

Delivery Guide

NCFE Level 2 Technical Award in Business and Enterprise (603/0838/2)

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 the Internal Assessment Writing and Delivery Guidance for more details.
6. Once the agreed grades have been 'banked' by the External Quality Assurer (1st attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (2nd 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 st half term	Autumn 2 nd half term	Spring 1 st half term	Spring 2 nd half term	Summer 1 st half term	Summer 2 nd half term	Autumn 1 st half term	Autumn 2 nd half term	Spring 1 st half term	Spring 2 nd half term	Summer 1 st half term	Summer 2 nd half term
Unit 01												
Unit 02												
Unit 03												
Unit 04												
Unit 05	Planning for Unit 05											
Unit 06												
External assessment									March 2019 (29/03/2019)			July 2019 (02/07/2019)

Year 1 delivery guide

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
Year 1 Autumn 1st half term								
						<p>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.</p>	<p>All learners should be registered by Examinations Officer on the qualification with NCFE.</p> <p>Induction may contribute to Level 1/2 entry decisions.</p>	<p>Assessor and IQA roles allocated.</p>

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
						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 Exams Officer will then submit the agreed grades to NCFE ready for external quality assurance. This is the learners' 1st 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 2nd 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.

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
Year 1 Spring 1st 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 Exams Officer will then submit the agreed grades to NCFE ready for external quality assurance. This is the learners' 1st attempt at this unit. They have one further attempt at this unit to improve their grade.
Year 1 Spring 2nd half term								
						Unit 03 LO1 Delivery. Unit 03 LO1 Internal assessment task brief.	Internal assessment of Unit 03 LO1 including learner feedback.	IQA of Unit 03 assignment briefs for LO1, LO2 and LO3 prior to issue to learners. IQA of Unit 03 LO1. Assessor and IQA to sample work from learners to check standards of Unit 03, before final grades are submitted by Exams Officer. First EQA visit for Unit 01–03. Banking or rejection and resubmission of grades (1st attempt).

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
Year 1 Summer 1st half term								
						Unit 03 LO2 Delivery. Unit 03 LO2 Internal assessment task brief. Unit 03 LO3 Delivery. Unit 03 LO3 Internal assessment task brief. (Preparation task for Unit 05)	Internal assessment of Unit 03 LO2 including learner feedback. Internal assessment of Unit 03 LO3 including learner feedback.	IQA of Unit 03 LO2 and LO3. Submission of grades for Units 01–3 internal assessment to NCFE.
				*				
Year 1 Summer 2nd half term								
						Unit 04 LO1 Delivery. Unit 04 LO1 Internal assessment task brief.	Internal assessment of Unit 04 LO1 including learner feedback.	IQA of Unit 04 assignment briefs for LO1, LO2 and LO3 prior to issue to learners. IQA of Unit 04 LO1.

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
Year 2 Autumn 1st 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.
Year 2 Autumn 2nd 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 1st half term								
						Unit 05 LO1 internal assessment task continued. Marketing. People and Operations.	Formative assessment of Unit 05. External assessment (1 st attempt) (2 hour set date and time).	

1	2	3	4	5	6	Teaching and Learning	Assessment	Quality Assurance
Year 2 Spring 2nd 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 1st 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 2nd half term								
							External assessment (2 nd attempt if required). 2 hour set date and time	NB please see the Regulations for Conduct of External Assessment – V Certs on our website.
End of delivery								

Scheme of Work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 2 Technical Award in Business and Enterprise (603/0838/2).

- 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
Year 1 Autumn term – 1st half term				
	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> <ul style="list-style-type: none"> • Discussion about what it means to be in business and particularly start up your own business 		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01	<p>LO1</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> business aims and objectives business legal structures business stakeholders entrepreneurial skills and characteristics 	<p>Introduction to the programme structure, content, methods of assessment, outcomes, progression opportunities.</p> <p>LO1 Business aims and objectives NOTE – to pass, learners must describe how aims and objectives are used to measure success.</p> <p>Delivery Introduce 4 types of business aims and objectives. Recommend learning about the concept of SMART. Teacher-led presentation – different types of objectives.</p> <p>Group work – research and discussion about case studies of different businesses and their aims and objectives. Key theme – discussion regarding aims and objectives that are ethical and represent corporate responsibility – see Michelin case study http://businesscasestudies.co.uk/michelin/business-aims-objectives-and-values/aims-and-objectives.html .</p>	<p>Internally and externally assessed.</p> <p>Learners will need to evidence their understanding of business aims and objectives and how they are used to measure success.</p>	<p>For higher grades learners will need to describe areas in detail and describe inter relationships/links between the areas in a learning outcome the following provide examples of synoptic relationships learners may consider.</p> <p>Synoptic links example – how do business aims and objectives differ for different legal structures?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01 cont'd		<p>*At this point learners could consider what aims and objectives they may consider for their business plan</p> <p>LO1 Business legal structures Delivery – Teacher-led introduction to 6 legal structures considering liability, ownership and size</p> <p>Suggested activities - group allocation of different legal structures, each group to present the advantages and disadvantages of the different structures.</p> <p>*Unit 05 At this point learners could consider what legal structure will best suit their business</p> <p>LO1 Business stakeholders Delivery – 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>Suggested activities – 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. Case study – Using a case study identify a range of internal and external stakeholders in context.</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, the influence they have how they are affected by business decision.</p>	<p>Synoptic link example – How do different legal structures enable a business to meet their aims and objectives?</p> <p>Synoptic link example – How do characteristics and skills of an entrepreneur enable them to manage stakeholder expectations?</p> <p>Synoptic link example - How can different leadership styles best manage conflict of interests with and between stakeholders?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01 cont'd		<p>Class discussion 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>*Unit 05 At this point learners could consider the internal and external stakeholders in their business</p> <p>LO1 Entrepreneurial characteristics and skills Delivery – introduction to characteristics and skills</p> <p>Suggested activities – 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>Teacher – clarify definitions and examples of characteristics and skills clarifying the difference between the two.</p> <p>*Unit 05 At this point learners could complete a self-assessment of own characteristics and skills linked to business and enterprise.</p>	<p>Learners will need to evidence an understanding of entrepreneurial skills and characteristics required to succeed in business/enterprise.</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
	<p>LO2</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> The purpose of a business plan The sections of a business plan. 	<p>LO2 The purpose of a business plan</p> <p>Suggested activities – class discussion on reasons for producing and business plan vs consequences of a lack of planning</p> <p>Delivery – clarify the importance of and reasons for business planning eg raising finance, identifying new opportunities, setting aims and objectives, understanding operational requirements</p> <p>LO2 the sections of a business plan</p> <p>Delivery – Teacher-led Introduction to a business plan and the sections that are required</p> <p>Suggested activity – 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>*Unit 05 planning – learners produce a contents page for their business plan for Unit 05 as a template</p>	<p>Learners will need to know the purpose of a business plan eg to plan, to assess future opportunities and to manage cashflow.</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Autumn term – 2nd half term				
Unit 02	<p>LO1 The learner must know about:</p> <ul style="list-style-type: none"> research methods data collection methods orientation types market types positioning characteristics of target markets 	<p>As part of Unit 05 learners will need to understand and carry out effective market research.</p> <p>LO1 Research Methods Delivery – 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>Suggested activities – identify a range of research methods on post it notes then allocate them to primary or secondary categories</p> <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>Learner will need to know about primary and secondary research and the advantages and disadvantages of each.</p>	<p>Synoptic link example – How can primary research support the development of a positioning map?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>LO1 Data Collection methods</p> <p>Delivery – Teacher-led introduction to qualitative and quantitative data.</p> <p>Suggested activity – conduct classroom research asking both open and closed questions to produce, analyse and draw conclusions from qualitative and quantitative information.</p> <p>Delivery – group discussion – advantages and disadvantages of qualitative and quantitative data.</p> <p>LO1 Orientation types</p> <p>Delivery – introduction to market orientation, following case study explore the advantages and disadvantages of both product and market orientation.</p> <p>Suggested activity – case studies of Amazon vs Dyson to highlight the difference between product and market orientation.</p>	<p>Learners will need to know about qualitative and quantitative data and the advantages and disadvantages of each.</p> <p>Learners will need to know about product orientation and market orientation and the advantages and disadvantages of each.</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
		<p>LO1 Market type</p> <p>Delivery – introduction to market orientation, following the case study explore the advantages and disadvantages of mass and niche.</p> <p>Suggested activity – mass vs niche competition to name as many mas and niche products and services in 2 teams.</p> <p>LO1 Positioning</p> <p>Delivery – Teacher-led introduction of market mapping and positioning.</p> <p>Suggested activity – produce a range of class market maps for chocolate brands, supermarkets, cars, mobile phones to apply the concept.</p> <p>Class discussion to draw conclusions about how market mapping is used.</p> <p>*Unit 05 planning – in preparation for Unit 05 learners can consider their orientation, market type and position.</p>	<p>Learners will need to know about mass and niche markets and the advantages and disadvantages of each.</p> <p>Learners will need to know about positioning and how market mapping is used to determine the position of a business.</p>	<p>Synoptic link example – how does the market type impact on the characteristics of the target market ie broad vs narrow.</p> <p>Synoptic link example – how does perceived position influence pricing and promotional decisions?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>LO1 Characteristics of target markets</p> <p>Delivery – Teacher-led introduction to target markets and how these are segmented.</p> <p>Suggested activity – 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 05 learners can consider the characteristics of their target market.</p>	Learners will need to know about the characteristics of target markets and why a business wants to know about them.	Synoptic link example – How can market research allow a business to better understand the characteristics of the target market?

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
	<p>LO2 Learners must know about:</p> <ul style="list-style-type: none"> the competitive environment costs 4 elements of the marketing mix added value 	<p>LO2 The Competitive Environment</p> <p>Delivery – 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>Suggested activity – consider competition in the fast food industry - http://businesscasestudies.co.uk/mcdonalds-restaurants/staying-ahead-in-a-competitive-environment/the-competitive-environment.html</p> <p>LO2 Costs</p> <p>Delivery – Teacher-led introduction to costs including start and running costs.</p> <p>Suggested activity – 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>Learners will need to evidence their understanding of the competitive environment including direct competitors and industry profile.</p> <p>Learners will need to evidence their understanding of fixed and variable costs.</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>LO2 The Marketing Mix</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>PRODUCT Delivery – Teacher-led introduction to produce and service definitions and tangible vs intangible.</p> <p>Key concepts – product lifecycle, Boston Matrix.</p> <p>Suggested activity – learners should be confident to draw a fully labelled product lifecycle diagram and apply this to a business example. Learners should be confident to draw a fully labelled Boston Matrix including correct placement of products and services of a business within the quadrants.</p> <p>PRICE Delivery – 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>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Suggested activity – 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>PLACE Delivery – introduction to place including on and offline considerations and the difference between B2B and B2C.</p> <p>Suggested activity – class discussion ‘How has the internet influenced on and offline sales for businesses?’</p> <p>PROMOTION Delivery – Teacher-led discussion on promotional methods.</p> <p>Suggested activity – group activity to research the promotional mix for a range of products and services/brands.</p> <p>Marketing 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>Learners will need to know about the different places and where products/services can be sold and the advantages and disadvantages of each.</p> <p>Learners will need to know about the promotional methods and the advantages and disadvantages of each.</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<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, 4p's.</p> <p>LO2 Added Value</p> <p>Delivery – introduction to added value.</p> <p>Suggested activity – explore examples of added value and the influence of branding for examples such as pizza's, convenience foods, personal hygiene products.</p> <p>*Unit 05 planning – in preparation for Unit 05 learners can consider how they will add value.</p>	<p>Learners will need to know how a business adds value to the product or service it sells.</p>	

Year 1 Spring term – 2nd half term

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 03	<p>Learning Outcome 1</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • Organisational structures • Organisational features • Leadership styles • Operational considerations • motivation 	<p>LO1 Organisational structures</p> <p>Delivery – introduction to tall and flat, hierarchical and matrix, centralised and decentralised structures.</p> <p>Suggested activity – 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>Internally and externally assessed</p> <p>Learners will know about the different organisational structures and the advantages and disadvantages of each.</p>	<p>Synoptic link examples - Learners will consider the links between the organisational structures and their features eg decisions can be made more quickly in flat structures.</p>
		<p>LO1 Organisational features</p> <p>Delivery – Teacher-led - for the structures identified above learners will need to know about the features including span of control, level of delegation, the chain of command, restructuring, delayering.</p> <p>Suggested activity – is flatter better? Learners consider the advantages and disadvantages of the features of organisations and draw conclusions relating to the question.</p>	<p>Learners will need to know about the different organisational features and the advantages and disadvantages of each.</p>	<p>Synoptic link example – What impact will a restructure have on the organisational structure?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>*Unit 05 planning – in preparation for Unit 05 learners can consider the organisational features for their business.</p> <p>LO1 Leadership styles</p> <p>Delivery –Teacher-led Introduction to leadership styles.</p> <p>Suggested activity – Who am I? From scenario cards learners match the description to the leadership style. From a range of scenarios, learners consider which leadership style would be most suitable for the situation eg The owner of a small sandwich shop starts each day by telling all employees what has to be done and exactly how to do it.</p> <p>Learners consider in groups the advantages and disadvantages of the different styles.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider the leadership style that will most suit their business.</p>	<p>Learners will need to know about the different leadership styles and the advantages and disadvantages of each.</p>	<p>Synoptic link example – Which leadership styles would be the most effective in the different structures/features?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>LO1 Operational considerations</p> <p>Delivery – recognising that efficiency is essential to revenue but should not be at the expense of quality. Key concepts should include lean, kaizen, just in time, benchmarking, quality assurance, TQM.</p> <p>Suggested activity – 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 the methods to ensure product or service quality and efficiency in their business plan.</p>	Learners will need to know about the methods organisations use to achieve efficiency and quality and the advantages and disadvantages of each.	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>LO1 Motivation</p> <p>Delivery – ‘A motivated workforce is not just a valuable asset, it is a critical component of success’</p> <p>Class discussion – What motivates you at school? What would motivate you at work? What are the consequences of an unmotivated workforce?</p> <p>Suggested activity – create an infographic about the importance of motivation in the workplace including staff retention and productivity</p> <p>LO1 Methods of motivation</p> <p>Delivery – introduce word search for financial and non-financial methods of motivation</p> <p>Suggested activity – learners divide the word search into 2 categories of financial and non-financial.</p> <p>Research – research the financial and non-financial rewards of different organisations and their impact.</p>	<p>Learners will need to know about the importance of motivation, about motivational methods and their application in the workplace.</p>	<p>Synoptic example – What is the impact of quality and efficiency measures on organisational structures eg speed of decisions?</p> <p>Synoptic example – What is the impact of a motivated workplace on productivity and staff retention?</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Unit 05 planning – in preparation for Unit 05 learners can consider the methods of motivation that they will adopt in their business.</p> <p>LO1 Motivational theories</p> <p>Delivery – Teacher-led introduction to motivational theory. Learners must be familiar with the 5 stages of the Maslow Hierarchy and Herzberg’s hygiene factors.</p> <p>Suggested activity – learners complete a labelled diagram of Maslow’s hierarchy and then apply this to a range of job roles. (Times 100 case study of Siemens presents a sound application of higher – order needs for Maslow and hygiene factors of Herzberg)</p> <p>Unit 05 planning – in preparation for Unit 05 learners should apply both theories to their own business.</p>		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Spring term – 2 nd half term				
	<p>Learning outcome 2</p> <p>Learners must know about:</p> <ul style="list-style-type: none"> types of employment methods of remuneration 	<p>LO2 types of employment</p> <p>Delivery – Teacher-led delivery into permanent, temporary/fixed, part-time, full-time, zero hours contracts. Differentiation between part-time and temporary should be made.</p> <p>Suggested activity – topical debate Zero hours contracts – flexibility for employers vs benefits/risks for employees?</p> <p>Article - https://www.theguardian.com/uk-news/2017/jul/05/zero-hours-contracts-affect-young-peoples-health-study-finds</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>Learners will know about the different types of employment and the advantages and disadvantages of each.</p>	<p>Synoptic examples – How do types of employment link to meeting operational requirements.</p> <p>What are the cost implications of full time employment vs zero hours contracts for example.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>LO2 Methods of remuneration</p> <p>Delivery – introduction to pay and reward. Wages, salaries piece rate, performance related pay should be included.</p> <p>Suggested activity – topical debate – Which motivates employees the most – financial or non-financial benefits. Research businesses offering non-financial benefits.</p> <p>Case study - http://businesscasestudies.co.uk/royal-bank-of-scotland/motivating-through-total-reward/motivation-at-rbs.html</p> <p>*Unit 05 planning – in preparation for Unit 05 learners can consider they pay and reward structure for their business</p>	Learners will know about the different methods of remuneration and the advantages and disadvantages of each.	Synoptic link – What impact do the different methods of remuneration have on motivation/Maslow's theory?

Year 1 Summer term – 2nd half term

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 04	<p>Learning outcome 1</p> <p>Learners must know about:</p> <ul style="list-style-type: none"> • sources of finance • revenue • start up and running costs • cash flow management • breakeven point • essential financial record keeping 	<p>LO1 Understand the role of finance in business</p> <p>Delivery – 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>Suggested activity – 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"> • Internal – sale of fixed assets, sale of stock, debt collection, retained profit, owners investment • External – overdraft, trade credit, factoring, credit card, share capital, bank loan, leasing, business angels, crowd funding. <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
		<p>LO1 Revenue Delivery – introduce the revenue formulae</p> <p>Suggested activity – learners calculate revenue for a range of business scenarios</p> <p>LO1 Start up, running costs/fixed and variable</p> <p>Delivery – learners need to understand costs at every stage in the business from start up to scale up. How long do they need the money for? How much will they need?</p> <p>Suggested activity – class start to produce their own chocolate bar and need to identify the range of associated costs.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners can consider their start up, fixed and variable costs</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>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>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
	Learning outcome 1 cont'd	<p>LO1 Cash flow</p> <p>Introduce cash flow as the No1 cause of small business failure. Delivery – cash flow definition and components. Key themes – cash vs credit, payment terms.</p> <p>Suggested activity – research the challenge small businesses face and their failure linked to cash flow. Group A - cash flow problems. Group B - ways to overcome cash flow problems.</p> <p>*Unit 05 planning – in preparation for Unit 05 learners can consider cash flow and the methods they can take to solve any cash flow problems.</p> <p>LO2 Break-even point</p> <p>Delivery – re cap on key financial terms, introduce break-even and its importance in understanding profitability.</p> <p>Suggested activity – 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 – In preparation for Unit 05 learners can consider their own break-even position</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>Learners will know about the concept of break-even and why it's used.</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
	<p>Learning outcome 2</p> <p>Learners must know how to:</p> <ul style="list-style-type: none"> • calculate costs • revenue • profit • breakeven using the contribution method • margin of safety <p>Create – a labelled break-even chart and a cash flow forecast</p>	<p>LO2 Essential record keeping</p> <p>Delivery – class discussion on what needs to be produced, the importance of doing so and consequences of not submitting required information.</p> <p>Suggested activity – research information requirements in relation to tax and HMRC. https://www.gov.uk/government/publications/keeping-records-for-business-what-you-need-to-know.</p> <p>LO2 Calculate financial data</p> <p>Finance workshops – Calculating costs</p> <p>Delivery – teacher-led guided tour of calculations including total costs, total revenue, profit, break-even using the contribution methods.</p> <p>Suggested activity – workshop 1 created to use the presented 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 will know about the importance of record keeping and the consequences of not keeping them.</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, create a break even chart and a cash flow forecast.</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
	<p>Learning outcome 3</p> <p>Learners must know about:</p> <ul style="list-style-type: none"> internal influences external influences the impact of internal and external influences on a business/enterprise 	<p>LO2 Understand internal and external influences</p> <p>Delivery – 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>Suggested activity – Topical debate – Impact of internal and external influences – shortage of nurses/Teacher to deliver public services, impact of Brexit, impact of the internet.</p> <p>*Unit 05 planning – In preparation for Unit 05 learners what internal and external factors should they consider?</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 – 2nd half term

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 05	<p>Learning outcome 1</p> <p>Produce a business plan for an idea</p>	<p>LO1 Produce a business plan</p> <p>Suggested delivery includes a range of workshops that build the evidence required to produce a complete business plan.</p> <p>Note the workshops may involve group work but the business plan must be an individual piece of work.</p> <p>Recap Unit 01 – Starting a business or enterprise</p> <p>Workshop 1 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>To pass Unit 05 learners will need to develop a business plan including:</p> <p>Company description detailing business and enterprise name, (evidence of research regarding legal issues should be evident), outline/summary of the business/enterprise idea, select aims and objectives for their business including short/long, financial and non-financial, legal status of their business and location.</p>	<p>Learners should connect information from different formats from at least 2 sources to inform actions.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Recap Unit 02 – Market research and analysis</p> <p>Workshop 2 Research, collect and analyse data on:</p> <ul style="list-style-type: none"> • the target market • the industry profile • the competitive environment • potential suppliers <p>Workshop 3 Use the market analysis and other research to produce a marketing plan including:</p> <ul style="list-style-type: none"> • product/service (What it does?, whether it is tangible and intangible, it's unique selling point) • place (Where the product will be sold?, the distribution channel to be used) • price (What price will be charged?, What pricing strategies will be used?) • promotion (How will the product/service be promoted?). <p>*NB price and promotion may need to be reconsidered following the financial information relating to costs/break-even.</p>	<p>To pass, learners must collect and analyse data from at least two sources of information</p>	<p>Detailed evidence should be provided to support decisions made relating to the marketing mix. (Should include primary and secondary research)</p> <p>Evidence of research should support decisions about recruitment and pay.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>RECAP UNIT 03 – People operations and recruitment</p> <p>Workshop 4</p> <p>Research, collect and analyse data to produce a people and operations section including:</p> <ul style="list-style-type: none"> • a key decision will be to made to confirm the number of employees • the cost of recruitment • their pay and reward package. • people considerations • organisational considerations <p>*NB wages and recruitment may be reviewed following cost calculations and break even.</p> <p>RECAP UNIT 04 – Finance for business and enterprise</p> <p>Workshop 5</p> <p>Carry out research and collect data on costs for launching the business/enterprise including:</p> <ul style="list-style-type: none"> • start up costs • running costs <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>		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Workshop task – 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"> • break even • draw a fully labelled break-even chart • extract information from the break-even chart ie break even, margin of safety, target level of sales • analyse the impact that any possible change in costs and price may have on break even or targeted profit <p>Workshop 6</p> <p>Analyse the financial data to complete a cash flow forecast for the first year of the life of their business/enterprise idea.</p>		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
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 on our website.
Year 2 Summer term – 1 st half term				
Unit 06	<p>Learning outcome 1</p> <p>Learners will:</p> <ul style="list-style-type: none"> Review a business plan 	<p>LO1 Evaluate a business plan</p> <p>Delivery – 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"> strengths and weaknesses of the market research methodology <ul style="list-style-type: none"> range of research/primary research used/secondary research used feasibility of idea <ul style="list-style-type: none"> demand is it scalable is it financially viable is it competitive the presentation of the business plan <ul style="list-style-type: none"> presentation organisation improvements 	<p>To Pass, learners must describe the processes/practice involved and identify some aspects of what went well/not well making detailed conclusions.</p>	<p>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 nd half term				
Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
External Assessment	Based on Units 01–04	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 on our website.