



## Curriculum Map

**Subject: BTEC Business National Extended Certificate**

**Year Group: 13**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<p><b>Unit 2:</b> Learning Objective A – Introduction to the principles of marketing that underpin the creation of a rationale for a marketing campaign</p> <p>Unit 2 LAA a) What is the role of marketing? b) What are key marketing objectives? c) What is the difference between a mass and a niche market? d) What is market segmentation? e) How can a brand be developed? f) What internal influences affect the marketing methods that are chosen? g) What external influences affect the marketing methods that are chosen?</p> <p>Unit 2 LAB a) What is market research? b) What are the different methods of</p>	<p><b>Unit 2</b> Learning Objective B – Using information to develop the rationale for a marketing campaign</p> <p>Unit 2 LAB d) What is the difference between qualitative and quantitative data? e) What is the purpose of market research?</p> <p>Unit 2 Learning Objective C – Planning and developing a marketing campaign</p> <p>Unit 2 a) What is meant by SWOT analysis? b) What is meant by PESTLE analysis? c) What are the key pricing strategies a business may use? d) What different</p>	<p><b>Unit 8 Learning aim A:</b> Examine how effective recruitment and selection contribute to business success</p> <p>A1 Recruitment of staff</p> <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>o growth of the business: locally, nationally, globally</li> <li>o changing job roles</li> <li>o systems change</li> <li>o filling new vacancies created by more space or product development</li> </ul> </li> </ul>	<p><b>Unit 8 Learning aim B:</b> Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</p> <p>B1 Job applications</p> <p>Selection of a job role for the business as above and then preparation of all the relevant documents:</p> <ul style="list-style-type: none"> <li>• a job advertisement giving suitable examples of where it could be placed</li> <li>• job analysis</li> <li>• job description</li> <li>• person specification</li> <li>• application form</li> <li>• personal CV</li> <li>• letter of application.</li> </ul> <p>B2 Interviews and skills</p> <ul style="list-style-type: none"> <li>• Communication skills required for interview</li> </ul>	<p><b>Unit 8 Learning aim C:</b> Reflect on the recruitment and selection process and your individual performance</p> <p>C1 Review and evaluation</p> <ul style="list-style-type: none"> <li>• Role-play activity.</li> <li>• Individual appraisal of own roles in being interviewed, interviewing and observing.</li> <li>• Review of communication skills.</li> <li>• Review of organisational ability.</li> <li>• Assessment of how the skills acquired support the development of employability skills.</li> </ul> <p>C2 SWOT analysis and action plan</p> <ul style="list-style-type: none"> <li>• SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on individual</li> </ul>	<p>Completion of IV and SV process and potential retakes</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>market research? c) What is the difference between validity and reliability?</p>	<p>promotional activities may be used? e) What is the extended marketing mix? f) Give examples of different marketing messages. g) What factors will affect the marketing</p>	<p>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 process links to business success. • How a professional recruitment process leads to efficient staff integration. A2 Recruitment and selection process</p>	<p>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 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</p>	<p>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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			<ul style="list-style-type: none"> <li>• Recruitment process – the purpose of the documents for internal and external recruitment:               <ul style="list-style-type: none"> <li>o job advertisement – placing of the advertisement, internal/external, journal/website</li> <li>o job analysis</li> <li>o job description – the content of the tasks and responsibilities of the job</li> <li>o person specification and skills the position requires – are they essential or desirable?</li> <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> </ul> </li> </ul>	<p>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 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?</p>		

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			<ul style="list-style-type: none"> <li>• Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews:               <ul style="list-style-type: none"> <li>o interview protocol, type of selection and how it contributes to the process – advantages and disadvantages</li> <li>o initial selection processes with telephone screening interviews or short, online tests, appreciation that different processes are appropriate for different roles in a business</li> <li>o use of technology in the</li> </ul> </li> </ul>			

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			<p>process, online applications, uploaded CVs or use of post</p> <ul style="list-style-type: none"> <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> <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> </ul>			

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			<ul style="list-style-type: none"> <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> <li>o disclosure if family or friends work for the same business.</li> </ul> </li> <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>			

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<b>Skills</b>	Research and application skills to create an in depth rationale	Research, application, analysis and evaluation skills to be able to develop a marketing campaign		Role play skills to practise being an interviewer and interviewee	To work on meeting deadlines on time and ensure this final coursework is of a high quality when submitted for final assessment.	
<b>Key questions</b>	Unit 2 To evaluate the methods of marketing that a business is likely to use and assess the internal and external influences that will affect the campaign chosen.	Unit 2 To develop a marketing campaign for a business based on market research findings.	Why is it so important for a business to be up to date and adhere to key employment legislation when recruiting and selecting new employees?	Why is it important to develop a range of skills to improve chances of success during interviews? Which skills are the most important?	Why is it important to have a clear and SMART based action plan when developing personal skills?	
<b>Assessment</b>	In class knowledge tests and application through past papers	In class knowledge tests and application through past papers	Unit 2 January three hours public exam paper	Teacher and peer observed role plays	Coursework – optional Unit to go through IV and SV	
<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 being put 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>					