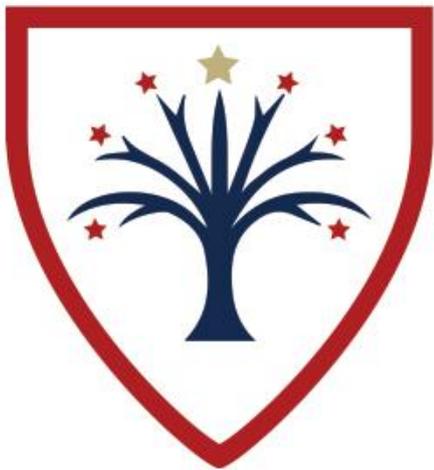


# ***BTEC***

National Level 3: Business Double Award

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Student Handbook



**Studio**  
**@Deyes**

## Welcome to Level 3 BTEC Business:

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The Studio@Deyes is committed to providing a supportive environment where all students can seek guidance and assistance, feel secure and know they can achieve.

Within the course you will complete 12 units totalling 120 credits, all of which are graded Pass, Merit and Distinction. Many of the unit tasks are a mixture of these grades. You will be provided with appropriate resources and facilities throughout the course.

All students are encouraged to become independent learners being capable to organise your time effectively to enable you to become more self-motivated and a respectful and responsible citizen.

You will be provided with an effective recording and assessment process which will help both yourself and your teacher monitor your progress. All your work will be internally assessed, however all decisions are subject to verification by moderation and could be called for external assessment and moderation. Therefore the grade is only certain when certificated at the end of the second year of study.

Support for any special needs of individual students is also available, if you have any issues or concerns do not hesitate to talk to Mrs Sharkey or Miss Donegan.

Within the Business Department we are committed to helping you realise your true working potential in a professional and friendly manner.

## Student code of conduct:

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- Must be punctual.
- Must carry the expected folders and equipment.
- Must treat staff and fellow students with respect.
- Must respect the Studio and the local community.
- Must meet all deadlines.
- Must leave the learning area tidy.
- Must strive to achieve full attendance.
- Must complete and sign any required documents.
- Must submit all completed coursework in the correct format at the correct time, with an appropriate signed cover sheet.
- Must be respectful of others and themselves at all times, respecting opinions different to their own.
- NO SECOND SUBMISSIONS OF CONTROLLED ASSESSMENT ARE ALLOWED AND SO YOU MUST TRY YOUR BEST FIRST TIME, EVERYTIME!!!!

### **DO NOT DISGUARD PREVIOUS THEORY WORK, MODELS OR MAPS.**

Within the course we will discuss many sensitive and political issues, as a result respect is a vital part of the course and your learning experience. At no point will any negative or disrespectful comments or behaviour be acceptable within the Studio. It is paramount that you adhere to the code of conduct and be a respectful individual as a result, you will grow and develop both academically and socially and become more aware of worldwide and community issues.

## Assessment and Unit Structure

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To achieve the National Diploma (Double Award), you must complete four mandatory and eight preselected optional units that provide a combined total of 120 credits. This will be structured with 6 units to be completed in the first year and a further 6 completed in the second year.

### **Mandatory units to be covered in Year 12:**

#### Unit 1: The Business Environment. (10 credits)

##### **Learning Objectives**

- Know the range of different business ownership
- Understand how businesses are organised to achieve their purpose
- Know the impact of the economic environment on business
- Know how political, legal and social factors impact on business

#### Unit 2: Business resources (10 credits)

##### **Learning Objectives**

- Know how human resources are managed
- Know the purpose of managing physical and technological resources
- Know how to access sources of finance
- Be able to interpret financial statements

#### Unit 3: Introduction to Marketing (10 credits)

##### **Learning Objectives**

- Know the role of marketing in organisations
- Be able to use marketing research and marketing planning
- Understand how and why customer groups are targeted
- Be able to develop a coherent marketing mix.

#### Unit 4: Business Communication (10 credits)

##### **Learning Objectives**

- Understand different types of business information
- Be able to present business information effectively
- Understand the issues and constraints in relation to the use of business information in organisations
- Know how to communicate business information using appropriate methods

## **Preselected Optional Units for Year 12: (These have been chosen by the subject leader)**

### **Unit 13: Recruitment and Selection in Business (10 credits)**

#### **Learning Objectives**

Know the processes involved in recruitment planning

Understand the implications of the regulatory framework for the process of recruitment and selection

Be able to prepare documentation involved in the selection and recruitment process

Be able to participate in a selection interview

### **Unit 27: Understanding Health & Safety in the Business Workplace (10 credits)**

#### **Learning Objectives**

Understand how health and safety legislation and regulations affect a business working environment

Know the requirements for healthy, safe and productive working conditions

Understand the role and responsibilities of key personnel

Be able to assess and manage risk.

**A further 6 units will then be studied in Year 13. It is the intention to allow students to select units for study in Year 13, although this is dependent upon the ability and attitude to learning of individual students.**

## The Assessment Criteria

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For each unit you are expected to carry out a range of tasks that will be put together to form the unit assignment. The assignments are designed to cover all the assessment criteria so all students have the opportunity to gain a distinction. At the start of each unit you will be provided with an assignment brief and cover sheets for each of the tasks in the unit. These will tell you what you need to cover to complete the unit and will ensure you are able to provide the necessary authentication and is where feedback from your assessor will be given. These booklets must be kept with your folders at all times.

To achieve a pass for each unit you must complete **ALL** the pass criteria.

To achieve a merit for each unit you must complete **ALL** the pass and merit criteria.

To achieve a distinction for each unit you must complete **ALL** the pass, merit and distinction criteria.

**If you do not cover all the pass criteria the unit is graded a U or unclassified.**

## Explanation of key terms to assist with assignments

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### Achieving a Pass

<b>Complete</b>	Complete a form, diagram or drawing.
<b>Demonstrate</b>	Show that you can do a particular activity.
<b>Describe</b>	Give a clear, straightforward description which includes all the main points.
<b>Identify</b>	Give all the basic facts which relate to a certain topic.
<b>List</b>	Write a list of the main items (not sentences).
<b>Name</b>	State the proper terms related to a drawing or diagram.
<b>Outline</b>	Give all the main points, but without going into too much detail.
<b>State</b>	Point out or list the main features.

### Achieving a Merit

<b>Analyse...</b>	Identify the factors that apply, and state how these are linked and how each of them relates to the topic.
<b>Comment on...</b>	Give your own opinions or views.
<b>Compare/Contrast</b>	Identify the main factors relating to two or more items and point out the similarities and differences.
<b>Competently use</b>	Take full account of information and feedback you have obtained to review or improve an activity.
<b>Demonstrate</b>	Prove you can carry out a more complex activity.
<b>Describe</b>	Give a full description including details of all the relevant features.
<b>Explain</b>	Give logical reasons to support your views.
<b>Justify</b>	Give reasons for the points you are making so that the reader knows what you are thinking.
<b>Suggest</b>	Give your own ideas or thoughts

## Achieving a Distinction

<b>Analyse...</b>	Identify several relevant factors, show how they are linked, and explain the importance of each.
<b>Compare/Contrast</b>	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases say which is best and why.
<b>Demonstrate</b>	Prove that you can carry out a complex activity taking into account information you have obtained or received to adapt your original ideas.
<b>Describe</b>	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly.
<b>Evaluate</b>	Bring together all your information and make a judgement on the importance or success of something.
<b>Explain</b>	Provide full details and reasons to support the arguments
<b>Justify</b>	Give full reasons or evidence to support your opinion.
<b>Recommend</b>	Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.

## Explanation of formats you may be asked to produce

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Report	<ul style="list-style-type: none"><li>• This is a detailed document, produced on Word.</li><li>• This should include full sentences, a task header and topic headings.</li><li>• It is unlikely this will include images, unless stated in the task.</li><li>• Your name should be in the header and page numbers in the footer.</li></ul>
Presentation	<ul style="list-style-type: none"><li>• This is a detailed document, produced on Powerpoint.</li><li>• This may include full sentences, or may include bullet points on slides with full script notes in the notes section beneath.</li><li>• This will include images, colour and may where necessary be animated.</li><li>• Your name should be in the front cover.</li></ul>
Handbook	<ul style="list-style-type: none"><li>• This is a detailed document, produced on Publisher or Word.</li><li>• This should include full sentences, although where appropriate may include bulleted lists and overview explanations.</li><li>• It is likely this will include images and may be coloured, where appropriate.</li><li>• Your name should be in the header and page numbers in the footer.</li><li>• A contents page and cover sheet should also be provided.</li></ul>
Leaflet	<ul style="list-style-type: none"><li>• This is a detailed document, produced on Publisher or Word.</li><li>• This should include full sentences, although where appropriate may include bulleted lists and overview explanations.</li><li>• It is likely this will include images and will be coloured.</li><li>• Your name should be on the front cover.</li></ul>
Email/Memo	<ul style="list-style-type: none"><li>• This is a detailed document, produced on Word, to look like an email.</li><li>• Your name, the recipient's name and the subject should form the header of the email.</li><li>• This should include full sentences, although where appropriate may include bulleted lists and overview explanations.</li><li>• It is unlikely this will include images, unless stated in the task.</li></ul>

Article	<ul style="list-style-type: none"><li>• This is a detailed document, produced on Publisher or Word.</li><li>• This should include full sentences, although where appropriate may include bulleted lists and overview explanations.</li><li>• It is likely this will include images and will be coloured.</li><li>• This should include a task header and individual topic headings.</li><li>• It may be appropriate to have this document laid out in columns, with bold sections to draw the attention of the reader.</li><li>• Your name should be in the header and page numbers in the footer.</li></ul>
Poster	<ul style="list-style-type: none"><li>• This is an informal document, produced on Publisher or Word.</li><li>• This may include full sentences, although where appropriate detail is given bullet points and overall explanations may be included.</li><li>• It is likely this will include images and will be coloured.</li><li>• Your name should be in the header.</li></ul>

## Explanation of Lesson Structure and Sequence

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### Theory

#### **“What to Include”**

To explain all necessary information and theory required for the topic area.

Lesson to include activities, tasks and research.

(This may be 1 or a number of continuous lessons, to ensure all necessary theory have been covered.)

**All theory notes are to be recorded in your Class Book.**



### Skills & Mapping

#### **“How to complete it”**

To enable you to gain and build on your skills in completing assignment work, to ensure you are able to work at the highest level.

Lesson to include activities, tasks and research.

(This may be a full or part lesson, depending on the nature of the assignment and point in the course)

**All skills activities and assignment maps are to be stored in your folder.**

These will then be marked and feedback given as you how you improve your work to meet the criteria in your controlled assessment



### Controlled Assessment

#### **“Your Time to Complete”**

To allow you time to complete your assignment, using your theory learned, skills gained and map created, working to the highest level to achieve your target grade and above.

Lesson to be in a controlled environment.

(This may be a full or part lesson, depending on the nature of the assignment)

**All assignments are to be completed individually, include your name, printed and handed to your teacher with a signed a cover sheet and all sources of information referenced.**

Once marked your feedback will be provided to you and the tracker updated.

**Your completed assignments will then be stored in your ‘Final Folder’**

The structure of lessons will then restart looking at the next topic of theory.