

BTEC Business



This pack has been created in order to encourage students to be **SELF-MANAGERS** (*See Personal Learning Thinking Skills*).

Students studying the BTEC First **Diploma** in Business are expected to conduct **3 hours of homework a week**.

Students studying the BTEC First **Certificate** in Business are expected to conduct **1 ½ hours of homework a week**.

Since the BTEC course is 100% coursework it is vital that students complete, review and continue to progress with the course at home as well as in school.

On **Mondays and Fridays** students can attend work sessions from 3pm in **BG2**.

Recommended websites:

- www.bized.co.uk/
- www.businessstudiesonline.co.uk/
 - tutor2u.net/
- www.thetimes100.co.uk/

About BTEC Qualifications

BTEC courses are 100% coursework.

It is the intention of this pack to provide all students and parents with the marking criteria for each of the units of work. This will enable students to complete, improve upon and anticipate the work that is necessary to gain the relevant qualification.

Students may evidence the criteria through written reports, PowerPoint presentations or by any other method.

Students studying the BTEC First **Diploma** in Business need to complete **all 6** of the units listed.

- Unit 1 – Exploring Business Purposes
- Unit 2 – Developing Customer Relations
- Unit 3 – Investigating Financial Control
- Unit 4 – Business Communication
- Unit 5 – People in Organisations
- Unit 9 – Exploring Business Enterprise.

Students studying the BTEC First **Certificate** in Business need to complete **Unit 1 – *Exploring Business Purposes*** and then **ANY other 2 units** listed.

Checklist of Criteria Achieved

Unit 1: Exploring Business Purposes (Page 5)		
P1	M1	D1
P2	M2	
P3	M3	
P4		

Unit 2: Developing Customer Relations (page 7)		
P1	M1	D1
P2	M2	D2
P3	M3	
P4		

Unit 3: Investigating Financial Control (Page 8)		
P1	M1	D1
P2	M2	
P3		
P4		

Unit 4: Business Communication (Page 10)		
P1	M1	D1
P2	M2	D2
P3	M3	
P4		
P5		

Unit 5: People in Organisations (Page 12)		
P1	M1	D1
P2	M2	D2
P3	M3	
P4		
P5		

Unit 9: Exploring Business Enterprise (Page 12)		
P1	M1	D1
P2	M2	D2
P3	M3	
P4		
P5		

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Unit 1: Exploring Business Purposes

<i>To achieve a pass grade the evidence must show that the learner is able to:</i>	<i>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</i>	<i>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</i>
<p>P1 – Describe 4 different types of business organisations in terms of purpose, ownership, size and scale.</p>	<p>M1 – Compare and contrast the ownership, aims and objectives of 2 selected businesses.</p> <ul style="list-style-type: none"> • Eg. Local vs multinational 	<p>D1 – Evaluate how the functional areas contribute to the aims and objectives of the last 2 selected businesses.</p> <ul style="list-style-type: none"> • Discuss how well the functional areas for the 2 businesses support them in achieving their aims and objectives. • Give specific examples. • Evaluate the weaknesses of functional areas and how this has hindered the business.
<p>P2 – Describe the primary, secondary and tertiary classifications of business activities using local and national examples for each.</p>	<p>M2 – Explain areas of growth or decline in the primary, secondary and tertiary classifications of business activities.</p> <ul style="list-style-type: none"> • Consider local as well as national trends. 	
<p>P3 – Describe the purpose of setting aims and objectives for businesses.</p> <ul style="list-style-type: none"> • Define both aims and objectives. 	<p>M3 – Explain the interaction of functional areas and how they relate to each other in 2 selected businesses.</p> <ul style="list-style-type: none"> • Explain, giving examples, how they interlink and operate with each other. 	
<p>P4 – Describe the functional areas and their main purposes within business organisations.</p> <ul style="list-style-type: none"> • It is better to study a few departments in detail than briefly describe all departments. 		

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Unit 2: Developing Customer Relations

<i>To achieve a pass grade the evidence must show that the learner is able to:</i>	<i>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</i>	<i>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</i>
<p>P1 – Demonstrate 3 different types of customers and their needs and expectations.</p> <ul style="list-style-type: none"> You must consider both internal and external customers. 	<p>M1 – Display a confident approach when delivering customer service to customers.</p>	<p>D1 – Anticipate and meet the needs of at least 3 different customers in a range of situations.</p> <ul style="list-style-type: none"> This is a practical criterion.
<p>P2 – Demonstrate presentation and interpersonal skills in 3 different customer service situations.</p>	<p>M2 – Explain why presentation, interpersonal and communication skills are important to customer service.</p> <ul style="list-style-type: none"> Try and draw from your own experiences and case studies. 	<p>D2 – Analyse, using examples, how effective customer service benefits the customer, the organisation and the employee.</p> <ul style="list-style-type: none"> Give examples from your own experiences and case studies.
<p>P3 – Describe how consistent and reliable customer service contributes to customer satisfaction.</p> <ul style="list-style-type: none"> Describe how YOU provided consistent and reliable customer service in different customer service situations. Discuss how the application of codes of practice leads to customer satisfaction. 	<p>M3 – Explain how monitoring and evaluating can improve customer service for the customer, the organisation and the employee.</p>	
<p>P4 – Describe how customer service can be monitored and evaluated.</p>		

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Unit 3 : Investigating Financial Control Grading Criteria

<p align="center"><i>To achieve a merit grade the evidence must show that the learner is able to:</i></p>	<p align="center"><i>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</i></p>	<p align="center"><i>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</i></p>
<p>P1 – Describe, using examples, the importance of costs, revenue and profit for a business organisation.</p> <ul style="list-style-type: none"> ○ Describe how to calculate net profit. ○ Demonstrate this using revenues and costs (fixed and variable). 	<p>M1 – Demonstrate the impact of changing cost and revenue data on the break even point of a selected business.</p>	<p>D1 – Evaluate how cash flows and financial recording systems can contribute to managing business finances.</p> <ul style="list-style-type: none"> ○ Suggest possible courses of action to control the business’s cash flow most effectively. ○ Which elements of the cash flow forecast can be most easily manipulated? ○ Consider the implications of raising / cutting price and/or variable costs. ○ Assert a viewpoint as to the extent to which the financial controls / techniques that have been introduced contribute to the overall performance of the business.
<p>P2 – Calculate break-even using given data to show the level at which income equals expenditure.</p> <ul style="list-style-type: none"> ○ Produce a break-even chart. ○ Annotate this explaining the break even point, profit, loss and margin of safety. 	<p>M2 – Analyse the implications of regular and irregular cash inflows and outflows for a business organisation.</p> <ul style="list-style-type: none"> ○ Explain the impact that poor or negative cash flow can have on a business. ○ Explain why profitable business could easily go bankrupt because of cash flow problems. ○ Use a numerical example with explanation. 	
<p>P3 – Prepare an annual cash flow forecast using monthly data.</p> <ul style="list-style-type: none"> ○ There should be periods where outflows exceed inflows. 		
<p>P4 – Describe simple ways of recording financial transactions and preventing fraud in a business organisation.</p> <ul style="list-style-type: none"> ○ Focus on the effectiveness and security of the methods used. 		

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Unit 4: Business Communication

<i>To achieve a pass grade the evidence must show that the learner is able to:</i>	<i>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</i>	<i>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</i>
<p>P1 – Describe, using examples, the purpose of business communications in 4 different business contexts.</p> <ul style="list-style-type: none"> • Consider the business environment from which the communication is drawn. • 	<p>M1 – Explain how oral communications can be used in business situations.</p> <ul style="list-style-type: none"> • Give examples from your own experiences. 	<p>D1 – Analyse the effectiveness of oral and written communications in a given business context.</p> <ul style="list-style-type: none"> • Support your answer with examples.
<p>P2 – Respond to oral instructions conveying a series of routine business tasks.</p> <ul style="list-style-type: none"> • These must be carried out to the specified standard and on time. 	<p>M2 – Give reasons for selecting appropriate documents and layouts for business purposes.</p>	<p>D2 – Evaluate the importance of effective interpersonal and non-verbal communication skills in a given business context.</p>
<p>P3 – Make an individual contribution to a group discussion relating business tasks and record the outcomes of the discussion.</p> <ul style="list-style-type: none"> • You must evidence that you can work in a group as well as follow one-to-one oral instructions. • Evidence may be by audio / video but must be supported by witness statement / written evaluations. 	<p>M3 – Explain the interpersonal and non-verbal communication skills used to support effective communication.</p> <ul style="list-style-type: none"> • Give examples from your own experiences. 	
<p>P4 – Produce 3 documents of different types to support straightforward business tasks.</p>		
<p>P5 – Demonstrate interpersonal and non-verbal communication skills when demonstrating business communications.</p>		

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Unit 5: People in Organisations

<i>To achieve a pass grade the evidence must show that the learner is able to:</i>	<i>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</i>	<i>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</i>
<p>P1 – Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice.</p> <ul style="list-style-type: none"> • Prepare a personal audit. • Prepare a curriculum vitae (CV) • Identify possible job and career opportunities. Assemble a collection of potential jobs. 	<p>M1 – Explain the importance of terms and conditions of employment.</p> <ul style="list-style-type: none"> • Explain why these are important for employers and employees. • Give examples. 	<p>D1 – Analyse, using examples, the implications of terms and conditions of employment.</p> <ul style="list-style-type: none"> • For employers and employees. • Use examples to illustrate your work.
<p>P2 – Complete an application for a selected job opportunity.</p> <ul style="list-style-type: none"> • Collect application forms, job specifications and person specifications • Write a letter of application. 	<p>M2 – Compare and contrast the organisational structures and job roles within two business organisations.</p>	<p>D2 – Evaluate how personal attributes and team working contribute to working practices.</p>
<p>P3 – Describe the terms and conditions of employment in a selected organisation.</p> <ul style="list-style-type: none"> • Identify key pieces of employment legislation that affects employers and employees. • Describe the main features of the legislation and its likely affect on employees. 	<p>M3 – Explain the importance of team working and personal attributes within 2 business organisations.</p>	
<p>P4 – Describe how working practices are developed.</p> <ul style="list-style-type: none"> • Comment on how an organisation has developed its organisational structure. • Discuss the range of jobs within the organisation. • Assess the contribution made by individual personal attributes and team working. • Give examples to support your answer. 		
<p>P5 – Produce a career development plan using performance reviews.</p> <ul style="list-style-type: none"> • Consider an employee’s contribution to the work of an organisation using relevant mechanisms. • Apply the review of your own performance. • Identify the types of evidence that could be presented at a probationary review or an appraisal review. • Identify the outcomes of such reviews. • Put together a personal development plan. 		

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Unit 9 : Exploring Business Enterprise Grading Criteria

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 – Describe how knowledge of personal strengths and weaknesses can be applied to preparing for and contributing to a business.</p> <ul style="list-style-type: none"> • From the perspective of a prospective business owner. 	<p>M1 – Explain, using examples, the benefits of running a business.</p>	<p>D1 – Evaluate the issues that need to be considered when starting and running a business.</p> <ul style="list-style-type: none"> • Clearly highlight the strengths and weaknesses with a rationale for each.
<p>P2 – Describe how regulations and laws for small businesses can affect preparation for business.</p> <ul style="list-style-type: none"> • Link this to your business idea. • This business idea should be realistic. 	<p>M2 – Analyse the different aspects that will affect preparation for business.</p> <ul style="list-style-type: none"> • Regulations and laws for small businesses. • Marketing and sales. • Financial issues. 	<p>D2 – Make and justify recommendations for starting a business.</p> <ul style="list-style-type: none"> • You need to appreciate that the outcome may be a recommendation not to proceed – so long as this is justified. • Any recommendation should be justified and supported with evidence.
<p>P3 – Describe how small businesses prepare to market and sell products or services.</p> <ul style="list-style-type: none"> • Link this to your business idea. 	<p>M3 – Explain the components of a business plan and the reasons for preparing one.</p> <ul style="list-style-type: none"> • Use examples to support your answer. • Explain the purpose of each component. • Explain why business plans are prepared. • A rough guide to business start-up and development. • Evaluate the plan and make any necessary adjustments. 	
<p>P4 – Describe the financial issues that can affect preparation for business.</p> <ul style="list-style-type: none"> • Link this to your business idea. 		
<p>P5 – Outline the contents of a business plan when starting and running a business.</p> <ul style="list-style-type: none"> • Create a business plan with a brief for each heading. 		
<p>P6 – Describe the sources of advice and support available when preparing for business.</p>		