



COURSE SYLLABUS

BTEC Business

CAREER-RELATED PROGRAMME

2017

COURSE OVERVIEW

The BTEC qualification is designed to provide highly specialist, work-related qualifications in a range of vocational sectors. This qualification gives students the knowledge, understanding and skills that they need to prepare for employment or further vocational study. The course provides students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

LEARNING OUTCOMES

The grading criteria for the BTEC Level 3 Business qualification are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills

Each unit within the BTEC qualification has its own learning outcomes. In order to qualify for the full BTEC Level 3 Diploma in Business students must satisfy each criteria at a 'Pass'. This will be explained further below.

UNIT OVERVIEWS

Unit 1 – The Business Environment (Mandatory)

Approximate Length: 5 weeks

Unit description: The aim of this unit is to give learners the fundamental knowledge of a range of business organisations, and the many factors that shape the nature of organisations operating in an increasingly complex business world.

Learning outcomes:

1. Know the range of different businesses and their ownership
2. Understand how businesses are organised to achieve their purposes
3. Know the impact of the economic environment on businesses
4. Know how political, legal and social factors impact on business

Unit 2 – Business Resources (Mandatory)

Approximate Length: 5 weeks

Unit description: The aim of this unit is to develop learner knowledge of the range of human, physical, technological and financial resources required in an organisation, and how the management of these resources can impact on business performance.

Learning outcomes:

1. Know how human resources are managed
2. Know the purpose of managing physical and technological resources
3. Know how to access sources of finance
4. Be able to interpret financial statements

Unit 3 – Introduction to Marketing (Mandatory)**Approximate Length:** 5 weeks

Unit Description: The aim and purpose of this unit is to give learners an understanding of how marketing, research and planning and the marketing mix are used by all organisations.

Learning outcomes:

1. Know the role of marketing in organisations
2. Be able to use marketing research and marketing planning
3. Understand how and why customer groups are targeted
4. Be able to develop a coherent marketing mix

Unit 10 – Market Research in Business**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to enable learners to develop an understanding of the fundamental concepts that underpin why businesses collect data about their market, how they collect and interpret it and how it can be used to support marketing decisions.

Learning outcomes:

1. Understand the main types of market research used to make marketing decisions
2. Be able to plan research
3. Be able to carry out research
4. Be able to interpret research findings

Unit 16 – Human Resource Management in Business**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to introduce learners to methods of managing human resources in the workplace. Learners will use their knowledge of relevant human resources management theory and link it with current human resource management practices in organisations.

Learning outcomes:

1. Know the factors that are involved in human resource planning in organisations
2. Know how organisations motivate employees
3. Understand how to gain committed employee cooperation
4. Understand the importance of managing employee performance at work

Unit 5 – Business Accounting**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to enable learners to understand the purpose of accounting, and the associated processes and its role in the managing of a business. Learners will develop the skills and knowledge needed to understand financial information.

Learning outcomes:

1. Understand the purpose of accounting and the categorisation of business income and expenditure
2. Be able to prepare a cash flow forecast
3. Be able to prepare profit and loss accounts and balance sheets
4. 4 Be able to review business performance using simple ratio analysis

Unit 4 – Business Communication (Mandatory)**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to show learners that the collection and management of business information, and the successful communication of that information throughout a business, is critical for the future prosperity of the organisation.

Learning outcomes:

1. Understand different types of business information
2. Be able to present business information effectively
3. Understand the issues and constraints in relation to the use of business information in organisations
4. Know how to communicate business information using appropriate methods.

Unit 25 – Supporting Business Activities (Administration Pathway)**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to enable learners to understand the importance of providing effective and efficient support for an organisation, and be able to develop skills and knowledge for carrying out tasks to support business activities.

Learning outcomes:

1. Know the purpose of supporting organisational activities
2. Understand the support role in the structure of organisations
3. Know the requirements for reviewing support services
4. 4 Be able to plan work and carry out a support role.

Unit 26 – Managing Business Information (Administration Pathway)**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to enable learners to understand the importance of providing accurate business information to support decision making in an organisation, and to develop the skills and knowledge needed to manipulate data management software to produce information in a suitable format.

Learning outcomes:

1. Understand the importance of information to organisations
2. Know how organisations use business information
3. Be able to maintain an information system
4. 4 Be able to produce information to support decision making in organisations.

Unit 27 – Understanding Health and Safety in the Business Workplace (Administration Pathway)**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is to enable learners to develop knowledge of the legislation and regulations relating to health and safety in a business workplace in order to conduct an audit and carry out a risk assessment.

Learning outcomes:

1. Understand how health and safety legislation and regulations affect a business working environment
2. Know the requirements for healthy, safe and productive working conditions
3. Understand the role and responsibilities of key personnel
4. Be able to assess and manage risk

Unit 28 – Business Project Management (Administration Pathway)**Approximate Length:** 5 weeks

Unit Description: The aim of this unit is for learners to understand the stages involved in preparing, planning, managing and evaluating the outcomes of a project. Learners will carry this out by developing a project plan for a selected organisation.

Learning outcomes:

1. Understand the purpose, aims and objectives of a project
2. Be able to prepare a project plan
3. Be able to run a project
4. Be able to report project outcomes.

Unit 32 – Food Retailing**Approximate Length:** 5 weeks

Unit Description: This unit looks at the size and structure of the food retailing business and the vast range of products available in this sector. The unit will explain how the consumer market influences food retailers and the need to provide first class service in an environment where corporate social responsibility is of primary importance.

Learning outcomes:

1. Know the structure, size and products of the food retailing sector
2. Understand how food retailing operations are influenced by developments in the consumer market
3. Know the health, safety and hygiene regulations and their impact on food retailing
4. Understand how food retailers can meet their social, ethical and environmental responsibilities

ASSESSORS

The following teachers will be responsible for coordinating and assessing the BTEC Level 3 Business qualification:

- Mr. Brian Hull (Head of the Diploma Program) – b.hull_gwa@gemsedu.com
- Mr. Tobias Horan - t.horan_gwa@gemsedu.com
- Ms. Azra Husain - a.husain_gwa@gemsedu.com

ASSESSMENT

The purpose of assessment is to ensure that effective learning has taken place to give students the opportunity to:

- meet the assessment and grading criteria, and
- achieve the learning outcomes within the units.

Students will be assessed using a number of different methods which may include; assignments, case studies and simulations. The strategies used to assess students will be developed in line with the practical, vocational nature of the qualification.

All units are internally assessed in the BTEC qualification. All assessment for the BTEC qualification are criterion referenced, based on the achievement of specified learning outcomes. Each unit (as set out above) within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Work will be assessed and grades will be published as per the GWA BTEC Assessment and Reporting Policy.

BTEC POLICIES**GWA BTEC Appeals Policy and Procedure****Aims:**

- To attempt to reach agreement between the student and the assessor at the earliest opportunity.
- To standardize and record any appeal to ensure openness and fairness.
- To facilitate a student's right of appeal to the awarding body, where appropriate.
- To protect the interests of all students and the integrity of the qualification.

Procedure:

- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals must be made in writing to the BTEC Coordinator and Head of the Senior School within two weeks of having the assessment graded and returned.
- The teacher of record and the internal verifier will determine if the appeal is justified.
- If the appeal is justified the mark will be changed and recorded as the final mark.
- If the appeal is unjustified and the student wishes to appeal further this will be forwarded onto the relevant contact at the exam board through the exams officer.
- All appeals will be recorded by the BTEC Coordinator.

GWA BTEC Complaints Policy**Aim:**

This policy exists to provide a fair, clear and transparent right for student complaints to be heard at GWA.

Implementation:

In order to meet the above stated aim, GWA will

- Listen to any complaints submitted by students
- Student complaints must be made in writing to their teacher and the BTEC Coordinator. This complaint should be made as soon as possible after the event.
- The complaint will be investigated by the Head of the Senior School or the BTEC Coordinator and the complaint.
- The teacher will reply to the student in question within a week and keep copy of the correspondence.
- If a student is not happy with the outcome they may request an appeal hearing with the Head of the Senior School to coordinate the response and resolve the complaint.
- The outcome will be decided upon by the Head of the Senior School and the verdict delivered to all parties involved.

GWA BTEC Malpractice Policy**Aims:**

- To identify and minimise the risk of malpractice by staff or students.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this School and BTEC qualifications.

Malpractice includes:

This list is not exhaustive and other instances of malpractice may be considered by this School at its discretion:

- plagiarism of any nature.
- collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- copying (including the use of ICT to aid copying).
- deliberate destruction of another's work.
- fabrication of results or evidence.
- false declaration of authenticity in relation to the contents of a portfolio or coursework.
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Implementation:

In order to meet the above stated aims, GWA will

- seek to avoid potential malpractice by using the induction period and the IBCP handbook to inform students of the School's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- show students the appropriate formats to record cited texts and other materials or information sources.
- ask students to declare that their work is their own.
- ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Senior School and BTEC Coordinator and all personnel linked to the allegation.
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- give the individual the opportunity to respond to the allegations made.
- inform the individual of the avenues for appealing against any judgment made.
- document all stages of any investigation.
- where malpractice is proven, this school will apply the penalties as appropriate.

BTEC Mandated Policies

GWA has in place all policies required to maintain approval to deliver the BTEC Level 3 Business qualification. These include:

- GWA BTEC Learner Recruitment, Registration and Certification Policy
- GWA BTEC Assessment and Reporting Policy
- GWA BTEC Internal Verification Policy
- GWA BTEC Appeals Policy
- GWA BTEC Learner/Staff Malpractice and/or Misadministration Policy
- GWA BTEC Recognition of Prior Learning Policy
- GWA BTEC Special Considerations and Reasonable Adjustments Policy
- GWA BTEC Equal Opportunities Policy
- GWA BTEC Complaints Policy
- GWA BTEC Risk Assessment and Health and Safety Policy
- GWA BTEC Conflict of Interest Policy
- GWA BTEC Learner Support Policy
- GWA BTEC Centre Contingency and Adverse Effects Policy

STUDENT RESPONSIBILITIES

(THIS NEEDS TO BE REWRITTEN)

The following is a list of the responsibilities for students who decide to undertake the BTEC Business qualification:

- Attend all lessons. The content and design of the course means that in each lesson we build on previous knowledge. If you are absent from a lesson it is important that you contact your member of staff, in advance if possible and arrange a time to see them to catch up on the work. This is your responsibility.
- You must also arrive in time for your lesson, or risk being refused entry to the lesson.
- Students are expected to maintain their own notes and keep them in a file, and in good order. You will need to purchase an A4 Ringbinder with Divider Cards and Plastic Wallets as well as having a good stock of appropriate stationery and a USB Memory Stick. It is also highly recommended that you bring an electronic device (and charger) on which to write your coursework. This method of writing and communication will be to your advantage as you can then receive instant access to resources and links during the lesson. A student this year stated it was 'vital to have a laptop or mac, because it enhances learning' good advice indeed!
- You will be expected to bring your up to date file to every lesson, failure to do so may mean you are refused entry to the lesson. The school will store all completed work.
- You will be expected to do further research following most lessons to extend your knowledge, this may be done at a library and/ or using the Internet.
- You will have lots of work to do at home, often completing the coursework assignments that make up 100% of the course, these must be handed in by the set deadline.
- For work that you hand in on time, you should expect it to be fully marked and given back to you with detailed feedback of what you have achieved and what you must do to achieve the remaining criteria in order to develop your understanding.
- You will be expected to know how to access work & resources from ManageBac.
- All work must be fully referenced using the 'Harvard APA System of Referencing'.
- An all round interest in Business and related subjects is expected. Studying a subject at BTEC Level 3 is interesting and challenging! Remember that your staff are here to teach, support and advise you, so ASK!

I have read and understood the expectations of the BTEC National Extended Diploma Business Course.

Name; _____ Signed; _____ Date; _____

KEY BTEC TERMINOLOGY

Term	Definition
BTEC	Business and Technology Education Council
QCF	Qualifications and Credit Framework
Assessor	The person who teaches and assesses the student.
Registration	The process of informing Edexcel that there are active students on the BTEC program.
Notification of Performance	If a student does not achieve all of the program, they can gain a certificate to show what they have achieved.
Specifications	The outline of the qualification. It shows what has to be taught and how the qualification is assessed.
Unit	BTEC are built up by a combination of a number of units.
Credit	One credit represents 10 hours of learning time. Learning time is the amount of time a learner at the level of the unit, is expected to take, on average, to complete the learning outcomes of the unit to the standard defined by the assessment criteria.
Assessment criteria	The standard for a Pass grade.
Grading criteria	The standards for Merit and Distinction grades. They differ at different levels of the qualification.
Assignment	A work related task used to assess all or part of a unit.
Feedback	Information given to a student after the work has been assessed. It should guide the student as to how they can improve their work.
Guided Learning Hours (GLH)	All the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied in the program. This definition includes lectures, tutorials and supervised study in, for example open learning centers and learning workshops. It also includes time spent by staff assessing a learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.
Standards Verifier (SV)	The expert appointed by Edexcel who will visit and give you guidance, support and check the quality of assessment and delivery.
Internal Verification (IV)	A team work exercise completed by a colleague, to check that assignments are fit for purpose and that assessment decisions have been made correctly. This is an Edexcel requirement.

BTEC COMMAND TERMS

Command Term	Meaning
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Assess	Make an informed and balanced judgment about value, quality, outcomes, results and/or size of
Compare	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing factor or feature.

Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Justify	Give valid reasons or evidence to support an answer or conclusion.
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.
Prove/Disprove	Use a sequence of logical steps to obtain the required result in a formal way.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarise	Abstract a general theme or major point(s).