

Year 12 LIBF Level 3 Certificate in Financial Studies



Links to literacy

We develop literacy through reading and writing and through exposure to a wide variety of case studies. We encourage discussion of case studies and ideas through the use of versatile vocabulary. In this course, students learn key vocabulary in business studies and expected to use them exam.

AUTUMN – 2

Unit Name: Unit 1 –Financial Capability for the immediate and Short term

In this unit students will be able learn what areas to consider to establish Financial Capability for the immediate and short term. They will learn topics on:

- Borrowing Products, Providers, Consumer Protection, Budgets and forecasts, Dealing with unexpected events, Dealing with Debt and Earnings.
- **End of topic exams and revision will take place.**

Students are also prepared for their Unit 1 exam. Case study will be released in November for Unit 1

SPRING – 2

Unit Name: Unit 2 –Financial Capability for the Medium and Long term

In this part of Unit 2, students will develop understanding on Financial planning and informed choices, dealing with unforeseen events, ethics and sustainability as well as sources of information and advise and making an informed choice.

End of topic exams and revision will take place.

SUMMER 1:

Unit Name: Unit 2 –Financial Capability for the Medium and Long term

Students will go through pre released case-study for their exam. They will also learn key concepts for Financial data information, and financial services products and services as well as financial sustainability and ethics to enhance financial literacy.

1

AUTUMN - 1

Unit Name: Unit 1 –Financial Capability for the immediate and Short term

In this unit students will be able to analyse financial data and information and financial services products and services. They will also develop an understanding of the concept of financial sustainability and ethics to enhance financial literacy. They will learn:

- Purpose of money
- The personal Lifecycle
- Payment methods
- Everyday Banking
- Saving Products

End of topic exams and revision will take place.

4

Subject Intent statement

We want all our students to continue to develop a deep passion and enthusiasm for Business and continue to acquire deep knowledge of the subject and reach maximum academic potential. We would also like our students to develop numeracy, literacy and oracy through the business curriculum and continue to guide them to develop a sense of direction for their future life. Above all, we want them to become confident Leaders, Excel in themselves, Aspire to be the best, Achieve outstandingly and to Nurture their talents (**LEARN**).

3

SPRING – 1

Unit Name: Unit 2 –Financial Capability for the Medium and Long term

In this part of Unit 2, student will learn the differences between Needs, Wants and Aspirations, Savings & Investment Products, Borrowing Products, Dealing with long term risks and financial planning. Students build understanding of an individual's financial needs through the various life stages and the influences of values, needs and aspirations on financial decision making.

End of topic exams and revision will take place.



Links to Numeracy

In Business studies, we have finance related topics where students are required to use their maths skills and explore how maths is used in finance .

6

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SUMMER – 2

Consolidating understanding and retaining knowledge of Unit 1 and Unit 2 by group work/ collaboration research skills and recognising real world impact on life as a consumer and future employee.

Year 13 LIBF Level 3 Diploma in Financial Studies Curriculum Road Map

ABC Links to literacy
 We develop literacy through reading and writing and through exposure to a wide variety of case studies in each unit. We encourage discussion case studies and ideas through the use of versatile vocabulary.

AUTUMN – 2: UNIT 3 -Sustainability of an Individual’s Finance
 Students will start Unit 3 in this Diploma level of their study. They will learn topics:

- Monitoring and adapting personal financial problems
- Good debt, bad debt
- The impact of global events and ethics
- The impact of recent changes.

End of topic exams and revision will take place.

SPRING – 2- UNIT 4- Sustainability of the Financial Services System
 Students will start Unit 4 and learn below topics before their exam in next term:

- External influences on the financial services providers and their products
- The impact of change and uncertainty on financial products
- Marketing materials and their effectiveness
- Attracting, retaining and satisfying customers
- Market segmentation and product development

End of topic exams and revision will take place.

SUMMER – 2-UNIT 4- Sustainability of the Financial Services System
 Review of Pre-released case study for Unit 3 and Unit 4 as students can retake the exam for their Unit 3.

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1

AUTUMN – UNIT 3-1: Sustainability of an Individual Finance
 Students will start Unit 3 in this Diploma level of their study. They will learn topics:

- Personal Financial Sustainability
- How the state can help
- The impact of external factors

End of topic exams and revision will take place.

3

SPRING – 1- UNIT 4- Sustainability of the Financial Services System
 Students will learn following topics:

- The financial system
- Competition in the financial services sector
- Sustainability in the financial services sector
- The impact of the media on the sustainability of the financial services industry.

End of topic exams and revision will take place.

5

SUMMER – 1
 Students will go through pre released case-study for their exam. They will also learn key concepts for:
 Financial data information, and financial services products and services as well as financial sustainability and ethics to enhance financial literacy

123 Links to Numeracy
 In Business studies, we have finance related topics where students are required to use their maths skills and explore how maths is used in finance .

6

Links to literac

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AUTUMN - 2

Topic name: **Business in the real world**

In this unit, we find out about our local firms, who they are, what they sell, why are they located where they are and create a 'Budeopoly' game based on this research.

2

SPRING - 2

Topic name: **Influences on Business**

The desire to be seen as green is becoming increasingly important but to what extent are businesses really trying to be environmentally friendly? Is it just about plastic? Are we more concerned by price than environmentally friendly products? What is 'Green Washing'? E.g. the government ban plastic straws but still subsidise the fossil fuel industry. Coca Cola encourages recycling but has been accused of draining Indian village's water supplies

4

SUMMER 1:

Topic name: **Human Resources**

In this unit we look at how businesses recruit workers and how this might vary depending on the business and the position. Students are encouraged to complete a recruitment project where students create a set of recruitment documents and take part in shortlisting activities. We investigate different motivation methods used by businesses to keep their workers happy. We consider why it is important to have happy workers and how this benefits the business as well as the worker

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3

AUTUMN - 1

Topic name: **Business in the real world**

This unit is introduction to businesses and the basics of what they do. Students are introduced to some famous entrepreneurs and learn about their skills and how they run their enterprise. We look at where business ideas come from and what makes some a success whilst many others fail.

SPRING - 1

Topic name: **Influences on Business**

There are lots of external factors that have an impact on businesses, how they operate, decisions they make and essentially what products they bring to market. In this topic we look at how the economy, technology, legislation, competition, globalisation and ethics and the environment affects businesses.

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SUMMER - 2

Topic Name: **Business Operations:**

Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

123

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Links to literacy

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AUTUMN – 2 Topic name: Marketing

Why study this topic?

We explore why marketing is so important and the different approaches businesses choose to take. We learn about how customers and their needs are identified, how businesses carry out research and what marketing mix (4P's) they choose to use. We make lots of use of real examples to identify the power of branding, USP's and sponsorship.

2

SPRING – 2

Topic name: Finance

Topic name: Finance

Why study this topic?

Finally we study finance. In this module students are introduced to sources of finance and are helped to analyse when different finances might be suitable. Students are also introduced to some accounting models of income statements, statements of financial position, cash flow and break even..

4

SUMMER - 2

Topic name: Finance

Why study this topic?

Students have the opportunity to create and populate these documents and to hone their numeracy skills in this module with a number of simple calculations. Students are encouraged to use financial documents to make judgements on a business performance and suggestions for future improvements that are appropriate to a specific situation.

6

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3

Topic name: Marketing

Why study this topic?

We study product innovations and updates, the rise of e and m commerce, the psychology of pricing decisions and the role competition (or lack of) plays in these marketing decisions. There will have been countless marketing decisions made to try and influence our buying behaviour. Businesses spend a fortune on marketing; Coca Cola spend an average of \$3.8 billion on global advertising, Nike \$3.75 billion.

5

AUTUMN - 1

Topic name: Human Resources

We look into case studies on Amazon, Facebook and Google as well as some smaller and local firms to see how they motivate their workers and ask ourselves whether these methods are successful. Does motivation matter more in some industries/jobs than others? Why? Is the desire for happy workers becoming outweighed by the desire for cheap workers? Finally we look into training methods and compare these to make judgements on suitability of various training options for specific firms.

SUMMER - 1

Topic name: Revision term

This term will help students to focus exam style questions and go over topics and make sure they are fully prepared for their GCSE exam.



Links to Numeracy

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Year 12 BTEC National Diploma in Business Studies Curriculum Road Map



Links to literacy

We develop literacy through reading and writing and through exposure to a wide variety of case studies. We encourage discussion of case studies and ideas through the use of versatile vocabulary. In this course, students learn key vocabulary in business studies and expected to use them in their coursework as well as in exam.

AUTUMN – 2

Unit Name: Unit 6- Principles of Management (exam- externally assessed)

Students will demonstrate knowledge and understanding of management and leadership concepts, key terms, functions and theories.

Unit Name: Unit 14 –Investigating Customer Service (coursework unit, internally assessed)

Students will evaluate the importance for a selected business of providing excellent customer service and adhering to relevant current legislation and regulations.

SPRING - 2

Unit Name: Unit 6- Principles of Management (exam- externally assessed)

Students will be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments.

Unit Name: Unit 14 –Investigating Customer Service (coursework unit, internally assessed)

Students will evaluate the benefits of improvements to customer service performance for the business, the customer and the employee. .

SUMMER 1:

Unit Name: Unit 6- Principles of Management (exam- externally assessed)

Students will practise past exam papers to prepare themselves for their exam as well as report structure.

Unit Name: Unit 14 –Investigating Customer Service (coursework unit, internally assessed)

Students will demonstrate customer service in different situations, using appropriate behaviours to meet expectations.

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AUTUMN - 1

Unit Name: Unit 6- Principles of Management (exam- externally assessed)

Students will demonstrate knowledge and understanding of management and leadership principles.

Unit Name: Unit 14 –Investigating Customer Service (coursework unit, internally assessed)

Students will explore how effective customer service contributes to business success.

SPRING – 1

Unit Name: Unit 6- Principles of Management (exam- externally assessed)

Students will analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context.

Unit Name: Unit 14 –Investigating Customer Service (coursework unit, internally assessed)

Students will investigate the methods used to improve customer service in business.

SUMMER - 2

Unit Name: Unit 6- Principles of Management (exam- externally assessed)

Students will practise past exam papers to prepare themselves for their exam.

Unit Name: Unit 14 –Investigating Customer Service (coursework unit, internally assessed)

Students will demonstrate initiative in making high- quality justified recommendations to develop own communication and interpersonal skills to meet customer needs.



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Year 13 BTEC National Diploma in Business Studies Curriculum Road Map



Links to literacy

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AUTUMN – 2

Unit Name: Unit 4- Managing an event (coursework unit- internally assessed)

Students will investigate the feasibility of a proposed event.

Unit Name: Unit 5 – International Business(coursework unit, internally assessed)

Students will analyse the support that is available to contrasting businesses that operate internationally and evaluate the impact of globalisation on a business.

2

SPRING – 2

Unit Name: Unit 4- Managing an event (coursework unit- internally assessed)

Students will stage and manage a business or social enterprise event.

Unit Name: Unit 5 – International Business(coursework unit, internally assessed)

Students will explore the role of trading blocs on international trade and analyse the barriers of operation internationally for two contrasting businesses.

4

SUMMER - 2

Unit Name: Unit 4- Managing an event (coursework unit- internally assessed)

Students will justify how won contribution has contributed to a successful outcome of the event by demonstration of outstanding management skills Throughout the arranging and staging of an event.

Unit Name: Unit 5 – International Business(coursework unit internally assessed)

Students will examine the strategic and operational approaches to developing international trade.

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3

SPRING – 1

Unit Name: Unit 4- Managing an event (coursework unit- internally assessed)

Students will develop a detailed plan for a business or social enterprise event.

Unit Name: Unit 5 – International Business(coursework unit, internally assessed)

Students will investigate the international economic environment in which business operate by explaining the main features of globalisation that affect two contrasting businesses.

5

AUTUMN - 1

Unit Name: Unit 4- Managing an event (coursework unit- internally assessed)

Students will explore the role of an event organiser.

Unit Name: Unit 5 – International Business(coursework unit, internally assessed)

Students will explore the international context for business operations by explaining why two businesses operate in contrasting international markets.



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SUMMER - 1

Unit Name: Unit 4- Managing an event (coursework unit- internally assessed)

Students will reflect on the running of the event and evaluate own skills development.

Unit Name: Unit 5 – International Business(coursework unit, internally assessed)

Students investigate the external factors that influence international businesses by looking at how business support systems enable a selected business to trade internationally and investigate the cultural factors that influence international businesses.



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AUTUMN – 2

Unit Name: Unit 1 –Exploring Business (coursework- Internally assessed)

Students will investigate how businesses are organised by looking at organisation structures, aims and objectives of two contrasting businesses.

Unit Name: Unit 2 –Developing a Marketing Campaign (exam unit, externally assessed)

Students will analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaign

SPRING - 2

Unit Name: Unit 1 –Exploring Business (coursework- Internally assessed)

Students will examine business markets and explore how market structure and influences on supply and demand affect the pricing and output decisions for a given business as well as assess how a given business has responded to changes in the market.

Unit Name: Unit 2 –Developing a Marketing Campaign (exam unit, externally assessed)

Students will evaluate evidence to make informed judgements about how marketing campaign should be planned, developed and adapted in light of changing circumstances.

SUMMER 1:

Unit Name: Unit 1 –Exploring Business (coursework- Internally assessed)

Students will investigate the role and contribution of innovation and enterprise has been for a given business. They will explore how innovation and enterprise contribute to the success of a business then analyse how successful the use of innovation and enterprise has been for a given business.

Unit Name: Unit 2 –Developing a Marketing Campaign (exam unit, externally assessed)

Students will be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments.

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3

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AUTUMN - 1

Unit Name: Unit 1 –Exploring Business (coursework- Internally assessed)

This unit is introductory unit, learners will explore the features of different businesses and analyse what makes them successful. Students will also assess the relationship and communication with stakeholders of two contrasting businesses using independent research.

Unit Name: Unit 2 –Developing a Marketing Campaign (exam unit, externally assessed)

Students will gain an understanding of how a marketing campaign is developed. They will explore different stages of the process that a business goes through when developing its campaign.

SPRING – 1

Unit Name: Unit 1 –Exploring Business (coursework- Internally assessed)

Students will examine the environment in which business operate. They will evaluate the extent to which business environment affects a given business, using a variety of situational analysis techniques.

Unit Name: Unit 2 –Developing a Marketing Campaign (exam unit, externally assessed)

Students will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake.



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SUMMER - 2

Unit Name: Unit 1 –Exploring Business (coursework- Internally assessed)

Students will justify the use of innovation and enterprise for a business in relation to its changing market and environment.

Unit Name: Unit 2 –Developing a Marketing Campaign (exam unit, externally assessed)

Students will be given past exam paper to practise of develop a marketing campaign for a given business to practise for their actual exam report writing.



Links to literacy

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AUTUMN – 2

Unit Name: Unit 3- Personal and Business Finance (exam- externally assessed

Students will apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios and exam practise.

2

SPRING – 2

Unit Name: Unit 8 – Recruitment and Selection(coursework- internally assessed

Students will examine how effective recruitment and selection contribute to business success. They will also explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law. They will then evaluate the recruitment processes used and how they contribute to the success of the selected business.

4

SUMMER - 2

Unit Name: Unit 8 – Recruitment and Selection(coursework internally assessed

Students will reflect on the recruitment and selection process and your individual performance. They need to complete SWOT analysis for the performance in the interviewing activities, They need to analyse the results of the process and how your skills development will contribute to their future success at last, students will evaluate how well the recruitment and selection process complied with best practice drawing reasoned conclusions as how it will support their future career.

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3

SPRING – 1

Unit Name: Unit 3- Personal and Business Finance (exam- externally assessed

Students will analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context and Students will evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance and start practising their exam and exam exam practise.

5

AUTUMN - 1

Unit Name: Unit 3- Personal and Business Finance (exam- externally assessed

Students will demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories and exam practise.

SUMMER - 1

Unit Name: Unit 8 – Recruitment and Selection(coursework- internally assessed

Students will undertake a recruitment activity to demonstrate the processes leading to a successful job offer. There also be a role play where student are expected to act as a interviewer and interviewee for a chosen job role. They then evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer.



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