

# Delivery Guide

**NCFE Level 1 Technical Award in Business and Enterprise (603/0835/7)**

**Sample Delivery Guide**

## Delivery and Assessment Plan

1. This plan is based on a 2-year delivery. This will change with school timetable, festivals and holidays, training days, school events, study leave arrangements, which days lessons occur on 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. The qualification has 6 units.
  - Unit 01 - Starting a business or enterprise (15 GLH)
  - Unit 02 – Market research and analysis (25 GLH)
  - Unit 03 – People, operations and recruitment (25 GLH)
  - Unit 04 – Finance for business and enterprise (25 GLH)
  - Unit 05 – Produce a business plan for a business or enterprise (25 GLH)
  - Unit 06 – Evaluate a business plan (5 GLH)

### **Units 1–4 are covered in the external assessment.**

The GLH for the qualification is 120 GLH.

4. External Assessment unit dates vary –please check the website for assessment windows.
5. It's advised the 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). Please refer to this guide for details - Internal Assessment writing and delivery: Guidance for centres.
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. There are 2 free EQA visits per cohort. The timings of the EQA visit are only suggestions. Additional visits are chargeable.
7. This is how we propose the qualification should be delivered over two years, with synoptic external assessment at the end, however centres are free to deliver the qualification in a way that suits their timetable.

## Delivery guide

	Year 1 delivery						Year 2 delivery					
	Autumn 1 <sup>st</sup> half term	Autumn 2 <sup>nd</sup> half term	Spring 1 <sup>st</sup> half term	Spring 2 <sup>nd</sup> half term	Summer 1 <sup>st</sup> half term	Summer 2 <sup>nd</sup> half term	Autumn 1 <sup>st</sup> half term	Autumn 2 <sup>nd</sup> half term	Spring 1 <sup>st</sup> half term	Spring 2 <sup>nd</sup> half term	Summer 1 <sup>st</sup> half term	Summer 2 <sup>nd</sup> half term
Unit 01												
Unit 02												
Unit 03												
Unit 04												
Unit 05	Planning for Unit 5											
Unit 06												
External assessment									March 2019 (29/03/19)			July 2019 (02/07/19)

## Year 1 delivery guide

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
<b>Year 1 Autumn 1<sup>st</sup> half term</b>								
						Course Induction to be designed to suit the needs of the centre and based on previous experience of the learners. It should provide a foundation for the course including the structure of the qualification and the assessment process. It should also help learners to develop an understanding of the learning outcomes and the grading descriptors.	All learners should be registered by Examinations Officer on the qualification with NCFE.  Induction may contribute to Level 1/2 entry decisions.	Assessor and IQA roles allocated.
						Unit 01 LO1 Delivery Unit 01 LO1 Internal assessment task brief set.  Unit 01 LO2 Delivery Unit 01 LO2 Internal assessment task brief set.  (Preparation task for Unit 05).	Internal assessment of Unit 01 LO1 including learner feedback.  Internal assessment of Unit 01 LO2 including learner feedback.	IQA of Unit 01 assignment briefs for LO1 and LO2 prior to issue to learners.  IQA of Unit 01 LO1 and LO2  Assessor to assess and grade all work. IQA will apply agreed sampling strategy. The Exam Officer will then submit the agreed grades to NCFE ready for external quality assurance. This is the learners' first attempt at this unit. They have one further attempt at this unit to improve their grade.  The Centre Assessor to assess learner evidence and follow IQA processes before delivering feedback to learners.

Year 1 Autumn 2 <sup>nd</sup> half term							
					Unit 02 LO1 Delivery. Unit 02 LO1 Internal assessment task brief.	Internal assessment of Unit 02 LO1 including learner feedback.	IQA of Unit 02 assignment briefs for LO1 and LO2 prior to issue to learners.  IQA of Unit 02 LO1
Year 1 Spring 1 <sup>st</sup> half term							
				*	Unit 02 LO2 Delivery. Unit 02 LO2 Internal assessment task brief.  (Preparation task for Unit 05).	Internal assessment of Unit 02 LO2 including learner feedback.	IQA of Unit 02 LO2.  Assessor to assess and grade all work. IQA will apply agreed sampling strategy. The Exam Officer will then submit the agreed grades to NCFE ready for external quality assurance. This is the learners' first attempt at this unit. They have one further attempt at this unit to improve their grade.

Year 1 Spring 2 <sup>nd</sup> half term							
					Unit 03 LO1 Delivery. Unit 03 LO1 Internal assessment task brief.	Internal assessment of Unit 03 LO1 including learner feedback.	<p>IQA of Unit 03 assignment briefs for LO1, LO2 and LO3 prior to issue to learners.</p> <p>IQA of Unit 03 LO1.</p> <p>Assessor and IQA to sample work from learners to check standards of Unit 03, before final grades are submitted by Examinations Officer.</p> <p>First external quality assurance visit for Units 01–03. Banking or rejection and resubmission of grades (first attempt).</p>
Year 1 Summer 1 <sup>st</sup> half term							
				*	<p>Unit 03 LO2 Delivery. Unit 03 LO2 Internal assessment task brief.</p> <p>Unit 03 LO3 Delivery. Unit 03 LO3 Internal assessment task brief.</p> <p>(Preparation task for Unit 5).</p>	<p>Internal assessment of Unit 03 LO2 including learner feedback.</p> <p>Internal assessment of Unit 03 LO3 including learner feedback.</p>	<p>IQA of Unit 03 LO2 and LO3.</p> <p>Submission of grades for Units 1–3 internal assessment to NCFE.</p>
Year 1 Summer 2 <sup>nd</sup> half term							
					Unit 04 LO1 Delivery. Unit 04 LO1 Internal assessment task brief.	Internal assessment of Unit 04 LO1 including learner feedback.	<p>IQA of Unit 04 assignment briefs for LO1, LO2 and LO3 prior to issue to learners.</p> <p>IQA of Unit 04 LO1.</p>

Year 2 Autumn 1 <sup>st</sup> half term						
					Unit 04 LO2 Delivery. Unit 04 LO2 Internal assessment task brief.  Unit 04 LO3 Delivery. Unit 04 LO3 Internal assessment task brief.  (Preparation task for Unit 05).	Internal assessment of Unit 04 LO2 and LO3 including learner feedback.  Internal Quality Assurance of Unit 04 assignment briefs for LO1, LO2 and LO3 prior to issue to learners.
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Year 2 Autumn 2 <sup>nd</sup> half term						
					Unit 05 LO1 Delivery. Unit 05 LO1 Internal assessment task brief.  Selection of a business idea. Selection of aims and objectives. Company description. Market Analysis on going from the start of year 1.	Formative assessment of Unit 05.  IQA of Unit 05 assignment brief for LO1.
Year 2 Spring 1 <sup>st</sup> half term						
					Unit 05 LO1 internal assessment task continued.  Marketing. People and Operations.	Formative assessment of Unit 05.  External assessment (1 <sup>st</sup> attempt) (2 hour set date and time).

Year 2 Spring 2 <sup>nd</sup> half term							
					Unit 05 LO1 internal assessment task.  Finance.  Unit 06 LO1 Delivery. Unit 06 Internal assessment task.	Internal assessment of Unit 04 LO2 and LO3 including learner feedback.	IQA Unit 05 LO1.  IQA of Unit 06 assignment brief.
Year 2 Summer 1 <sup>st</sup> half term							
					Re sit opportunity for external assessment?	Internal assessment of Unit 04 LO2 and LO3 including learner feedback.	IQA of Unit 06.  Submission of grades to NCFE. External Quality Assurer visit.
Year 2 Summer 2 <sup>nd</sup> half term							
						External assessment (2 <sup>nd</sup> attempt if required) <b>2 hour set date and time</b>	<b>NB please see the Regulations for Conduct of External Assessment – V Certs here – <a href="https://www.ncfe.org.uk/media/828485/ncfe-regulations-for-the-conduct-of-external-assessment-v-certs-september-2016.pdf">https://www.ncfe.org.uk/media/828485/ncfe-regulations-for-the-conduct-of-external-assessment-v-certs-september-2016.pdf</a></b>
End of delivery							



## Scheme of Work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 1 Technical Award in Business and Enterprise (603/0835/7)

- It should be read alongside the Sample Delivery and Assessment Plan
- Internal Sample Assessment tasks to support this Scheme of Work are available on the website
- It's designed to offer centres some ideas for delivery of the qualification; 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 the qualification 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, allowing flexibility with 2 opportunities to sit the external assessment.

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Autumn term – 1<sup>st</sup> half term</b>				
	Course Induction	<p>To be designed to suit the needs of the centre and based on previous experience of the learners. It should provide a foundation for the course including the structure of the qualification and the assessment process. It should also help learners to develop an understanding of the assessment criteria, the range and the grading descriptors.</p> <p>Introduction to business and enterprise:</p> <p>Discussion about what it means to be in business and particularly start up your own business.</p>		
<b>Unit 01</b>	<p><b>Unit 01 Learning outcome 1</b></p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>business aims and objectives</li> <li>business legal structures</li> <li>business stakeholders</li> <li>entrepreneurial skills and characteristics</li> </ul>	<p><b>Business aims and objectives</b></p> <p><b><i>Delivery</i></b> Teacher-led presentation – definitions of aims vs objectives <u>Introduce 4 types of business aims and objectives.</u></p> <p><b><i>Suggested activities</i></b> Group work – research and discussion about case studies of different businesses and their aims and objectives.</p>	<p><b>To achieve a Pass:</b></p> <p>Learners will need to evidence their understanding of business aims and objectives and <u>how they are used to measure success.</u></p>	<p><b>To achieve higher grades:</b></p> <p>the learner will need to use some specialist business terms.</p> <p>They could also describe some of the terms to show links between some of the bulleted points within the learning outcome.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01		<p><i>*Unit 5 At this point learners could consider the short-term, long-term, financial and non-financial aims and objectives for their business.</i></p> <p><b>Business legal structures</b></p> <p><b>Delivery</b> – teacher-led introduction to <u>6 legal structures</u> considering <b><i>liability and ownership.</i></b></p> <p><b>Suggested activities</b> - Group allocation of different legal structures, each group to present the advantages and disadvantages of the different structures.</p> <p><i>*Unit 5 At this point learners could consider what legal structure will best suit their business</i></p> <p><b>Business stakeholders</b></p> <p><b>Delivery</b> – Class discussion about who is involved in business – ideas on inside the business and outside.</p> <p>Clarify terms of internal and external stakeholders.</p>	<p>Learners will need to evidence their understanding of business legal structures and the advantages and disadvantages of each.</p> <p>Learners will need to evidence their understanding of business stakeholders, <b><i>the influence they have how they are affected by business decisions</i></b></p>	<p>Synoptic links example – How do business aims and objectives differ for different legal structures?</p> <p>Synoptic link example – How do different legal structures enable a business to meet their aims and objectives?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01		<p><b>Suggested activities</b> – allocate stakeholder cards for the school/college and discuss, expand to a range of different businesses of varying size and legal structure to better understand the range of stakeholders.</p> <p><b>Case study</b> – Using a case study identify a range of internal and external stakeholders in context.</p> <p><b>Class discussion</b> on stakeholder power, influence and how they are affected by decisions. Consider the communication and consultation required to manage the range of expectations effectively.</p> <p><b>*Note – business stakeholder information is not required for Unit 05 but may be included in the external assessment</b></p> <p><b>Entrepreneurial characteristics and skills</b></p> <p><b>Delivery</b> – Introduction to characteristics and skills</p> <p><b>Suggested activities</b> – Learners create definitions of skills and characteristics. Learners study a range of entrepreneurs and identify their characteristic and skills showing an understanding of why these are required to be successful in business.</p>	<p>Learners will need to evidence an understanding of entrepreneurial skills and characteristics required to succeed in business/enterprise.</p>	<p>Synoptic link example – How can the different interests of internal and external contractors create conflict?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01	<p><b>Learning outcome 2</b></p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>the purpose of a business plan</li> <li>the sections of a business plan</li> </ul>	<p>Teacher – clarify definitions and examples of characteristics and skills clarifying the difference between the two.</p> <p><b>*Note – entrepreneurial skills and characteristics are not required for Unit 05 but may be included in the external assessment.</b></p> <p><b>The purpose of a business plan</b></p> <p><b>Delivery</b> – Clarify the importance of and reasons for business planning eg raising finance, identifying new opportunities, setting aims and objectives, understanding operational requirements.</p> <p><b>Suggested activities</b> – Class discussion on reasons for producing and business plan vs consequences of a lack of planning.</p> <p><b>*Note – the purpose of a business plan is not required for Unit 05 but may be included in the external assessment.</b></p> <p><b>The sections of a business plan</b></p> <p><b>Delivery</b> – Teacher-led introduction to a business plan and the sections that are required.</p>	<p>Learners will need to know <b><i>the purpose</i></b> of a business plan eg to plan, to assess future opportunities, to manage cashflow.</p> <p>Learners will need to identify the sections of a business plan.</p>	<p><b>To achieve higher grades:</b></p> <p>Learners must list all of the sections.</p> <p>They could also list all 5 sections and describe at least 3 sections.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01		<p><b>Suggested activity</b> – Learners study a range of business plans and create a mind map against the required headings of: Company description, Market analysis, Marketing, People and Operations, Financial planning.</p> <p>Learners will need to identify the sections of a business plan.</p> <p>*Unit 05 planning – Learners produce a contents page for their business plan for Unit 05 as a template.</p>		
Year 1 Autumn term – 2 <sup>nd</sup> half term				
Unit 02	<p><b>Unit 02 Learning outcome 1</b></p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>• research methods</li> <li>• data collection methods</li> <li>• orientation types</li> <li>• market types</li> <li>• characteristics of target markets</li> </ul>	<p><b>As part of Unit 05 learners will need to understand and carry out effective market research.</b></p> <p><b>Research methods</b></p> <p><b>Delivery</b> – Introduction to market research, introductory activity, clarification of the difference between primary and secondary research.</p> <p>Teacher-led – how primary and secondary research is conducted – field vs desk.</p> <p><b>Suggested activities</b> – Identify a range of research methods on post-it notes then allocate them to primary or secondary categories.</p>	<p><b>To achieve a Pass grade:</b></p> <p>Learners will need to know about primary and secondary research and the <u>advantages and disadvantages of each.</u></p>	<p><b>To achieve higher grades:</b></p> <p>Learners will need to list points using technical language throughout.</p> <p>They could also describe some of the areas using specialist business and enterprise terms to show links between some of the bulleted points.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Class discussion - allocate the identified primary and secondary methods to discuss the advantages and disadvantages of primary and secondary research methods.</p> <p>*Unit 05 planning – Learners plan the primary and secondary research they will need to carry out for their own business plan.</p> <p><b>Data collection methods</b></p> <p><b>Delivery</b> – Teacher-led introduction to qualitative and quantitative data.</p> <p><b>Suggested activity</b> – Conduct classroom research asking both open and closed questions to <b>produce, analyse and draw conclusions</b> from qualitative and quantitative information.</p> <p><b>Delivery</b> – Group discussion – advantages and disadvantages of qualitative and quantitative data.</p> <p><b>Orientation types</b></p> <p><b>Delivery</b> – Introduction to market orientation, following case study explore the <b>advantages and disadvantages</b> of both product and market orientation.</p>	<p>Learners will need to know about qualitative and quantitative data and the <u>advantages and disadvantages of each.</u></p> <p>Learners will need to know about market orientation types and the <u>advantages and disadvantages of each.</u></p>	<p>Synoptic link example – How does primary research result in qualitative and quantitative data?</p> <p>Synoptic link example – What implications does market orientation have on research eg secondary product research for product orientation and primary research for market orientation?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 02		<p><b>Suggested activity</b> – Case studies of Amazon vs Dyson to highlight the difference between product and market orientation.</p> <p><b>Market type</b></p> <p><b>Delivery</b> – Introduction to market orientation, following case study explore the advantages and disadvantages of mass and niche.</p> <p><b>Suggested activity</b> - Mass vs niche competition to name as many mass and niche products and services in 2 teams.</p> <p><b>Characteristics of target markets</b></p> <p><b>Delivery</b> – Teacher-led introduction to target markets and how these are segmented.</p> <p><b>Suggested activity</b> – Consider the demographic, psychographic, geographic and behavioural aspects of the target market for a range of products eg iPhone, electric car, 18–30 holidays.</p> <p>Class discussion to draw conclusions about why a business wants to know about them.</p> <p>*Unit 05 planning – In preparation for Unit 5 learners can consider the characteristics of their target market.</p>	<p>Learners will need to know about mass and niche markets and the <u>advantages and disadvantages of each.</u></p> <p>Learners will need to know about the characteristics of target markets AND why a business wants to know about them.</p>	<p>Synoptic link example – How can primary research support the development of a positioning map?</p> <p>Synoptic link example – How can market research allow a business to better understand the characteristics of the target market?</p>



Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 02	<p><b>Unit 02</b> <b>Learning outcome 2</b></p> <p>Learners must know about:</p> <ul style="list-style-type: none"> <li>the competitive environment</li> <li>costs</li> <li>4 elements of the marketing mix</li> </ul>	<p><b>The competitive environment</b></p> <p><b>Delivery</b> – Introduction to the competitive environment and how they can assess current and potential competitors. Key concepts - direct competitors and industry profile including examples.</p> <p><b>Suggested activity</b> – Consider competition in the fast food industry - <a href="http://businesscasestudies.co.uk/mcdonalds-restaurants/staying-ahead-in-a-competitive-environment/the-competitive-environment.html">http://businesscasestudies.co.uk/mcdonalds-restaurants/staying-ahead-in-a-competitive-environment/the-competitive-environment.html</a></p> <p>Class discussion – how has globalisation made markets more competitive.</p> <p>Case studies – used to illustrate industries in the growth and decline phase.</p> <p><b>Costs</b></p> <p><b>Delivery</b> – Teacher-led introduction to costs including start and running costs.</p> <p><b>Suggested activity</b> – Learners can consider fixed and variable costs for a start-up business and apply this to their own business idea.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider their fix and variable costs.</p>	<p><b>In order to achieve a Pass grade:</b></p> <p>Learners will need to evidence their understanding of the competitive environment <u>including direct competitors and industry profile.</u></p> <p>Learners will need to evidence their understanding of fixed and variable costs.</p>	<p><b>To achieve higher grades:</b></p> <p>Learners must list points using specialist business and enterprise terms.</p> <p>They could also describe some of the points using specialist terms to show links between some elements.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 02		<p><b>The marketing mix</b></p> <p>Teacher-led introduction to the marketing mix, learners could consider the marketing mix for a product or service they recently received eg clothes, phone case, battery bank.</p> <p><b>PRODUCT</b>  <b>Delivery</b> – Teacher-led introduction to produce and service definitions and tangible vs intangible.</p> <p>Key concepts – Product lifecycle, Boston Matrix.</p> <p><b>Suggested activity</b> – Learners should be <u>confident to draw a fully labelled product lifecycle diagram</u> and apply this to a business example. Learners should be confident <u>to draw a fully labelled Boston Matrix including correct placement of products</u> and services of a business within the quadrants.</p> <p><b>PRICE</b>  <b>Delivery</b> – Teacher-led introduction to 5 pricing strategies including the advantages and disadvantages of each. Penetrative pricing, price skimming, cost plus pricing, promotional pricing, competition-based pricing</p>	<p>Learners will need to know about the difference between a product and service and what makes them tangible or intangible.</p> <p>Learners will need to know about the Product Lifecycle and The Boston Matrix.</p> <p>Learners will need to know about the different pricing strategies and the advantages and disadvantages of each.</p>	<p>Synoptic link example – How are different pricing strategies used depending on the level of competition?</p> <p>Synoptic link examples – How does the marketing mix vary for the different areas within the Boston Matrix?</p> <p>Synoptic link example – How do the stages of the product lifecycle link to pricing and promotional strategies? Eg prices for the introductory stage may differ from those in maturing.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 02		<p><b>Suggested activity</b> – Activity to explore pricing strategies of a range of businesses including budget airlines (selling off initial seats at a loss leader price, economy vs premium brands in supermarkets).</p> <p><b>PLACE</b>  <b>Delivery</b> – Introduction to place including on and offline considerations and the difference between B2B and B2C.</p> <p><b>Suggested activity</b> – Class discussion 'How has the internet influenced on and offline sales for businesses?'</p> <p><b>PROMOTION</b>  <b>Delivery</b> – Teacher-led discussion on promotional methods.</p> <p><b>Suggested activity</b> – Group activity to research the promotional mix for a range of products and services/brands.</p> <p><b>Marketing</b> mix summary activity – Group work to explore the marketing mix for a range of businesses. Explore how the mix elements influence each other. Peer assessment.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider the marketing mix for their product/service including product (product/service, tangible/intangible, product lifecycle, Boston matrix, 4ps.</p>	<p>Learners will need to know about the different places and where products/services can be sold and the <u>advantages and disadvantages of each</u>.</p> <p>Learners will need to know about the promotional methods and the <u>advantages and disadvantages of each</u>.</p>	<p>Synoptic link example – What impact does place have on costs eg. distribution, postage premises?</p> <p>Synoptic link example – How does promotion differ between a product and a service?</p> <p>Synoptic link example - What promotional activity can support a product in the maturity/decline phase?</p>

**Year 1 Spring term – 2<sup>nd</sup> half term**

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03	<p><b>Unit 03</b> <b>Learning outcome 1</b></p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>organisational structures</li> <li>organisational features</li> <li>leadership styles</li> <li>operational considerations</li> <li>motivation</li> </ul>	<p><b>Organisational structures</b></p> <p><b>Delivery</b> – Introduction to tall and flat, hierarchical and matrix.</p> <p><b>Suggested activity</b> – Explore a range of visual representations of organisational charts. Group work to compare different structures eg advantages of tall vs flat, speed of decision making, communication.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider an organisational structure or produce an organisational chart for their business.</p> <p><b>Organisational features</b></p> <p><b>Delivery</b> – For the structures identified above learners will need to know about the features including span of control, the chain of command, restructuring, layering</p> <p><b>Suggested activity</b> – Using the structures discuss the features of each. Learners can discuss how features are interlinked eg layering is likely to increase the span of control.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider the features that their organisation will have.</p>	<p><b>In order to achieve a Pass grade:</b></p> <p>Learners will know about the different organisational structures and the <u>advantages and disadvantages of each</u></p> <p>Learners will need to know about the different organisational features and <u>the advantages and disadvantages of each.</u></p>	<p><b>To achieve higher grades:</b></p> <p>Learners must list points using specialist business terms.</p> <p>They could also describe some of the points using specialist business and enterprise terms to show links between them.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03		<p><b>Leadership styles</b></p> <p><b>Delivery</b> –Teacher-led - Introduction to 5 Leadership styles. What makes a great leader?</p> <p><b>Suggested activity</b> – Class discussion. What is the business impact of leadership styles on: staff retention, staff motivation, achievement of aims and objectives?</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider the leadership style that would best suit their business</p> <p><b>Operational considerations</b></p> <p><b>Delivery</b> – Recognising that efficiency is essential to revenue but should not be at the expense of quality. Key concepts should include kaizen, just in time, benchmarking, quality assurance, TQM</p> <p><b>Suggested activity</b> – Quality vs efficiency challenge – groups present methods for quality and efficiency based on their research. Eg Toyota for efficiency (Manufacturing) plus service sector for TQM</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider an organisational structure or produce an organisational chart for their business.</p>	<p>Learners will need to know about the different leadership styles and the <u>advantages and disadvantages of each.</u></p> <p>Learners will need to know about the methods organisations use to achieve efficiency and quality and <u>the advantages and disadvantages of each.</u></p>	<p>Synoptic link examples - Which leadership style would be most suitable for which structure?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03		<p><b>Motivation</b></p> <p><b>Delivery</b> – Teacher-led introduction to motivation – definitions for staff retention and productivity.</p> <p><b>Suggested activity</b> – Benefits of high staff retention and productivity vs drawbacks of an unmotivated workforce. Learners consider their experiences and give examples of each.</p> <p>*Unit 05 planning – Learners can consider how they will motivate their employees to achieve a high staff retention and productivity rate.</p> <p><b>Methods of motivation</b></p> <p><b>Delivery</b> – Teacher-led introduction to motivation – definitions for financial and non-financial methods of motivation.</p> <p><b>Suggested activity</b> – Research activity into non-financial reward – will you offer it in your business?</p> <p>*Unit 05 planning – Learners can consider their financial and non-financial methods for motivating their employees.</p> <p><b>Motivational theory</b></p> <p><b>Delivery</b> – Theories of motivation introduction to Maslow and Herzberg.</p> <p><b>Suggested activity</b> – Apply a range of job roles to each of the theories.</p>	<p>Learners will know about the importance of motivation, motivational methods and motivational theories.</p>	<p>Synoptic example – What is the link between improved efficiency and quality on staff motivation?</p> <p>Synoptic link example – What is the link between financial reward and costs?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03	<p><b>Unit 03</b> <b>Learning outcome 2</b></p> <p>Learners must know about:</p> <ul style="list-style-type: none"> <li>types of employment</li> <li>methods of remuneration</li> </ul>	<p><b>Types of employment</b></p> <p><b>Delivery</b> – Tutor-led delivery into permanent, temporary/fixed, part time, full-time, zero hours contracts. Differentiation between part time and temporary should be made.</p> <p><b>Suggested activity</b> – Topical debate - Zero hours contracts – flexibility for employers vs benefits/risks for employees? Article - <a href="https://www.theguardian.com/uk-news/2017/jul/05/zero-hours-contracts-affect-young-peoples-health-study-finds">https://www.theguardian.com/uk-news/2017/jul/05/zero-hours-contracts-affect-young-peoples-health-study-finds</a></p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider what types of employment they would offer employees and the advantages and disadvantages of these.</p> <p><b>Methods of remuneration</b></p> <p><b>Delivery</b> – Introduction to pay and reward. Wages, salaries piece rate.</p> <p><b>Suggested activity</b> – Learners explore the advantages and disadvantages of each.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider they pay and reward structure for their business.</p>	<p><b>In order to achieve a Pass grade:</b></p> <p>Learners will know about the different types of employment and the <u>advantages and disadvantages of each.</u></p> <p>Learners will know about the different methods of remuneration and the <u>advantages and disadvantages of each.</u></p>	<p><b>To achieve higher grades:</b></p> <p>Learners must list points using specialist business terms.</p> <p>They could also describe some points using specialist business terms to show links between them.</p> <p>Synoptic examples – How do types of employment link to motivation? What are the cost implications of full-time employment vs zeros hour contracts?</p> <p>Synoptic link – What impact do the different methods of remuneration have on motivation/Maslow's theory?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03	<p><b>Unit 03</b> <b>Learning outcome 3</b></p> <p>Learner must know about:</p> <ul style="list-style-type: none"> <li>• stages of recruitment</li> <li>• methods for selecting candidates</li> </ul>	<p><b>Stages of recruitment</b></p> <p><b>Delivery</b> – Teacher-led discussion on terms – internal vs external recruitment – What are the advantages and disadvantages of each?</p> <p><b>Suggested activity</b> – Need to find some employees? – Create a map of the process you will need to go through. What documents will you need along the way?</p> <p>Core documentation – learners to write a list of what is include in a job description and person specification.</p> <p>Methods of applying – CV, application form, covering letter, personal statement.</p> <p>*Unit 05 planning – Learners can prepare a job description and person spec for a job role, they can decide how they want to receive their application. They could also produce their own cv to include in the business plan.</p> <p><b>Methods for selecting candidates</b> How do you choose?</p> <p><b>Shortlisting</b> <b>Delivery</b> – Teacher-led shortlisting processes to include – scoring systems, aptitude tests, telephone interviews (learners to suggest advantages and disadvantages of each).</p>		



Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03		<p><b>Suggested activity</b> - Provide learners with a job application pack and ask them to suggest ways to score.</p> <p><b>Suggested activity</b> – learners to complete a sample aptitude test</p> <p><b>Selection methods</b></p> <p>When you have shortlisted your applications what methods can you use to select?</p> <p><b>Delivery</b> – Teacher-led clarification of selection methods – examples to be given for different job roles eg Teacher may have to do a micro teach vs sales person may have an interview.</p> <p><b>Suggested activity</b> – learners to discuss in groups the advantages and disadvantages of selection days, face-to-face interviews and activity-based selection.</p>		

**Year 1 Summer term – 2<sup>nd</sup> half term**

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 04	<p><b>Unit 04</b> <b>Learning outcome 1</b></p> <p>Learners must know about:</p> <ul style="list-style-type: none"> <li>• sources of finance</li> <li>• revenue</li> <li>• start up and running costs</li> <li>• cash flow management</li> <li>• breakeven point</li> <li>• essential financial record keeping</li> </ul>	<p><b>Sources of finance</b></p> <p><b>Delivery</b> – Introduction to internal and external sources of finance. Key questions – Why do businesses need finance? How long do they need the money for? How much will they need?</p> <p><b>Suggested activity</b> – Scenario-based group work, learners consider the appropriate sources of finance for a range of business ideas.</p> <p>Learners must consider advantages and disadvantages and suitability for short and long-term use of:</p> <ul style="list-style-type: none"> <li>• <b>Internal – sale of fixed assets, sale of stock, debt collection, retained profit, owners investment</b></li> <li>• <b>External – overdraft, trade credit, factoring, credit card, share capital, bank loan, leasing, business angels, crowd funding.</b></li> </ul> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider the best sources of finance for their business.</p>	<p>Learners will know about internal and external sources of finance, their appropriateness for short and long-term use and the advantages and disadvantages of each.</p>	<p>Synoptic link example – How does the cost of finance impact on costs/selling price?</p> <p>What will be the impact of cost of finance on cash flow?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 04		<p><b>Revenue</b>  <b>Delivery</b> – Introduce the revenue formulae.</p> <p><b>Suggested activity</b> – Learners calculate revenue for a range of business scenarios.</p> <p><b>Start up and running costs/fixed and variable</b>  <b>Delivery</b> – Learners need to understand costs at every stage in the business from start up to scale up.  Finance needed, how long do they need the money for? How much will they need?</p> <p><b>Suggested activity</b> – Class start to produce their own chocolate bar and need to identify the range of associated costs.</p> <p>*Unit 5 planning – Learners can consider their start up, fixed and variable costs</p> <p><b>Cash flow management</b>  Introduce cash flow as the number 1 cause of small business failure.</p> <p><b>Delivery</b> – Cash flow definition and components. Key themes – cash vs credit, payment terms.</p> <p><b>Suggested activity</b> – Research challenge into small business failure linked to cash flow.</p>	<p>Learners must know what revenue is.</p> <p>Learners must know about the costs associated with starting up a business and know the difference between fixed and variable costs.</p> <p>Learners know the importance of managing cash flow and the actions a business/enterprise can take to deal with cash flow problems.</p>	<p>Synoptic link example – What is the link between fixed and variable costs and break-even point. How does a change in sales impact this?</p> <p>Example of synoptic link – How does the journey through the product lifecycle impact on cash flow? Eg high development and promotional costs in the early stages may mean a negative cash flow.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 04		<p>Group A cash flow problems, Group B ways to overcome cash flow problems.</p> <p>*Unit 5 planning –Learners can consider cash flow and the methods they can take to solve any cash flow problems.</p> <p><b>Break-even point</b></p> <p><b>Delivery</b> – Re cap on key financial terms, introduce break-even and its importance in understanding profitability.</p> <p><b>Suggested activity</b> – Create a step-by-step guide to calculate break-even point and the margin of safety – scenario based learning. Produce a fully labelled break-even chart.</p> <p>*Unit 05 planning – Learners can consider their own break-even position.</p> <p><b>Essential financial record keeping</b></p> <p><b>Delivery</b> – Class discussion on what needs to be produced, the importance of doing so and consequences of not submitting required information.</p> <p><b>Suggested activity</b> – Research information requirements in relation to tax and HMRC.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/556368/record-keeping.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/556368/record-keeping.pdf</a></p>	<p>Learners will know about the concept of break even and why it is used.</p> <p>Learners will know about the importance of record keeping and the consequences of not keeping them.</p>	<p>Synoptic link example – how does requirements for record keeping vary between different legal structures eg sole trader vs limited company?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 04	<p><b>Unit 04</b> <b>Learning outcome 2</b></p> <p>Learners must know how to:</p> <p>Calculate:</p> <ul style="list-style-type: none"> <li>• costs</li> <li>• revenue</li> <li>• profit</li> <li>• breakeven using the contribution method</li> <li>• margin of safety</li> </ul> <p>Create:</p> <ul style="list-style-type: none"> <li>• a labelled break-even chart</li> <li>• cash flow forecast.</li> </ul>	<p><b>Calculate financial data</b></p> <p><b>Finance workshops – Calculating costs</b></p> <p><b>Delivery</b> – Teacher-led guided tour of calculations including total costs, total revenue, profit, break even using the contribution methods.</p> <p><b>Suggested activity</b> Workshop 1 - Present calculations above for a range of scenarios.</p> <p>Workshop 2 – Create a full labelled break-even chart including the margin of safety.</p> <p>Workshop 3 – Create a cash flow forecast including income and outgoings from a set of data.</p>	<p>Learners must know how to produce calculations to determine profit and loss for different levels of output, determine the break-even level of output and margin of safety.</p> <p>Create a break even chart and a cash flow forecast.</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 04	<p><b>Unit 04 Learning outcome 3</b></p> <p>Learners must know about:</p> <ul style="list-style-type: none"> <li>• internal influences</li> <li>• external influences</li> <li>• the impact of internal and external influences on a business / enterprise.</li> </ul>	<p><b>Influences</b></p> <p><b>Delivery</b> – Discussion - Possible internal influences and how these affect the business eg people management. External influences and how they affect the business eg economy</p> <p>Key themes – How can influences be managed by the business/enterprise? What impact do these have on success/ability to meet aims and objectives?</p> <p><b>Suggested activity</b> – Topical debate – Impact of internal and external influences – shortage of nurses/Teachers to deliver public services, impact of Brexit, impact of the internet.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners should consider internal and external influences?</p>	<p>Learners must know how internal and external influences can affect the ability of a business/enterprise to meet its objectives.</p>	<p>Synoptic link example – What impact can external factors have on break-even point?</p> <p>What impact can external factors have on business aims and objectives?</p> <p>What are the links between external and internal factors?</p> <p>What impact might a decrease in sales due to external factors have on organisational structures/employment?</p>

**Year 2 Autumn term – 2<sup>nd</sup> half term**

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Unit 05</b>	<p><b>Unit 05</b> <b>Learning Outcome 1</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>produce a business plan for an idea</li> </ul>	<p><b>Produce a business plan</b></p> <p><b>Suggested delivery includes a range of workshops that build the evidence required to produce a complete business plan.</b></p> <p><b>Note the workshops may involve group work but the business plan must be an individual piece of work.</b></p> <p><b>RECAP UNIT 01 – starting a business or enterprise</b></p> <p><b>Workshop 1</b> Select a business idea, learners select a business idea. Research and decide on a business name. Select aims and objectives for the business. Confirm appropriate legal status. Decide on a location.</p> <p><b>RECAP UNIT 02 – Market research and analysis</b></p> <p><b>Workshop 2</b> Research, collect and analyse data on:</p> <ul style="list-style-type: none"> <li>the target market</li> <li>the industry profile</li> <li>the competitive environment</li> <li>potential suppliers.</li> </ul>		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 05		<p><b>Workshop 3</b> Use the market analysis and other research to produce a marketing plan including:</p> <ul style="list-style-type: none"> <li>– product/service (what it does, whether it is tangible and intangible, its usp)</li> <li>– place (where the product will be sold, the distribution channel to be used)</li> <li>– price (what price will be charged? What pricing strategies will be used?)</li> <li>– promotion (how will the product/service be promoted?).</li> </ul> <p>*NB price and promotion may need to be reconsidered following the financial information relating to costs/break even.</p> <p><b>RECAP UNIT 03 – People operations and recruitment</b></p> <p><b>Workshop 4</b> Research, collect and analyse data to produce a people and operations section including:</p> <ul style="list-style-type: none"> <li>• a key decision that will be to made to confirm the number of employees</li> <li>• the cost of recruitment</li> <li>• their pay and reward package.</li> <li>– people considerations</li> <li>– organisational considerations.</li> </ul> <p>*NB wages and recruitment may be reviewed following cost calculations and break even.</p>		



Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 05		<p><b>RECAP UNIT 04 – Finance for business and enterprise</b></p> <p><b>Workshop 5</b> Carry out research and collect data on costs for launching the business/enterprise including:</p> <ul style="list-style-type: none"> <li>– start up costs</li> <li>– running costs.</li> </ul> <p>(must use research to identify break-even point through calculation and drawing a break-even chart and decide on a target level of sales).</p> <p><b>Workshop task</b> – use primary and secondary research to evidence realistic costs.</p> <p>Learners should begin to work out the required number of sales to break-even/make a profit.</p> <p>Learners must calculate:</p> <ul style="list-style-type: none"> <li>– break even</li> <li>– draw a fully labelled break-even chart</li> <li>– extract information from the break-even chart eg break-even, margin of safety, target level of sales</li> <li>– analyse the impact that any possible change in costs and price may have on break-even or targeted profit.</li> </ul>		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 05		<b>Workshop 6</b>  Analyse the financial data to complete a cash flow forecast for the first year of the life of their business/enterprise idea.		
External Assessment	Based on Units 01–04	Use of sample external assessment papers to prepare learners.	External assessment unit (first attempt). First window for entries to External Assessment unit.  Learners have two attempts if needed.	NB please see the Regulations for conduct of external assessment – V Certs here – <a href="https://www.ncfe.org.uk/media/215351/ncfe-regulations-for-the-conduct-of-external-assessment-v-certs-v8.pdf">https://www.ncfe.org.uk/media/215351/ncfe-regulations-for-the-conduct-of-external-assessment-v-certs-v8.pdf</a>

**Year 2 Summer term – 1<sup>st</sup> half term**

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Unit 06</b>	<p><b>Unit 06</b> <b>Learning outcome 1</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>review a business plan</li> </ul>	<p><b>LO1 Evaluate a business plan</b></p> <p><b>Delivery</b> – Introduce evaluation skills. A SWOT would be a useful tool to consider the market research methodology.</p> <p>To pass, learners must review:</p> <ul style="list-style-type: none"> <li>Strengths and weaknesses of the market research methodology                             <ul style="list-style-type: none"> <li>range of research/primary research used/secondary research used</li> </ul> </li> <li>feasibility of idea                             <ul style="list-style-type: none"> <li>demand</li> <li>is it scalable?</li> <li>is it financially viable?</li> <li>is it competitive?</li> </ul> </li> <li>the presentation of the business plan                             <ul style="list-style-type: none"> <li>presentation</li> <li>organisation</li> <li>improvements.</li> </ul> </li> </ul>	<p><b>In order to achieve a Pass grade:</b></p> <p>Learners must describe the processes/practice involved and identify some aspects of what went well/not well making detailed conclusions.</p>	<p><b>To achieve higher grades:</b></p> <p>Learners must describe the processes and practice involved and identify what went well/not so well and any improvement opportunities making detailed conclusions relating to the tasks and suggest improvements.</p>

**Year 2 Summer term – 2<sup>nd</sup> half term**

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>External Assessment</b>	<b>Based on Units 01–04</b>	Use of sample external assessment papers to prepare learners.	External assessment unit (second and final attempt) Second window for entries to External Assessment unit.	NB please see the Regulations for conduct of external assessment – V Certs here – <a href="https://www.ncfe.org.uk/media/215351/ncfe-regulations-for-the-conduct-of-external-assessment-v-certs-v8.pdf">https://www.ncfe.org.uk/media/215351/ncfe-regulations-for-the-conduct-of-external-assessment-v-certs-v8.pdf</a>