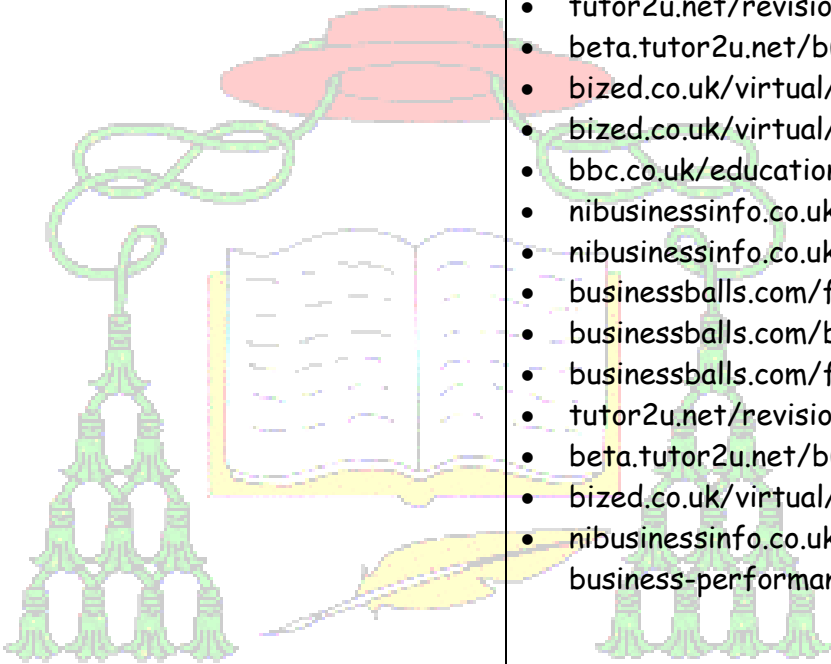
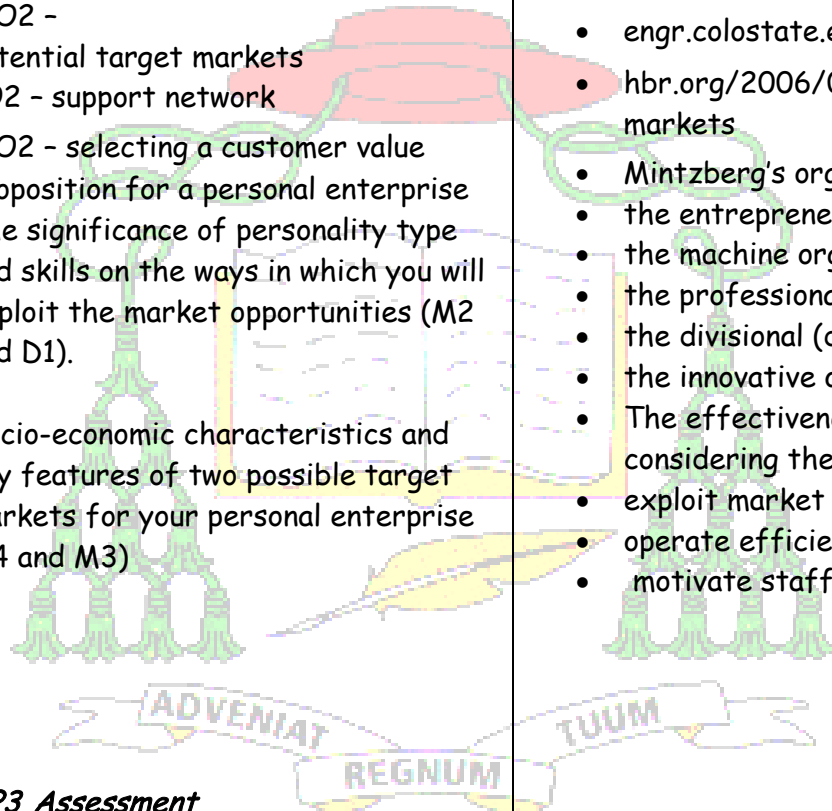


Archbishop Beck Catholic College Long Term Plan for Level 3 Applied Business

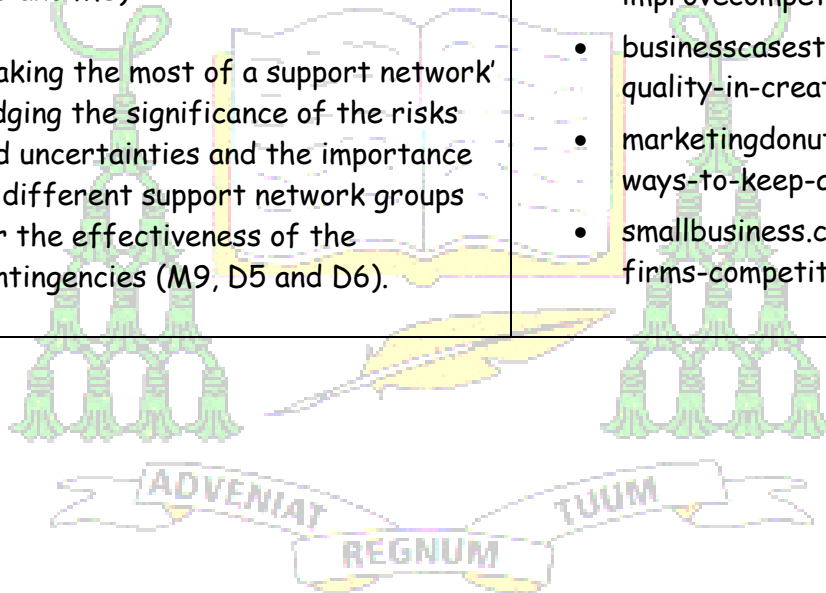
Year 12

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Unit 1 Financial Planning and Monitoring</p> <ul style="list-style-type: none"> • Business Planning • Stakeholders • Forms of Ownership • Sources of Finance • Break Even • Costs and Revenue • Cash Flow & Cash Flow Forecasting • Break Even • <p>Unit 2 Business Dynamics</p> <ul style="list-style-type: none"> • Market opportunities • Business ownership • Purpose and use of vision statements • Stakeholders and interests • Aims and objectives • Organisational structure • Functional activities <p><u>AP1 Assessment</u></p>	<p>Unit 1 Financial Planning and Monitoring</p> <ul style="list-style-type: none"> • Budgets • Interpreting Financial Information • Profitability Ratios • Liquidity Ratios • Analysing the financial performance of a business. <p>Unit 2 Business Dynamics</p> <ul style="list-style-type: none"> • Recruitment planning • Effectiveness of recruitment process • Mintzbergs organisational types • Effectiveness of organisational types • Competitive advantage • Extent to which business holds a competitive advantage <p><u>AP 2 Assessment</u></p>	<ul style="list-style-type: none"> • income from sales and from assets • start-up costs and running costs. <p>Understanding the terminology in financial statements, including:</p> <ul style="list-style-type: none"> • turnover (net sales) and cost of sales (cost of products sold) • gross profit, expenses, net profit, retained profit • fixed assets and current assets • current liabilities and long-term liabilities • debtors and creditors • net current assets • capital. <ul style="list-style-type: none"> • businessballs.com/business-dictionary.htm • tutor2u.net/revision_notes_accounting.asp • businessballs.com/freebusinessplansandmarketingtemplates.htm • beta.tutor2u.net/business/topics • bbc.co.uk/education/guides/zmj7tfr/revision • nibusinessinfo.co.uk/content/business-structures • businessballs.com/finance.htm • businessballs.com/business-dictionary.htm • businessballs.com/freebusinessplansandmarketingtemplates.htm • tutor2u.net/revision_notes_accounting.asp • beta.tutor2u.net/business/topic • bbc.co.uk/education/guides/zxq2hyc/revision/2 • bbc.co.uk/education/guides/z67mpv4/revision • bbc.co.uk/education/guides/zt2xn39/revision • nibusinessinfo.co.uk/content/business-budgeting

		<ul style="list-style-type: none"> • businessballs.com/finance.htm • businessballs.com/business-dictionary.htm • businessballs.com/freebusinessplansandmarketingtemplates.htm • tutor2u.net/revision_notes_accounting.asp • beta.tutor2u.net/business/topics • bized.co.uk/virtual/cb/factory/accounts/theories2.htm • bized.co.uk/virtual/cb/factory/accounts/theories3.htm • bbc.co.uk/education/guides/zxq2hyc/revision/2 • nibusinessinfo.co.uk/content/balance-sheets-basics • nibusinessinfo.co.uk/content/business-budgeting • businessballs.com/finance.htm • businessballs.com/business-dictionary.htm • businessballs.com/freebusinessplansandmarketingtemplates.htm • tutor2u.net/revision_notes_accounting.asp • beta.tutor2u.net/business/topics • bized.co.uk/virtual/cb/factory/accounts/theories4.htm • nibusinessinfo.co.uk/content/use-accounting-ratios-assess-business-performance
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p>Unit 1 Financial Planning and Monitoring</p> <ul style="list-style-type: none"> • Market Information <p>Unit 2 Business Dynamics</p> <ul style="list-style-type: none"> • Porters 5 forces • Market mapping • Competitive positioning • Role of management • Management policies 	<p>Unit 2 Business Dynamics</p> <ul style="list-style-type: none"> • SWOT • Strengths and weaknesses of businesses competitive position • SW affecting performance • Opportunities and threats affecting businesses competitive position • Business potential based on consideration of OT 	<ul style="list-style-type: none"> • forbes.com/sites/billconerly/2015/04/14/business-uncertainty-and-the-high-altitude-view-of-theexternal-environment/ • forbes.com/sites/innovatorsdna/2012/06/04/are-you-an-innovative-entrepreneur/ • myersbriggs.org/my-mbti-personality-type/mbti-basics/ • 16personalities.com/free-personality-test • startups.co.uk/young-entrepreneurs/ • startupdonut.co.uk/blog/2011/10/how-easily-can-you-explain-your-business-idea

<p>Unit 3 Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> PO1 - enterprising behaviour <p>PO1 - innovation, risk and uncertainty</p> <ul style="list-style-type: none"> PO1 - Myers- Briggs personality types and enterprising behaviour <p>a) Explore two possible market opportunities created by experience days, their risks and uncertainties and explaining how risk and uncertainty might affect the benefits gained from the opportunities (P1, P2 and M1)</p> <p>b) own personality type and skills relevant to exploiting the opportunities offered by experience days (P3)</p>	<p>Unit 3 Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> PO1 - enterprising behaviour <p>PO2 - potential target markets</p> <p>PO2 - support network</p> <p>PO2 - selecting a customer value proposition for a personal enterprise</p> <p>The significance of personality type and skills on the ways in which you will exploit the market opportunities (M2 and D1).</p> <p>Socio-economic characteristics and key features of two possible target markets for your personal enterprise (P4 and M3)</p>  <p><u>AP3 Assessment</u></p>	<ul style="list-style-type: none"> startupdonut.co.uk/blog/2012/08/seven-de.g.rees-innovation-how-create-great-business-ideas mindtools.com/CommSkill/ValueProposition.htm enr.colostate.edu/~marchese/stese/reading2.pdf hbr.org/2006/03/customer-value-propositions-in-business-markets Mintzberg's organisational types: the entrepreneurial organisation the machine organisation (bureaucracy) the professional organisation the divisional (diversified) organisation the innovative organisation ('adhocracy'). The effectiveness of a business's organisational type, considering the extent to which it helps the business to: <ul style="list-style-type: none"> exploit market opportunities operate efficiently motivate staff to achieve its vision and aims
<p style="text-align: center;">Summer Half Term 5</p>	<p style="text-align: center;">Half Term 6</p>	<p style="text-align: center;">Key Vocabulary/Reading Opportunities</p>
<p>Unit 2 Business Dynamics</p> <p>Consolidation and final proofing prior to submission to AQA for external verification.</p>	<p>Unit 3 Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> PO4 - risks and uncertainties PO4 - contingencies All POs - supervised individual completion of AQA unit 3 assignment tasks 	<ul style="list-style-type: none"> startups.co.uk/4-simple-steps-to-pricing-your-products-and-services/ mindtools.com/pages/article/newSTR_94.htm gov.uk/starting-up-a-business/find-partners-suppliers-and-premises

<p>Unit 3 Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> • PO3 - marketing activities • PO3 - operations activities <p>How a support network/ groups can benefit a personal enterprise (P5 and M4)</p> <p>outlining two possible customer value propositions for your personal enterprise (P6)</p> <p>Personal enterprise viability' justifying how the marketing and operations activities collectively support the viability of the personal enterprise (M6, M7, D3 and D4).</p>	<p>Risks, uncertainties and contingencies explaining the potential impact of at least four risks and uncertainties, including health and safety in relation to customers using your experience days, on the personal enterprise (P9, P10 and M8)</p> <p>'Making the most of a support network' judging the significance of the risks and uncertainties and the importance of different support network groups for the effectiveness of the contingencies (M9, D5 and D6).</p>	<ul style="list-style-type: none"> • resources.lloydsbank.com/business-guides/managing-a-business/contingency-planning/ • slideshare.net/tutor2u/market-mapping • businessballs.com/portersfiveforcesofcompetition.htm • mindtools.com/pages/article/newTMC_08.htm • bdc.ca/EN/articles-tools/operations/purchasing/Pages/global-supply-chains-improvecompetitiveness.aspx • businesscasestudies.co.uk/portakabin/the-importance-of-quality-in-creating-competitive-advantage/ conclusion.html • marketingdonut.co.uk/marketing/marketing-strate.g.y/ten-ways-to-keep-ahead-of-the-competition • smallbusiness.chron.com/ways-hr-planning-can-enhance-firms-competitive-advantage-60313.html
--	---	--



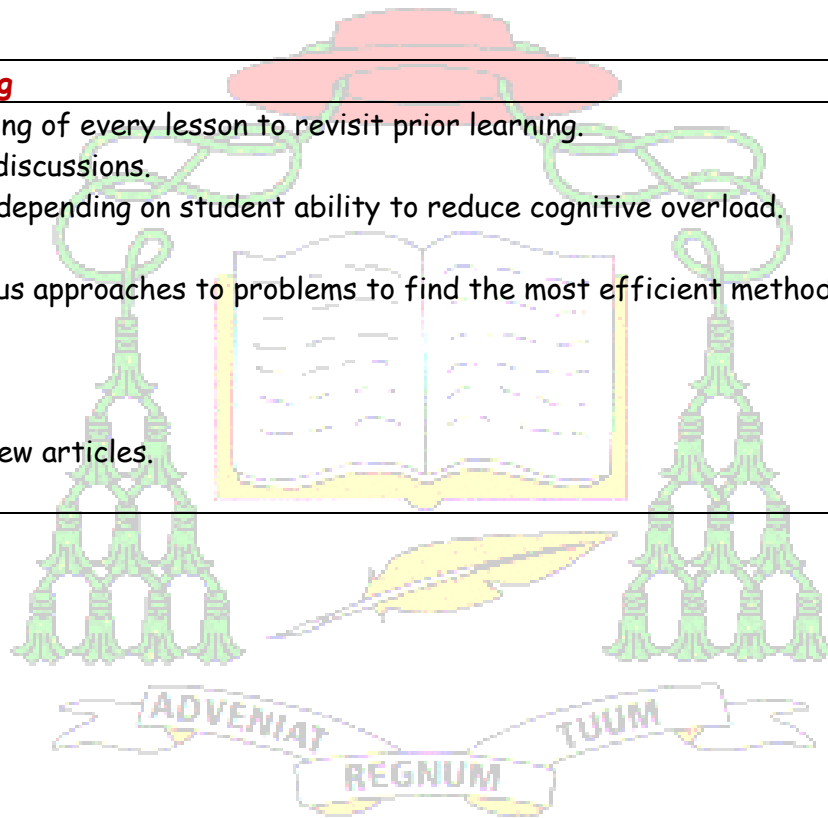
Year 12

Wider learning experiences to support	Learning Characteristics instilled in the	Career Opportunities
---------------------------------------	---	----------------------

this subject.	curriculum	
<p>Off-site business visits</p> <p>On-site guest speakers</p> <p>Case study resource bank</p> <p>Links to employability programme</p>	<p>Confidence</p> <p>The subject allows for a significant development of general knowledge.</p> <p>Development of knowledge of current affairs including the importance of political decision making and democracy.</p> <p>Develop understanding of personal and business finance and financial decision making.</p> <p>Positive</p> <p>Development of transferable skills including interpersonal skills, communication skills, leadership and management and the importance of decision making.</p> <p>Respectful</p> <p>The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p>	<p>Please stipulate term and approx. date.</p> <p>Business in a very interactive subject with a curriculum that encourages external business visits as well as many internal case study investigations into real world practice.</p> <p>Student's personal experience in the business world, and in part time employment /work experience is often referred to when discussing case examples.</p> <p>Guest speakers are encouraged and often add value to a topic area. An example of this is using local businesses for the coursework so the students can gather relevant information locally.</p> <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p>

Metacognition Methods applied in Teaching

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Modelling of coursework activities
- Independent learning tasks.
- Wider reading through Business review articles.



Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Unit 4 Managing and Leading People</p> <ul style="list-style-type: none"> • A01.1 Managers • A01.2 Leaders • A01.3 Managers V's Leaders • A01.4 Changing Environment • A02.1 Organisational Structure • A02.2 Employee Motivation <p>Unit 5</p> <p>Task 1 - annotated mind-map of three business ideas ('Business Ideas Mind Mapping Template') Template 3 business ideas Pass and Merit</p> <p>Task 2 - decision making template ('Choosing a Business Idea') Potential of 3 businesses and choose one with justification Pass, Merit, Distinction</p> <p>Task 3 - research plan template ('Research Plan') Single page template with dates Pass 3</p> <p>Unit 8 - Marketing Communications</p> <ul style="list-style-type: none"> • Communicating with potential and existing customers • Verbal, non-verbal and visual communications • Message content • Traditional v Modern channels of 	<p>Unit 4 Managing and Leading People</p> <ul style="list-style-type: none"> • A02.3 Factors affecting the performance of teams • A03.1 Leadership • A03.2 Empowerment • A04.1 Factors resisting organisational change • A04.2 Implementing organisational change <p>Unit 5</p> <p>Task 4 - analysis file Research Pack, Market Mapping, competitor table, Graphs results written up. P4, M3</p> <p>Task 5 - spreadsheet model of the business proposal This will be evidenced in Task 6! We do not submit the spreadsheets for evidence.</p> <p>Task 6 - viability, vision and aims report template ('Viability, vision and aims') One template to complete for P4 and D2 3 Scenarios written up from each spreadsheet e.g. effect on cash flow and profit levels. (1)</p> <p>Unit 8 - Marketing Communications</p> <ul style="list-style-type: none"> • Identify existing business potential • Collect and collate target market 	<p>Key Vocabulary/Reading Opportunities</p> <ul style="list-style-type: none"> • Autocratic, paternalistic, democratic, participative and laissez faire leadership styles. • Types of power - Coercive, Expert, Reward, Referent, Legitimate and personal. • Maslow's Hierarchy of Needs • Herzberg 2 Factor Theory • Vroom's Expectancy Theory • Locke's Goal Setting Theory • PROME - Planning, Reporting, Organising, Monitoring and Evaluating. • FOCUS - Find, Organise, Clarify, Understand and Select. • Transactional Leadership • Transformational Management • Risk Seeker • Risk Minimiser • Visionary • Internal and External Change • Incremental and Disruptive Change • Meaning of business, to include profit and not-for-profit organisations. • Markets and market opportunities. • Purpose and use of vision statements and aims.

<p>communication</p> <ul style="list-style-type: none"> • Cost flexibility reach and engagement. • PO1 Tasks. <p><u>AP1 Assessment</u></p>	<p>characteristics data</p> <ul style="list-style-type: none"> • Collect and collate message and channel options • Outline marketing communications approach • Draft communications design <p><u>AP2 Assessment</u></p>	
<p>Spring Half Term 3</p>	<p>Half Term 4</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Unit 4 Managing and Leading People</p> <ul style="list-style-type: none"> • Revision for January Exam. <p>Unit 5</p> <p>Task 6 - viability, vision and aims report template ('Viability, vision and aims') One template to complete for P4 and D2 3 Scenarios written up from each spreadsheet e.g. effect on cash flow and profit levels.(2)</p> <p>Task 7 - business proposal outline templates ('Financial Plan Key Components', 'Marketing Plan Key Components', 'Operations Plan Key Components' and 'Human Resources Plan Key Components') 4 templates to complete for P6 (1)</p> <p>Unit 8 - Marketing Communications</p> <ul style="list-style-type: none"> • Identify existing business potential • Collect and collate target market 	<p>Unit 5</p> <p>Task 7 - business proposal outline templates ('Financial Plan Key Components', 'Marketing Plan Key Components', 'Operations Plan Key Components' and 'Human Resources Plan Key Components') 4 templates to complete for P6 (2)</p> <p>Task 8 - business proposal coherence template ('Coherence') Coherence template for M5 and justification underneath for D3</p> <p>Unit 8 - Marketing Communications</p> <ul style="list-style-type: none"> • Content and cost of proposed marketing communications mix • Evaluating coherence of mix • Schedule of mix including timings, milestones and budget • Highlighting key metrics in plan and 	<ul style="list-style-type: none"> • Mind mapping business ideas: • • Products ie good or service • • Product characteristics e.g. form, function, complexity • • Target markets e.g. business or final consumer • • Target market segments e.g. budget or high end. Approaches to developing a coherent business proposal e.g. business model canvas. • • Research plans to investigate the marketing, operations, human resources and financial components of a business proposal. • • Implementing research plans to identify key findings. • • Completing a spreadsheet model of a business proposal, showing forecasted: <ul style="list-style-type: none"> • Income statement. • Marketing plan key components: • Target market customer profiles

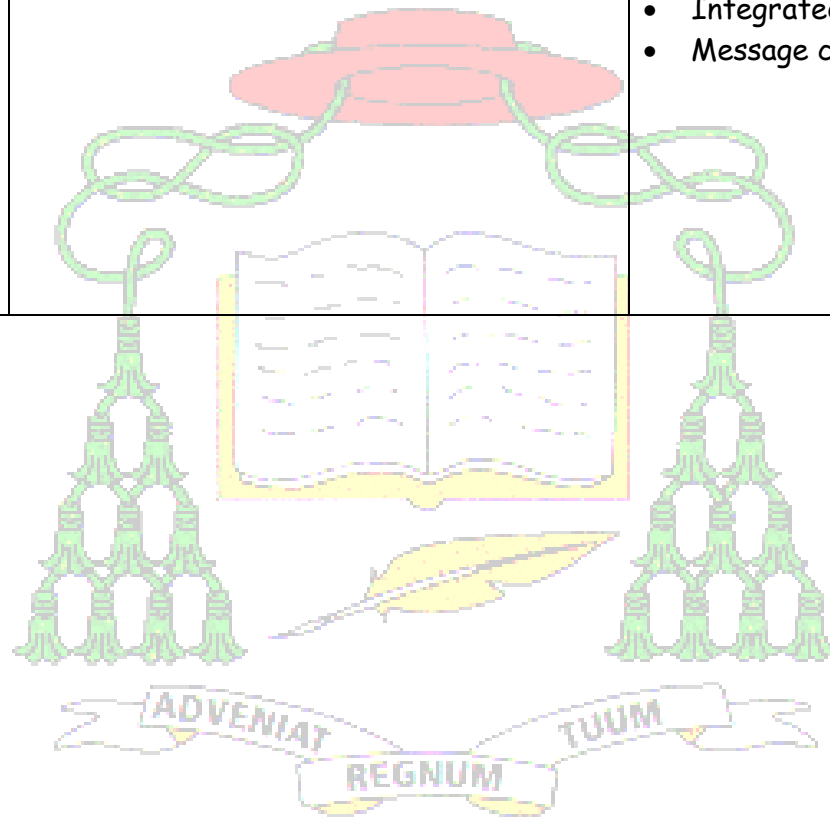
<p>characteristics data</p> <ul style="list-style-type: none"> • Collect and collate message and channel options • Outline marketing communications approach • Draft communications design 	<p>how they will be used</p> <p><i>AP3 Assessment</i></p>	<p>competitors</p> <ul style="list-style-type: none"> • Unique sales proposition • Customer value proposition • Marketing activities • Financial plan key components: • Amount of finance required • method and cost of finance • cash-flow forecast projected income statement. • Coherence of the proposal.
<p>Summer Half Term 5</p>	<p>Half Term 6</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Unit 5 Task 1 - communication templates ('Methods of Communication' and 'Executive Summary') and communications folder PowerPoint example give plus evidence from Mr Lynch's unit such as Facebook post, leaflet and feedback from teacher. P7</p> <p>Task 2 - communication materials audit template ('Communication Materials Audit') M6 rationale template one page, M6, D4 evaluation one page of presentation materials and presentation.</p> <p>Task 3 - funding provider communication, content and coherence exercise with supporting evidence Q&A from financier to complete in detail with evidence for P8,M7,D5</p>	<p>Unit 5 Task 4 - risks and responses template ('Possible risks faced by the business and responses to them') PO 4 Risks Template P9, M8</p> <p>Task 5 - achieving vision and aims template ('Factors affecting achievement of vision and aims') Factors Template p10, M9, D6 changes to business and recommendation template.</p>	<ul style="list-style-type: none"> • Influences on behaviour: • Cultural (e.g. social class and cultural identities) • Social (e.g. reference and aspirational groups, family, social roles and status) personal (e.g. age, lifecycle stage, occupation, economic circumstances and lifestyle) • psychological (e.g. hierarchy of needs, perception of self and others, beliefs and attitudes) • Decision-making processes: • Need recognition • Information search • Alternative evaluation • Purchase decision • Post-purchase behaviour • Preferred marketing communications channels • Communications content and channels used to deliver the content • Cost of producing and delivering the content • Coherent marketing communications

Unit 8 - Marketing Communications

- Possible impact of the marketing communications on the business proposal's: outline plans and coherence of mix
- Adjustments to the business proposal considering the impact of the marketing communications

mix: marketing communications
strategy existing business planning
information target market approval

- Integrated use of channels
- Message consistency



Year 13

Wider learning experiences to support

Learning Characteristics instilled in the

Career Opportunities

this subject.	curriculum	
<p>Off-site business visits</p> <p>On-site guest speakers</p> <p>Case study resource bank</p> <p>Links to employability programme</p>	<p>Confidence</p> <p>The subject allows for a significant development of general knowledge.</p> <p>Development of knowledge of current affairs including the importance of political decision making and democracy.</p> <p>Develop understanding of personal and business finance and financial decision making.</p> <p>Positive</p> <p>Development of transferable skills including interpersonal skills, communication skills, leadership and management and the importance of decision making.</p> <p>Respectful</p> <p>The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p>	<p>Business in a very interactive subject with a curriculum that encourages external business visits as well as many internal case study investigations into real world practice.</p> <p>Student's personal experience in the business world, and in part time employment /work experience is often referred to when discussing case examples.</p> <p>Guest speakers are encouraged and often add value to a topic area. An example of this is using local businesses for the coursework so the students can gather relevant information locally.</p> <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p>

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Modelling of coursework activities
- Independent learning tasks.
- Wider reading through Business review articles.

