

Transition into L3 BTEC National Business



Getting ready for BTEC National
Business

A guide to the course to help you get ready for
Business

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Course Information

Course being studied

BTEC National Extended Certificate in Business

Units studied

Unit 1: Exploring Business (Internally assessed)

Unit 2: Developing a Marketing Campaign (Externally assessed)

Unit 3: Personal and Business Finance (Externally assessed)

These units are mandatory and are required to complete the course. **Unit 2** and **unit 3** are externally assessed.

Additional unit required to complete the course

Unit 27: Work experience in Business

This requires the learner to undertake a period of work relating to the course

Grading criteria

The criteria for each unit varies between a pass to a distinction, a combination of grades can be achieved, and an example for a pass and Distinction is below.

Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	90	Int	Pass	9	The learner has achieved a Pass or above in Units 1, 2 and 3.
Unit 2	90	Ext	Pass	9	
Unit 3	120	Ext	Merit	20	
Unit 8	60	Int	Unclassified	0	
Totals	360		P	38	

The learner has sufficient points for a P grade

Example 2: Achievement of an Extended Certificate with a D grade

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	90	Int	Merit	15	The learner has sufficient points for a D grade
Unit 2	90	Ext	Merit	15	
Unit 3	120	Ext	Distinction	32	
Unit 8	60	Int	Distinction	16	
Totals	360		D	78	

Important information regarding mandatory units!

You must pass all the mandatory units at a pass or above to complete the course

Course Expectations


- 100% attendance to lessons
- Excellent behaviour towards the learning environment
- Positive contributions to class discussions
- Participate in presentations and work as a team when required

Assessment Expectations

All learner work must be submitted on the given deadline day. If not the grade will be capped at pass level regardless of criteria.

All learners work needs to have the name and assignment title in the header and page numbers in the footer.

All learners need to have a submitted their work with a signed declaration form, this form states that is your own work!



NQF Revised BTECs from 2012

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a Declaration confirming that the work is their own.

<small>Learner name:</small>	<small>Assessor name:</small>
<small>Name date:</small>	<small>Submission date:</small>
<small>Programme: BTEC Level 3 Health and Social Care</small>	
<small>Assignment reference and ISS:</small>	

Please list the evidence submitted for each task, indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

<small>Task ref.</small>	<small>Evidence submitted</small>	<small>Page numbers or description</small>

Additional comments to the Assessor:

Learner Declaration:

I certify that the work submitted for the assignment is my own. I have clearly referenced any sources used in the work. I understand that false Declaration is a form of malpractice.

<small>Learner signature:</small>	<small>Date:</small>
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Pre knowledge = Key terms you should understand

How to learn these key words

Flash cards are a great way to learn the key words, write the command word on one side and the definition on the other. Practice by asking someone to test you.

Simple look, cover and test- practice the command word and definition and then write the definition on a blank piece of paper.

<hr/> <i>Command/ term</i> <hr/>	<hr/> <i>Definition</i> <hr/>
<u>Primary research</u>	Research compiled directly from the original source, which may not have been compiled before. Learners are expected to understand the advantages and disadvantages of different primary research methods.
<u>Qualitative research</u>	Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups.
<u>Quantitative research</u>	Data in numerical form which can be categorised and used to construct graphs or tables of raw data.
<u>Secondary sources/research</u>	Published research reports and data, likely to be based on analysis of primary research.

Pre knowledge = Key terms you should understand

<u>Command or term</u>	<u>Definition</u>
<u>Assess</u>	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant and arrive at a conclusion.
<u>Calculate</u>	Learners work out an answer, usually by adding, multiplying, subtracting or dividing. Can involve the use of formula.
<u>Discuss</u>	Learners consider different aspects of: <ul style="list-style-type: none"> • A theme or topic how they interrelate; • The extent to which they are important. A conclusion is not required.
<u>Evaluate</u>	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages; • alternative actions • Relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will be written.
<u>Explain</u>	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners are able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.
<u>Give</u>	Learners can provide: <ul style="list-style-type: none"> • examples • Justifications.
<u>Identify</u>	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
<u>Illustrate</u>	Learners include examples, images or diagrams to show what is meant in a specific context.
<u>Outline</u>	Learners' work, performance or practice gives a summary or overview or a brief description of something.

Recommendation reading list

Brammer J, Cox D, Fardon M and Penning A – *Active Accounting* (Osborne Books, 2002) ISBN 1872962378

Dyson J R – *Accounting for Non-Accounting Students* (FT Prentice Hall, 2007) ISBN 0273709224

Foden, s., et al, 2008. *AQA AS Business Studies*. Cheltenham: Nelson Thornes Ltd. (ISBN 978-0-7487-9846-9)

Coupland-Smith, H., et al, 2009. *AQA A2 Business Studies*. Cheltenham: Nelson Thornes Ltd. (ISBN 978-0-7487-9847-6)

Wolinski, J. & Coates, G., 2008. *A2 2nd Edition, AQA Business Studies*. Oxford: Philip Allan. (ISBN 978-0-340-95935-0)

Wolinski, J. & Coates, G., 2009. *A2 2nd Edition, AQA Business Studies*. Oxford: Philip Allan. (ISBN 978-0-340-95934-3)

CGP, *AS/A2 Level Business Studies AQA Complete Revision & Practice*

Brammer J, Cox D, Fardon M and Penning A – *Active Accounting* (Osborne Books, 2002) ISBN 1872962378

Cox D and Street D – *Limited Company Accounts (IAS)* (Osborne Books, 2005) ISBN 1872962939

Dyson J R – *Accounting for non-Accounting Students* (Prentice Hall, 2007) ISBN 027370922

Journals

Accountancy (CCH)

Accountancy Age (VNU Business Publications)

Accounting Technician (Centurion Publishing Group)

PQ Magazine (PQ Publishing)

Movie/ Video Clip recommendations

The following programmes often feature business items:

The Money Programme, BBC2 (weekly)

Working Lunch, BBC2 (daily)

<https://www.youtube.com/watch?v=i1xz5Kv-7VY>

In 30 words what is marketing?

The pursuit of happiness

Did you find this film inspirational?

Website to research

Unit 1: Exploring Business (Internally assessed)

www.adassoc.org.uk The Advertising Association
www.amazon.com Amazon – online shopping
www.asa.org.uk The Advertising Standards Authority
www.bized.ac.uk Business education website including learning materials and quizzes
www.cadburys.co.uk Cadbury Trebor Bassett
www.cim.co.uk The Chartered Institute of Marketing
www.easyjet.com easyJet main website
www.marketingteacher.com Free marketing resources for learners, teachers and professionals
www.statistics.gov.uk Official UK statistics
www.swatch.com Main website for Swatch
www.tesco.com Main website for Tesco

Unit 2: Developing a Marketing Campaign (Externally assessed)

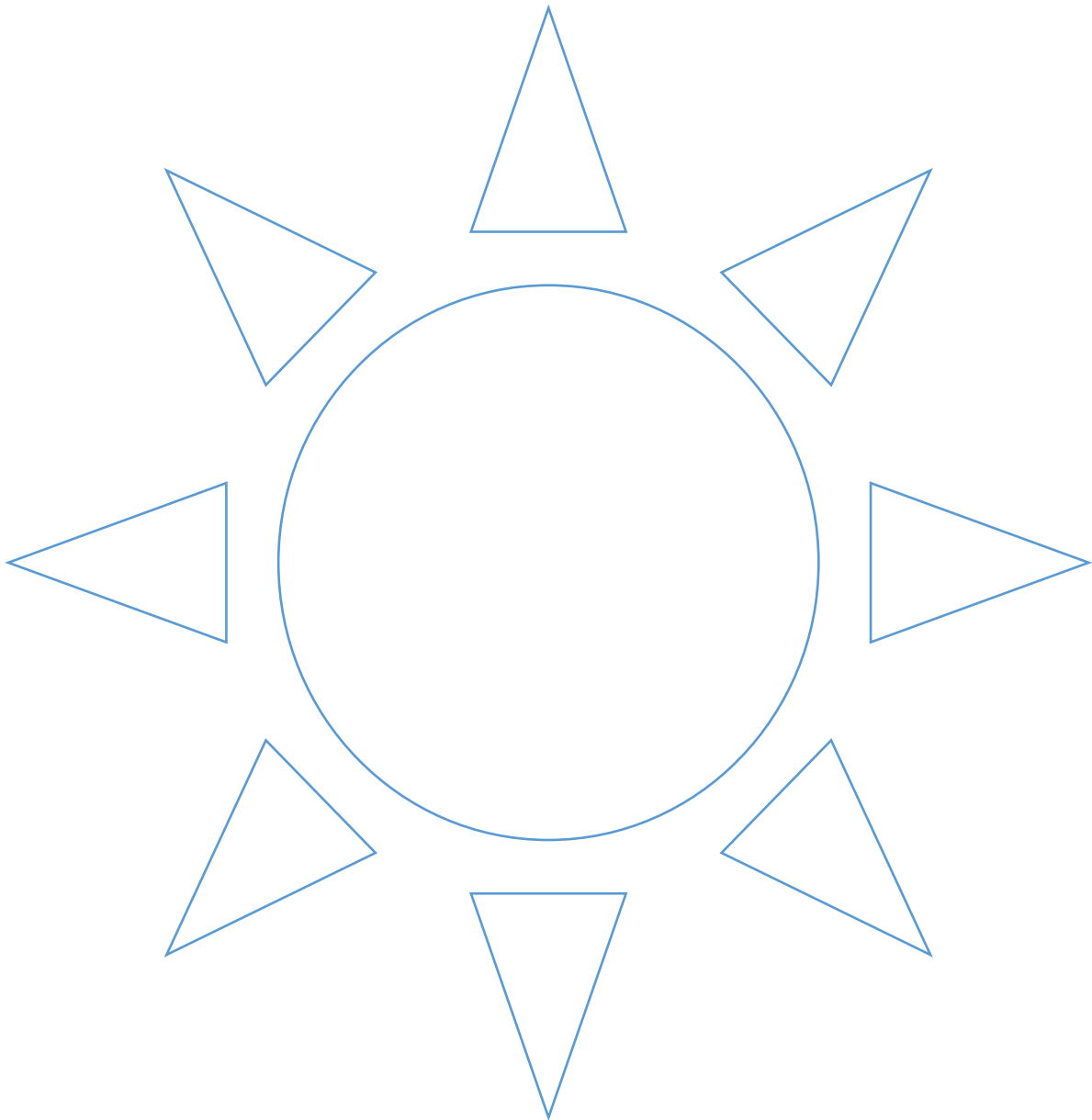
www.accountingtechnician.co.uk Association of Accounting Technicians Online
www.accountingweb.co.uk Accounting Web – for news and analysis
news.bbc.co.uk/1/hi/business The business pages of the BBC website
www.bized.co.uk A business education resource site
www.canterbury.gov.uk An example of a specific local business support website
www.thetimes100.co.uk The Times 100 case studies
www.tutor2u.net/business/accounts Support for teachers and learners
www.tutor2u.co.uk/business

Unit 3: Personal and Business Finance (Externally assessed)

www.aat.org.uk The Association of Accounting Technicians
www.accountingtechnician.co.uk Association of Accounting Technicians Online
news.bbc.co.uk/1/hi/business/default.stm The business pages of the BBC website
www.bized.co.uk A business education resource site
www.canterbury.gov.uk An example of a specific local business support website
www.frc.org.uk/asb The Accounting Standards Board, part of the Financial Reporting Council, with information about accounting standards
www.iasb.org The International Accounting Standards Board, with information about the new international accounting standards
www.thetimes100.co.uk The Times 100 case studies

How do you promote a Business?

Identify how companies promote their Businesses



Research 3 colleges and 3 6th form schools

You need to research 3 colleges and 3 6th form schools, gathering information on how they market their courses for Post 16 studies.

Consider the following:

- Prospectus
- Courses they offer
- Information on the website

College/ 6th form

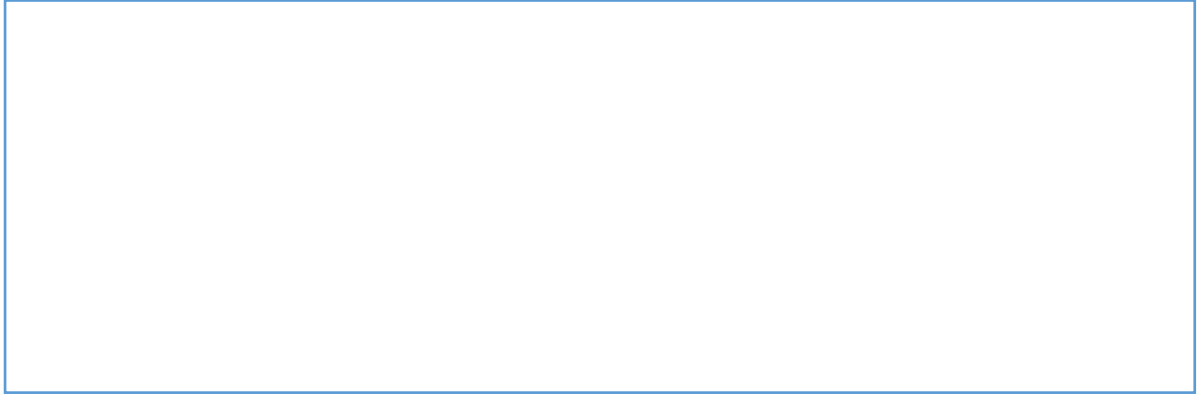
.....

College/ 6th form

.....

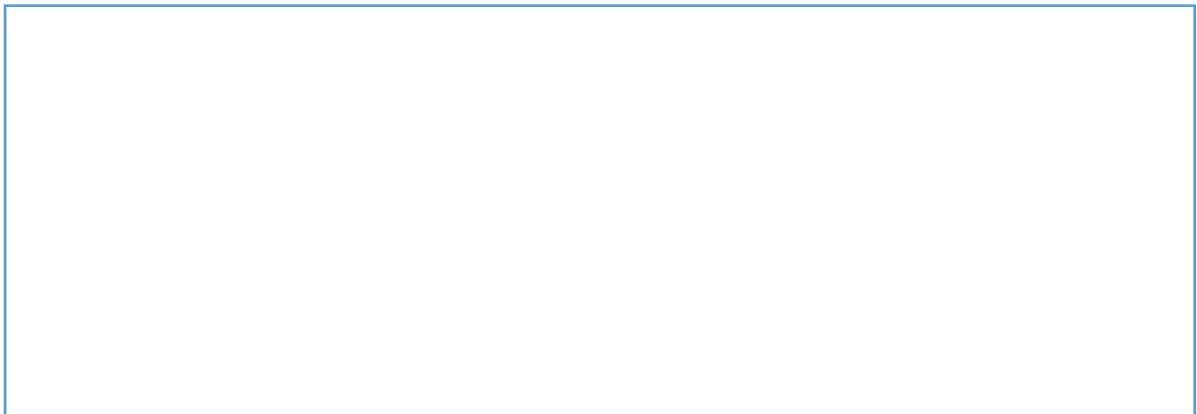
College/ 6th form

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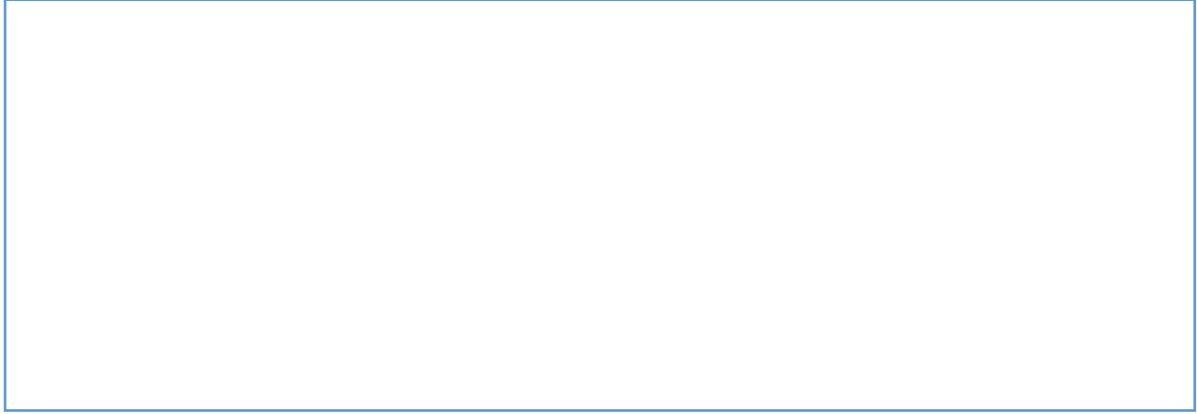
College/ 6th form

.....



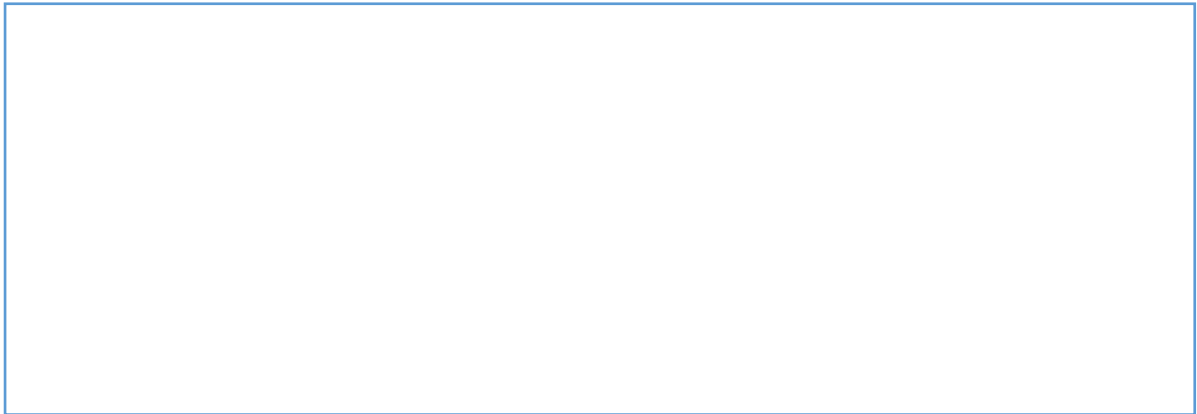
College/ 6th form

.....



College/ 6th form

.....



Using your research answer the following questions

How is the course information displayed?

How do they get their information to parents and pupils in real-time?

How would you rate their prospectus? 1 poor to 5 excellent

<u>College/ 6th form</u>	<u>Grade</u>	<u>Why?</u>

Cash Flow

Reading the information below you need to understand what a cash flow forecast is and how important they are in business

2.1 Cash flow forecast

Structure

A cash flow forecast is a simple statement showing opening balance, cash in, cash out and closing balance. It is normally shown on a monthly basis and drawn up for a 12-month period. The **opening balance**

Key terms

Cash flow forecast – document that shows the predicted flow of cash into and out of a business over a given period of time, normally 12 months

Opening balance – amount of cash available in a business at the start of a set time period, for example, a month

Closing balance – amount of cash available in a business at the end of a set time period, for example, a month

	January (£)	February (£)	March (£)
Opening balance (b/f)	1,000	(280)	240
<u>Income</u>			
Sales	1,000	2,800	2,000
Total inflows	1,000	2,800	2,000
Total cash available	2,000	2,520	2,240
<u>Expenses</u>			
Purchases	980	980	500
Wages	1,000	1,000	1,000
Heat and light	300	300	300
Total outflows	2,280	2,280	1,800
Closing balance (c/f)	(280)	240	440

Opening balance how much is available at the start of the year

February's closing balance becomes March's opening balance

Cash available - Opening balance + Total Inflows
£1,000 + £1,000 = £2,000

Closing balance total cash available - total outflows
£2,000 - £2,280 = (£280)

Brackets are used to show that a figure is negative

Personal cash flow

Draw a cash flow table to show your personal finances for the next month. You should think about what money will be coming in from wages, presents, parents and so on as appropriate, and also what expenses you will have. These might include food and drink, presents, trips, travel and so on.

1. What is your opening balance at the start of the month?
2. What is your closing balance at the end of the month?
3. Are there any points during the month where you may have a cash flow problem?
4. What actions can you take to ensure that any cash flow problems are solved

Lily's cleaning services

Lily is setting up a small business providing cleaning services to offices on a trading estate in Scarborough. She has asked you to help her prepare a cash flow forecast for her first 12 months of trading.

You should produce a forecast from January to December based on the information provided below:

Sales and purchases for the 12 months are expected to be as follows.

January £5,000 £600
February £5,000 £600
March £5,000 £600
April £5,000 £600
May £5,000 £600
June £5,000 £600
July £4,000 £500
August £4,000 £500
September £5,000 £600
October £6,000 £650
November £6,000 £650
December £6,000 £650

At the beginning of January she will buy two small cars, to drive herself and staff to the offices, each costing £10,000. She will invest £15,000 of her own money and has agreed a bank loan of £7,000.

Lily will receive the loan in January and start repayments the following month at a fixed rate of £250 per month. When meeting with her bank manager, she also agreed a business overdraft that will be charged at a rate of one per cent on any negative closing balances.

In order to start trading in January, she buys £4,000 worth of cleaning equipment, including vacuum cleaners and floor buffers. In addition, she spends £150 on less durable (long-lasting) products such as dusters and mops, which she plans to replace every second month.

Lily plans to offer 30 days' credit terms to two of her bigger cleaning contracts. These two combined will account for £2,200 of her monthly sales.

Lily has rented a small lock-up to store her equipment and materials in at a cost of £600 per month. She will employ four cleaners each earning £400 per month and a cleaning supervisor earning an annual salary of £7,200. She will withdraw £1,000 a month for herself, and hopes to be able to increase this to £1,200 per month after six months.

Additional monthly costs include:

- £300 car insurance
- £20 advertising
- £100 fuel.

1. Use a spreadsheet to produce a 12-month cash flow forecast for Lily.

2. Identify and explain any potential cash flow problems she may face.

3. Do you think Lily was right to offer her two biggest customers 30 days' credit? Justify your answer.

Marketing Campaign:

The Dukeries 6th form

Create 10 ideas how you would promote the 6th form

1

2

3

4

5

6

7

8

9

10

Now consider your ideas in stages, short, medium and long term goals. Order your ideas, starting with the short term goals.

Short term goals (4 needed)

Medium term goals (4 needed)

Long term goals (4 needed)

What do you think would be the best possible method to send information to pupils and parents (you need to make it creative and interesting?)

Now create SMART Goals for your idea's

What's SMART?

Good targets need to be:

- Specific
- Measurable
- Achievable
- Realistic/relevant
- Timed

S is for Specific "Specific" means that you have to say what you want to do, very clearly.

M is for Measurable Measurable targets tell you exactly what you need to do to succeed.

A is for Achievable An achievable target has to be something you can do

R is for Realistic/ relevant What I'm going to do needs to help me to get what I want.

A is for Timed If I don't know how much time I have, I don't know when to take action.

How hard do I have to train?

When does my work have to be completed?

Short term goal

<u>SMART</u>	
<u>S</u>	
<u>M</u>	
<u>A</u>	
<u>R</u>	
<u>T</u>	

Medium term goal

<u>SMART</u>	
<u>S</u>	
<u>M</u>	
<u>A</u>	
<u>R</u>	
<u>I</u>	

Long term goal

<u>SMART</u>	
<u>S</u>	
<u>M</u>	
<u>A</u>	
<u>R</u>	
<u>I</u>	

Now create a 5 minute presentation of your ideas of how to promote the Dukeries Academy 6th form, you will be assessed on this presentation

You can use PowerPoint, VLOG, VINE, Short video etc.

The assessment criteria below highlights how you will be assessed for your.....

PASS LEVEL MARKETING CAMPAIGN

- Outline marketing techniques used by other post 16 institution
- Produce a marketing strategy for 6th form that identifies the selling points of the Dukeries 6th form and the target audience
- Review the success of a marketing campaign identifying successes and areas for improvement

MERIT LEVEL MARKETING CAMPAIGN

- Explain marketing techniques used post 16 institution and how they would help the Dukeries 6th form
- Describes the selling points and the target audience of the Dukeries 6th form and how they can be used within your marketing campaign
- Review the success of a marketing campaign describing successes and areas for improvement.

DISTINCTION LEVEL MARKETING CAMPAIGN

- Analyse marketing techniques used by 6th form institution and the impact they could have on your marketing campaign
- Review the success of a marketing campaign analysing successes and areas

