



## Curriculum Map

**Subject: BTEC Business Diploma**

**Year Group: 13**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<p><b>Unit 6: Principles of Management (externally assessed)</b></p> <p><b>Learning aim A:</b></p> <p>The definitions and functions of management            A1 Definitions of management and leadership • Management by objectives. • Situational and contingency. • Functional and action centred. • Transformational and transactional. • The concept of leadership continuum for management behaviour.            A2 Functions of management and leadership • Functions of management: o planning o organising o coordinating o controlling o monitoring o delegating. • Functions of leadership: o inspiring o energising o influencing stakeholders o envisioning o determining best path/route to achieve</p>	<p><b>Unit 6: Principles of Management (externally assessed)</b></p> <p><b>Learning aim D:</b></p> <p>Factors influencing management, motivation and performance of the workforce            D1 Motivation in the workplace • Theories of motivation (A Maslow, F Herzberg, F W Taylor, E Mayo et al). • Impact of motivation on business performance. • Financial motivators. • Non-financial motivators. Recruitment. • Upskilling/reskilling/training. • Outsourcing. • Changing job roles. • Restructuring. D3 Training and development • The purpose of training needs analysis. • Types of training: o internal/external o on-the-job/off-the-job o mentoring o coaching. • Effectiveness of training.            D4 Performance appraisal • Purpose of performance appraisal: o to set individual and group targets o to assess</p>	<p><b>Unit 8: Recruitment and Selection Process (internally assessed)</b></p> <p><b>Learning aim A:</b></p> <p>Examine how effective recruitment and selection contribute to business success            A1 Recruitment of staff            • Workforce planning: in a large 250+ staff business, e.g. retail, a production company or financial business, look at the reasons for recruiting new staff, such as: o growth of the business: locally, nationally, globally o changing job roles</p>	<p><b>Unit 8: Recruitment and Selection Process (internally assessed)</b></p> <p><b>Learning aim B:</b></p> <p>Undertake a recruitment activity to demonstrate the processes leading to a successful job offer            B1 Job applications            Selection of a job role for the business as above and then preparation of all the relevant documents: • a job advertisement giving suitable examples of where it could be placed • job analysis • job description • person</p>	<p><b>Unit 8: Recruitment and Selection Process (internally assessed)</b></p> <p><b>Learning aim C:</b></p> <p>Reflect on the recruitment and selection process and your individual performance            C1 Review and evaluation • Role-play activity. • Individual appraisal of own roles in being interviewed, interviewing and observing. • Review of communication skills. • Review of organisational ability. • Assessment of how the skills acquired support the development of</p>	<p><b>Review assessment including IV and SV process.</b></p>

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	<p>success. A3 Business culture • Definition. • Business vision, mission and values/ethos. • Influence of business culture on management practices. • Policies and procedures. • Management styles. • Structure of the workforce. • How people work.</p> <p><b>Learning aim B:</b> Management and leadership styles and skills B1 Management and leadership styles • Autocratic. • Democratic/participative. • Paternalistic. • Laissez-faire. • Transactional. • Transformational. • Charismatic. B2 Management and leadership skills • Setting objectives. • Motivating. • Decision making. • Team building. Leading by example. • Consulting. • Problem solving. • Valuing and supporting others. • Managing conflict. • Building positive interpersonal relationships. • Using emotional intelligence. •</p>	<p>individual and group performance o to provide employee feedback o to identify training needs. • Types of appraisal: o self-assessment o management by objectives o ratings scales o 360° appraisal. • Impact of performance appraisal: o on the individual o on the business.</p> <p><b>Learning aim E:</b> Impact of change E1 Managing change • The need to manage change for business survival and success. • Factors influencing change: internal and external. • Stakeholders who influence change: o owners managers o customers o regulators o financial institutions o government o employees.</p> <p><b>Learning aim F:</b> Quality management F1 Quality standards • British Standards Institution (BSI). • International Organization for Standardization (ISO). • Kite marks – IIP (use standards relevant at time</p>	<p>o systems change o filling new vacancies created by more space or product development o vacancies caused by leavers/turnover of staff o internal promotions o new office or branch and need for additional staff o seasonal fluctuations leading to the requirement for temporary staff. • Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment and traditional methods. • How the recruitment</p>	<p>specification • application form • personal CV • letter of application. B2 Interviews and skills • Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and interviewee, role play, body language, dress, interview questions. • Designing interview questions. • Interview feedback form. • Observation form. • Reviewing applications from peer group. • Submitting</p>	<p>employability skills. C2 SWOT analysis and action plan • SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on individual performance in the role-play activities. • Self-critique of the events and documentation prepared, and how it supported the activity. • Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively. • Action plan to highlight how to address any weaknesses in skill set.</p>	

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	<p>Communicating. • Giving feedback.</p> <p><b>Learning aim C:</b> C2 Human resource planning • The nature of the work and the characteristics required to perform work roles. • Skill levels. • Experience. • Educational level. • Aptitude. • Need for flexibility in the workforce. • Core versus peripheral workers. • Full-time versus part-time workers. • Sub-contracting. • Zero hours contracts. • Temporary staff. • Agency staff. • Management actions to address human resource issues at an operational level. • Labour turnover (expressed in words and numbers). • Productivity. • Skill shortages. • Workplace stress. • Absenteeism (expressed in words and numbers). • Motivation. • Engagement with business culture. • Employee satisfaction.</p>	<p>of teaching). F2 Developing a quality culture • Setting quality standards. • Managerial commitment and staff buy-in. • Quality circles. • Partnership working with suppliers and customers. • Transparent and open communication. F3 The techniques and tools of quality management • Quality control. • Lean manufacturing. • Six sigma. F4 The importance and benefits of quality management • Zero defect production and output. • Continuous improvement. • Improved output quality. • Reduced inspection requirements. • Supplier engagement and satisfaction. • Customer involvement and satisfaction. • Improved efficiency and profitability.</p>	<p>process links to business success. • How a professional recruitment process leads to efficient staff integration. A2 Recruitment and selection process • Recruitment process – the purpose of the documents for internal and external recruitment: o job advertisement – placing of the advertisement, internal/external, journal/website o job analysis o job description – the content of the tasks and responsibilities of the job o person specification and skills the position requires – are they essential or desirable?</p>	<p>applications to peer group. • Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation. • Evaluation of documentation produced for the process: was</p>		

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			<ul style="list-style-type: none"> <li>o CV versus application forms</li> <li>o letter of application</li> <li>o online recruitment and how the application process can be more cost-effective when using technology.</li> <li>• Selection, including assessment centres and psychometric testing, group/team activity</li> <li>interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews:</li> <li>o interview protocol, type of selection and how it contributes to the process –</li> </ul>	<ul style="list-style-type: none"> <li>it prepared to select the right candidate? Did the interview process forms/questions ensure the candidates demonstrated their skills effectively? Could it have been improved?</li> </ul>		

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			<p>advantages and disadvantages</p> <ul style="list-style-type: none"> <li>o initial selection processes with telephone screening interviews or short, online tests,</li> <li>o appreciation that different processes are appropriate for different roles in a business</li> <li>o use of technology in the process, online applications, uploaded CVs or use of post</li> <li>o communication with prospective employees: are the channels easy to access, can the process be monitored?</li> <li>o quality of the process and the documents</li> <li>o linking the process to efficiency and business success.</li> </ul>			

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			<p>A3 Ethical and legal considerations in the recruitment process</p> <ul style="list-style-type: none"> <li>• Why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are.</li> <li>• Ethical considerations, including: <ul style="list-style-type: none"> <li>o being honest in an advertisement</li> <li>o the maintenance of confidentiality</li> <li>o ensuring the same questions are asked to all candidates interviewed</li> <li>o same criteria used for all applicants</li> </ul> </li> </ul>		<p><b>Unit 4: Managing an Event</b></p> <p>E2 Review of personal skills development in</p>	

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			<p>o disclosure if family or friends work for the same business.</p> <ul style="list-style-type: none"> <li>• Current equal opportunities legislation with regard to gender, age, race, disability, minimum wage all impact on the recruitment process; issues can arise if all current law is not adhered to in this area.</li> <li>• Current right-to-work legislation, document check</li> </ul> <p><b>Unit 4: Managing an Event</b></p> <p>Learning aim A: Explore the role of an event organiser A1 Different tasks needed to be completed by an event organiser • Organising:</p>	<p><b>Unit 4: Managing an Event</b></p> <p>Learning aim C: Develop a detailed plan for a business or social enterprise event C1 Event planning and the use of planning tools • Gantt charts. • Critical path analysis. • Online planning tools. UNIT Factors to be considered, including budgets, resources and contingency planning • Aims and objectives.</p> <ul style="list-style-type: none"> <li>• Budget: available</li> </ul>	<p>the running of the event • Event management. • Employability. • Communication.</p> <ul style="list-style-type: none"> <li>• Negotiation. • Time management. • Problem solving. • Team working. • Analysis of own skills.</li> </ul>	

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			venue, location, catering, planning and reserving facilities, e.g. toilets if outdoor event, setting up programme, preparing and distributing documents, contracts. • Investigating current legal requirements, including consumer protection. • Setting up organisational procedures, e.g. risk assessment and security. A2 Different skills needed by an effective event organiser • Organisational. • Problem solving. • Time management. • Negotiation. • Communication. • Interpersonal. A3 Common formats for skills audit collection	finance, expected sales figures, banking, cost of resources, expenses such as venue, catering, staff, travel. • Resources: flipcharts, Wi-Fi, telephone, display boards, ability to take money, chairs, tables, computer, Smart Board. • Venue: size of room, facilities available, car parking, access arrangements. • Catering: special consideration of dietary needs. • Legal constraints: contracts, health and safety (risk assessment), negligence liability. • Team working: allocation of		



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			<ul style="list-style-type: none"> <li>• Likert scale. •</li> <li>Semantic differential scale. •</li> <li>Observation. •</li> <li>Questionnaire. •</li> <li>Appraisal.</li> <li>Learning aim B: Investigate the feasibility of a proposed event</li> <li>B1 Different types of event, and the factors affecting success •</li> <li>Business events: conferences, exhibitions, product launches, trade shows, shareholders' meetings, press conferences, awards evenings, team building, seminars. •</li> <li>Sport and recreation events: the Olympic Games, the Paralympic Games, the Commonwealth Games, sports tournaments,</li> </ul>	<ul style="list-style-type: none"> <li>tasks, planning meetings. •</li> <li>Insurance, including public liability. •</li> <li>Methods of communication: promotion, letters, invitations. •</li> <li>Contingency planning: 'what if' scenarios, e.g. 'What if the caterers don't turn up?'. •</li> <li>Learning aim D: Stage and manage a business or social enterprise event</li> <li>D1 Management of the event •</li> <li>Contracts for venue: suppliers, personnel. •</li> <li>Marketing of the event: publicity, advertising, sponsorship, guest list, invitations. •</li> <li>Customer service. •</li> <li>Monitoring procedures to</li> </ul>		

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			<p>sports matches, motor sports events, racing, equestrian events, country fairs, food festivals, fun runs, village fetes, sailing regattas, dog shows, collectors' fairs.</p> <ul style="list-style-type: none"> <li>• Entertainment: music festivals, concerts, plays.</li> <li>• Celebrations: weddings, prom nights, birthdays, anniversaries.</li> <li>• Social enterprise events: charity sports events, charity fundraising events, e.g. dinners, galas, auctions.</li> </ul> <p>B2 Feasibility measures and critical success factors • Mind map event ideas. • Purpose of event. • Aims and objectives.</p> <ul style="list-style-type: none"> <li>• Constraints: budget, venue,</li> </ul>	<p>ensure tasks allocated have been completed.</p> <ul style="list-style-type: none"> <li>• Security and health and safety.</li> <li>• Methods of communication: internally and externally.</li> <li>• Attendee evaluation: prepare, issue and collect questionnaires.</li> <li>• D2 Problem solving</li> <li>• Implementation of contingency plan, e.g. non-delivery of resources.</li> <li>• Customer service issues.</li> <li>• Health and safety issues.</li> </ul>		

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			resources; human and physical. • Success factors: setting goals and targets.			
<b>Skills</b>	Research, analysis, evaluation and numeracy skills. Referencing skills required for coursework.		Research, analysis, evaluation and numeracy skills. Referencing skills required for coursework.			
<b>Key questions</b>	<b>Unit 6:</b> Is money the only motivator?		<b>Unit 4:</b> Skills needed to be an effective event planner  <b>Unit 8:</b> What is the process of recruitment?	<b>Unit 4:</b> What are the factors to be considered in running an event?  <b>Unit 8:</b> Skills need to interview and be interviewed.	<b>Unit 4:</b> What are the most important skills needed to be an event organiser and how can they be improved?  <b>Unit 8:</b> Review and action plan to improve interview skills	
<b>Assessment</b>	<b>Unit 6:</b> Three hours exam		<b>Unit 4:</b> Assessment will take place in the form of a fully referenced written report.  <b>Unit 8:</b> Assessment will take place in the form of a fully referenced written report.			
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<p><b>Literacy:</b> building arguments using business terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies.</p> <p><b>Numeracy:</b> Interpreting numerical data and graphs in order to make decisions around business performance</p> <p><b>SMSC:</b> students explore the rationale behind decisions made by businesses with regards to marketing and customer service. Through this, students are given the chance to reflect on how the actions of business affect society socially, morally, and culturally.</p> <p><b>Character:</b> students build character through realistic business scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views, which help them, develop tolerance, integrity and resilience. The actions of business affect society socially, morally, and culturally.</p>					

