financial plan Learners will use primary and secondary research methods to collect data on the costs for launching their business/enterprise.</p> <ul style="list-style-type: none"> • start-up costs eg inventory, fixtures, fittings, premises, machinery, equipment, tools • running costs eg rent and rates, insurance, staff, promotion, transport <p>Using their research, learners will identify break even through calculation and drawing a break-even chart and decide on target level of sales. Learners will:</p> <ul style="list-style-type: none"> • calculate break-even • draw a fully labelled break-even chart • extract information from the break-even chart ie break-even output, margin of safety, target level of sales with associated costs and revenues <p>analyse the impact that any possible change in costs and price may have on the break-even or targeted profit eg increase in cost of raw materials, a drop in price to promote product/service</p> <p>Learners will analyse the financial data to complete the following for either the first year or life of their business/enterprise idea.</p> <ul style="list-style-type: none"> • cash flow forecast • projected income statement (profit and loss account) • projected statement of financial position (balance sheet) <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 06, Task 1.</p> |

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| Unit 01-05 | All outcomes relating to Unit 01-05 | External assessment revision for first attempt – 2 weeks <ul style="list-style-type: none">• Unit 1 - 0.5 hours• Unit 2 - 1 hour• Unit 3 - 1 hour• Unit 4 – 1.5 hours• Unit 5 - 1 hour <p>This could include, for example, use of sample papers, creating own external assessment questions, 15 minutes revision of a topic and then a 15 minute question etc.</p> |
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| Year 2 Spring term - 2nd half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 01-05 | All outcomes relating to Unit 01-05 | 1st external assessment opportunity The external assessment will take place on a set date and lasts for 2 hours. Please check NCFEs website for the exact date. |

| Year 2 Summer term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |

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| <p>Unit 07</p> | <p>LO1 The learner will: review a business plan The learner must evaluate:</p> <ul style="list-style-type: none"> • the presentation of the business plan • strengths and weaknesses of the market research methodology • application of appropriate theories and techniques | <p>Unit 07 - LO1</p> <p>Unit 07 is where learners will review and evaluate their business plan. The learner must evaluate:</p> <p>The presentation of the business plan</p> <ul style="list-style-type: none"> • presentation of plan eg clarity, neatness, quality of language • organisation of plan eg logic of plan, easy to follow and understand, all components present and properly addressed • how might the presentation of the plan be improved <p>Strengths and weaknesses of the market research methodology</p> <ul style="list-style-type: none"> • range of research eg use of primary and secondary resources; qualitative and quantitative. • primary <ul style="list-style-type: none"> – strengths eg suitable sample size, sample is representative of target market, lacks bias and subjectivity – weaknesses eg sample too small, does not represent target market, subjective and biased, lack of experience/skills • secondary research <ul style="list-style-type: none"> – strengths eg up to date, relevant, wide range of sources – weaknesses eg out of date, small range of sources, not relevant <p>Application of appropriate theories and techniques:</p> <ul style="list-style-type: none"> • theories – have theories been applied appropriately and relevant conclusions made? eg price elasticity of demand • techniques – have techniques been applied appropriately and relevant conclusions made? eg break-even analysis |
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| Year 2 Summer term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 07 | <p>LO1 The learner will:</p> <p>review a business plan</p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> • feasibility of the idea | <p>Feasibility of the idea</p> <ul style="list-style-type: none"> • is there a real demand, eg does the idea satisfy the need or solve a problem? Is the current market big enough for your proposed business/enterprise idea? Is it an emerging market or a mature one? • is the business/enterprise scalable, can it last? eg is the idea just satisfying a short-lived trend, does the business/enterprise have growth potential? • is it financially viable, eg does the projected profit give a sufficient return on investment? Is there sufficient cash flow to see the business/enterprise through its start-up period? • is it competitive eg are there so many other competitors offering a similar product/service that it is unrealistic that you will be able to compete? Are competitors so dominant they can always undercut you on price/be better at marketing? • competence of learner, eg do you have the necessary negotiating/research/financial/marketing skills, the motivation, the commitment, flexibility to launch and run the business/enterprise? <p>Teachers should also refer to the Internal Assessment exemplar task for Unit 07, Task 1.</p> |

| Year 2 Summer term - 1st half term | | |
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| Unit no. | Learning outcome(s) | Teaching and Learning activities |
| Unit 01 - 05 | All | <p>External assessment revision for second attempt if learners want to resit – 3 – 3.5 weeks</p> <ul style="list-style-type: none"> • Unit 01 – 1 hour • Unit 02 - 2 hours • Unit 03 - 1 hour • Unit 04 – 3 hours • Unit 05 - 2 hours <p>This could include, for example, use of sample papers, creating own external assessment questions, 15 minutes revision of a topic and then a 15 minute question etc.</p> |
| Year 2 Summer term - 2nd half term | | |
| | | <p>2nd external assessment opportunity</p> <p>The external assessment will take place on a set date and lasts for 2 hours. Please check the NCFE website for the specific date.</p> |
| End of delivery | | |