



Roding Valley High School

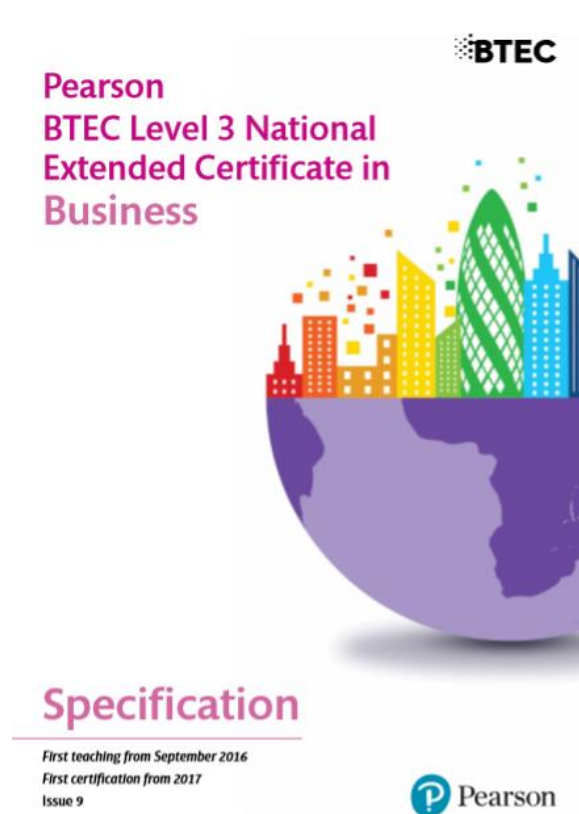
Pearson BTEC Level 3 National Extended Certificate in Business – Summer Handbook and tasks

Instructions:

This booklet contains clear information about starting this course. Please read it carefully before starting in September. Complete all of the tasks set in this booklet before beginning your BTEC Business course in September.

Before joining the course officially, this booklet must be totally complete and handed in on your first day. Failure to complete this booklet will result in your being sent away from your first Business lesson.

Specification



<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

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Overview of the course

Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external.

Mandatory content (83%). External assessment (58%).

Unit	Internal/external	Mandatory/Optional	Unit size
1 - Exploring business	Internal	M	90 credits
2 - Marketing Campaign	External	M	90 credits
3 - Personal and business Finance	External	M	120 credits
8 - Recruitment and selection	Internal	O	60 credits
14 - Customer service	Internal	O	60 credits

External assessments

The styles of external assessment used for qualifications in the business suite are:

- Examinations – all learners take the same assessment at the same time, normally with a written outcome
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Unit	Type	Availability
Unit 2: Developing a Marketing Campaign	<ul style="list-style-type: none"> • A task set and marked by Pearson and completed under supervised conditions. • Learners will be given a context two weeks before a supervised assessment period in order to carry out research. • The supervised assessment period is undertaken in a single session of three hours. • Submission completed using a computer. • 70 marks. 	Dec/Jan and May/June First assessment May/June 2017
	<ul style="list-style-type: none"> • Written examination set by Pearson. • 2 hours. • 100 marks. 	For assessment in January 2020 only
Unit 3: Personal and Business Finance	<ul style="list-style-type: none"> • Written examination set by Pearson. • 2 hours. • 80 marks. 	For assessment from June 2020 onwards
	<ul style="list-style-type: none"> • Written examination set by Pearson. • 2 hours. • 80 marks. 	For assessment from June 2020 onwards

Unit 1 – Exploring a business

Unit 1: Exploring Business

Level: 3

Unit type: **Internal**

Guided learning hours: 90

Unit in brief

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

Unit introduction

A business is any activity that provides goods or services, whether that is to make a profit or not. The common thread in business is that owners and employees are striving to satisfy customers. Nowadays, customers are more informed and have more options in terms of what they buy and who they buy from, so a successful business is one that balances satisfying their customers with selling products or providing services.

In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits.

By developing relevant business knowledge and understanding, this unit will help you to progress to employment, vocational training and higher apprenticeships, or higher education.

Learning aims

In this unit you will:

- A** Explore the features of different businesses and analyse what makes them successful
- B** Investigate how businesses are organised
- C** Examine the environment in which businesses operate
- D** Examine business markets
- E** Investigate the role and contribution of innovation and enterprise to business success.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the features of different businesses and what makes them successful		AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.
A.P1 Explain the features of two contrasting businesses. A.P2 Explain how two contrasting businesses are influenced by stakeholders.	A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.	
Learning aim B: Investigate how businesses are organised		C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques. D.D3 Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.
B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.	B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.	
Learning aim C: Examine the environment in which businesses operate		E.D4 Justify the use of innovation and enterprise for a business in relation to its changing market and environment.
C.P4 Discuss the internal, external and competitive environment on a given business. C.P5 Select a variety of techniques to undertake a situational analysis of a given business.	C.M3 Assess the effects of the business environment on a given business.	
Learning aim D: Examine business markets		
D.P6 Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.	D.M4 Assess how a given business has responded to changes in the market.	
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success		
E.P7 Explore how innovation and enterprise contribute to the success of a business.	E.M5 Analyse how successful the use of innovation and enterprise has been for a given business.	

Unit 8 – Recruitment and selection

Unit 8: Recruitment and Selection Process

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance.

Unit introduction

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success.

This unit gives you the opportunity, through role play, to take part in selection interviews. They will need to be organised and prepared so that they demonstrate your communication skills in this work-related competence.

This unit will give you a foundation for progression to employment, for example in a human resources role, or to higher education. Through undertaking recruitment activities the unit will help you to develop the skills needed in an interview situation. You will have an opportunity to review your individual performance and analyse your skills for development.

Learning aims

In this unit you will:

- A** Examine how effective recruitment and selection contribute to business success
- B** Undertake a recruitment activity to demonstrate the processes leading to a successful job offer
- C** Reflect on the recruitment and selection process and your individual performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective recruitment and selection contribute to business success		
A.P1 Explain how a large business recruits and selects giving reasons for their processes. A.P2 Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law.	A.M1 Analyse the different recruitment methods used in a selected business.	A.D1 Evaluate the recruitment processes used and how they contribute to the success of the selected business.
Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer		
B.P3 Prepare appropriate documentation for use in selection and recruitment activities. B.P4 Participate in the selection interviews, as an interviewer and interviewee.	B.M2 In recruitment interviews, demonstrate analytical responses and questioning to allow assessment of skills and knowledge.	B.D2 Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer. C.D3 Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career.
Learning aim C: Reflect on the recruitment and selection process and your individual performance		
C.P5 Complete a SWOT analysis on your performance in the interviewing activities. C.P6 Prepare a personal skills development plan for future interview situations.	C.M3 Analyse the results of the process and how your skills development will contribute to your future success.	

Unit 14 – Customer service

Unit 14: Investigating Customer Service

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study how excellent customer service contributes to business success. The unit gives learners the opportunity to develop their customer service skills.

Unit introduction

How is excellent customer service linked to business success? In this unit you will learn that attracting new customers costs a business more than keeping existing customers, so it is important to keep existing customers happy. You can do this by building relationships with internal and external customers and giving them excellent service that exceeds their needs and expectations.

When working in a customer service role you need to understand the procedures to follow when dealing with customer requests and complaints. This unit will help you develop communication and interpersonal skills when dealing with customers, and to understand the importance of having good product or service knowledge. You will explore how a business builds effective relationships with customers through identifying and confirming the customer's needs. You will examine how businesses monitor and evaluate their level of customer service provision through obtaining feedback and see how this helps inform improvements to the level of service provided.

The unit will enable you to evaluate your own customer service skills and to create a development plan for improvement. The unit also supports further training, study or employment in a business environment.

Learning aims

In this unit you will:

- A** Explore how effective customer service contributes to business success
- B** Investigate the methods used to improve customer service in a business
- C** Demonstrate customer service in different situations, using appropriate behaviours to meet expectations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how effective customer service contributes to business success		
A.P1 Describe the different approaches to customer service delivery in contrasting businesses. A.P2 Examine ways that customer service in a selected business can meet the expectations and satisfaction of customers and adhere to relevant current legislation and regulations.	A.M1 Analyse how legislation and regulation impacts on customer service provision in a selected business.	
Learning aim B: Investigate the methods used to improve customer service in a business		B.D2 Evaluate the benefits of improvements to customer service performance for the business, the customer, and the employee.
B.P3 Research methods a business can use to make improvements to the customer service provision.	B.M2 Analyse different methods of monitoring customer service for a product or service in a selected business.	
Learning aim C: Demonstrate customer service in different situations, using appropriate behaviours to meet expectations		C.D3 Demonstrate initiative in making high-quality justified recommendations to develop own communication and interpersonal skills to meet customer needs.
C.P4 Demonstrate communication and interpersonal skills appropriate to meet customer needs in different situations.	C.M3 Assess how the development plan has improved the performance of customer service skills.	
C.P5 Review own customer service skills, identifying gaps where improvements could be made. C.P6 Present a clear, effective development plan for own customer service skills.		

Resources/Equipment/Reading list

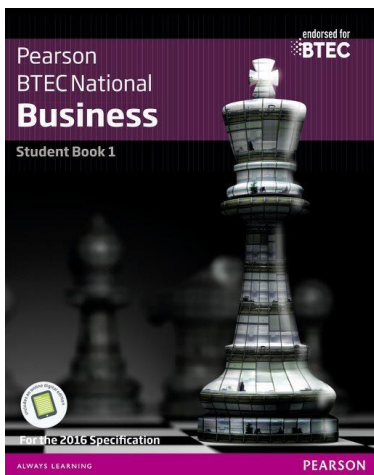
What students should bring to every lesson?

You should have pens, pencils, rulers, highlighters and a calculator as a minimum set of equipment to study this course.

You will need to buy the following textbooks:

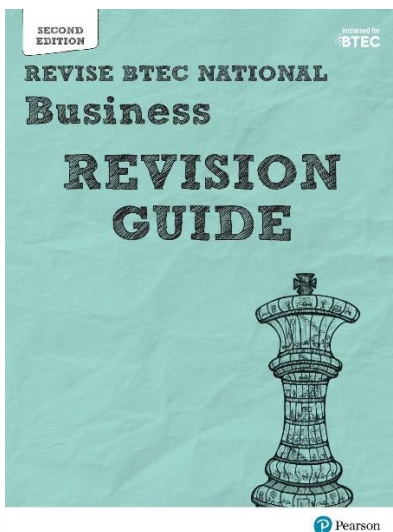
BTEC Nationals Business Student Book 1

ISBN – 9781292126241



Revise BTEC National Business Revision Guide: Second edition 2017

ISBN-13: 978-1292230566



Instructions

You need to complete the tasks below. Typed would be preferred.

You MUST print off and bring your task responses along with this booklet to your first day of sixth form – Tuesday 3rd September 2019 .

You will need this booklet, fully completed in order to attend your first Business lesson.

Task 1

Find the definitions of all these Business Studies key terms below.

Key term definition example:

Business Local - A company that provides goods and services for a small local area. These businesses are often locally owned. EG corner shop

National Business

International Business

Global Business

Private Sector

Public Sector

Voluntary Sector

Profit making business

Not-for-profit

Primary Sector

Secondary Sector

Tertiary Sector

Sole Trader

Partnership

Task 2

Task 2: Write a essay explaining the key features of an international business. The business you choose be somewhere that you often shop or somewhere that interests you.

Potential Report Plan Introduction

- Introduction
 - How did the business start?
 - What does the business sell/provide?
 - Type of ownership?
 - How do they sell and promote their business?
 - Why did you choose that specific business?

- Main Body - This section can be directed by you based on the research you find on the internet.
 - Go through the new definitions (above) and see which key features your business has. Make sure you include the definition and an example of how they use it. You may wish to include some information you find about key business terms that you have found on your own.
 - How has the business expanded/grown over the years?
 - You could also compare your business with a different business to see how they are similar/different.

- Conclusion
 - Sum up your key findings and anything else you would like to know if you were to do more research
 - What areas does the business need to improve on and how could they do this?

Minimum 2 sides of A4 Typed

- References

Any online research undertaken must be referenced. Ensure you list the websites used so we can see where the information came from. This should be a list at the end of your essay.

Task 3

Using the below information/case study complete a cashflow statement for Sue's Pottery business. There will be a reward for the individuals that have done this correct.

Please remember that Sue has £15000 to start her business.

Case study:

THE POTTERY

Your Mum, Sue, has been busy undertaking research into how much it would cost to set up her own pottery within the family garage. She has outlined her proposal below.

A local builder has been contacted for an estimate. Sue's aim is to double skin (insulate) the garage, put in heating and have a kiln, potter's wheel and storage shelves fitted. She also wants a built-in cupboard to store all her materials. With all this work the garage would certainly be ready to use as a workshop.

The builder has estimated that the building work will cost approximately £6,500.

Sue has chosen a kiln which is suitable for light industrial/school use and will cost £3,500 fully fitted.

The potter's wheel will cost a further £1,118. It is a top of the range model but costs could be reduced with a slightly less complex piece of equipment.

Sue has decided she would need to purchase a small van at a cost of £2,000.

Other miscellaneous equipment has been estimated at a further £1,200.

Sue's intention is to manufacture pots, and ornaments for the garden. The pots would come in three sizes - large, medium and small. The ornaments are Sue's speciality and would be produced in different colours and slightly different designs. To make financial calculations easy at this stage all the ornaments would sell for the same price and the pots would be priced according to their size.

From some research that your Mum has undertaken in the local area she has decided she would sell her pots from home by advertising in local papers and parish magazines. She would also attend a regular large car boot sale which is held every Sunday 2 miles away.

A very close friend of Sue, who lives in France, has telephoned with some excellent news. She has managed to get Sue two contacts for the pots with garden centres located just outside Paris.

From her own initial research and that of her friend in France Sue has been able to estimate her potential sales.

Sales price for the pots are as follows:

French market	Large - £8 each Medium - £6 each and Small - £4 each.*
Home market	Large - £10 each Medium - £8 each and Small - £5 each
	Ornaments - £20 each

*To keep all calculations simple at this stage, your mother has not converted her sales price into Euros. She is aware that this will have implications later on if the project does take off. Her estimated sales (number of pots and garden ornaments sold) are outlined in the table on the following page.

Months	French market			Home market			
	Large	Medium	Small	Large	Medium	Small	Garden Ornaments
One	20	20	20	5	10	15	20
Two	20	20	20	10	10	10	20
Three	40	40	40	20	20	30	25
Four	30	30	30	20	25	25	25
Five	35	25	30	25	25	30	30
Six	20	15	25	30	30	30	30

The garden centres in France would pay Sue one month after receipt of the pots.

Sue plans to take the pots out to France herself each month. The estimated cost for this is £50 a trip. There will be no accommodation fees as Sue would either do the trip in one day or stay with her friend overnight. She could also take the opportunity to fill up the van with diesel in France as it is considerably cheaper.

Home market sales would be cash only.

Raw Materials will be:

Large Pots - £4.00
Medium Pots - £3.00
Small Pots - £2.50
Ornaments - £8.00

Other running costs of the business are outlined below:

Electricity - £65 per month
Rent for garage - £75 per month
Advertising - £50 in month one, three and six
Ferry fees - £50 (as outlined above)
Sue's other wages £400 per month for the first two months and thereafter £500 per month
Car Boot fees - £40 per month
Van running expenses - £30 per month.

All sales calculations are based on pots and ornaments being sold in the month produced. Raw materials would be paid for in the month they are received.

Complete the cashflow forecast below:

	January	February	March	April	May	June
<u>Inflow</u>						
Start up Capital	15000	0	0	0	0	0
Sales revenue						
Total inflow:						
<u>Outflow</u>						
Van						
Stock						
Building Work						
Miscellaneous Equipment						
Wages						
Utilities						
Van running expenses						
Total Outflow:						
Net Cash Flow:						
Opening Balance:	0					
Closing Balance:						