

# Long Term Plan GCSE Business Y11

Pearson Edexcel Level 1/Level 2 GCSE in Business  
QN 603/0121/1, Subject code IBSO, Paper code IBSO/02

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Topic 1.5 Understanding external influences on business	<p><b>1.5.1 Business stakeholders</b> <b>Who business stakeholders are and their different objectives:</b></p> <ul style="list-style-type: none"> <li>shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government.</li> </ul> <p><b>Stakeholders and businesses:</b></p> <ul style="list-style-type: none"> <li>how stakeholders are affected by business activity</li> <li>how stakeholders impact business activity</li> <li>possible conflicts between stakeholder groups.</li> </ul> <p><b>1.5.2 Technology and business</b> <b>Different types of technology used by business:</b></p> <ul style="list-style-type: none"> <li>e-commerce</li> <li>social media</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students understand their role as a stakeholder.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will</p>	<p>Students may confuse stakeholders with shareholders.</p> <p>Students may not understand and express conflicts (points of view) of stakeholders</p> <p>Students may struggle with calculations.</p> <p>Students may not be able to explain the implications on business of an increase/decrease in exchange rates.</p>	Technology and working - links to KS3 CS	<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, A2 Stakeholders and their influence</p> <p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which businesses operate</p>	<p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Develop resilience and independence.</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p>	<p>M1 Developing and expressing personal views or values Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>S3 Understanding how communities and societies function Pupils' interest in, and understanding of, the way communities and societies function at a</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to</p>	<p>Talk from HR/Person responsible for H&amp;S</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills, make this explicit to students.</p> <p>Using</p>

		<ul style="list-style-type: none"> <li>• digital communication</li> <li>• payment systems.</li> </ul> <p><b>How technology influences business activity in terms of:</b></p> <ul style="list-style-type: none"> <li>• sales</li> <li>• costs</li> <li>• marketing mix</li> </ul> <p><b>1.5.3 Legislation and business</b>  <b>The purpose of legislation:</b></p> <ul style="list-style-type: none"> <li>• principles of consumer law: quality and consumer rights</li> <li>• principles of employment law: recruitment, pay, discrimination and health and safety.</li> </ul> <p><b>The impact of legislation on businesses:</b></p> <ul style="list-style-type: none"> <li>• cost</li> <li>• consequences of meeting and not meeting these obligations</li> </ul> <p><b>1.5.4 The economy and business</b>  <b>The impact of the economic climate on businesses:</b></p> <ul style="list-style-type: none"> <li>• unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates</li> </ul> <p><b>1.5.5 External</b></p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p>	<p>be able to apply their knowledge to real world news.</p>	<p>(SPICED). The same for interest rates.</p>				<p>variety of levels</p> <p><b>Individual liberty</b>  :Students learn about businesses and individuals paying taxes, how they contribute to society and role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.</p> <p>Students will learn about their rights as consumers</p>	<p>'real life' examples</p> <p>How different ways of working have changed over time. Why?</p> <p>Students will have an understanding of discrimination legislation.</p>	<p>business case studies</p> <p>Use of LMI data. How does this topic impact on this?</p>
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		<p><b>influences</b>  <b>The importance of external influences on business:</b></p> <ul style="list-style-type: none"> <li>possible responses by the business to changes in: technology, legislation, the economic climate.</li> </ul>							<p>M3 Moral codes and models of moral virtues  Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>Mutual respect and tolerance:  Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing.</p> <p>They will have an understanding of a diverse market for products which leads to diversification. Also, students will have an</p>		
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									understandin g of discriminatio n legislation.		
HT2	Topic 1.3 Putting a business idea into practice	<p><b>1.3.1 Business aims and objectives</b> <b>Business aims and objectives when starting up:</b></p> <ul style="list-style-type: none"> <li>financial aims and objectives: survival, profit, sales, market share, financial security</li> <li>non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.</li> </ul> <p>Why aims and objectives differ between businesses.</p> <p><b>1.3.2 Business revenues, costs and profits</b> <b>The concept and calculation of:</b></p> <ul style="list-style-type: none"> <li>revenue</li> <li>fixed and variable costs</li> <li>total costs</li> <li>profit and loss</li> <li>interest</li> <li>break even level of output</li> <li>margin of safety.</li> </ul> <p><b>Interpretation of break even diagrams:</b></p> <ul style="list-style-type: none"> <li>the impact of changes in revenue and costs</li> <li>break even level of output</li> <li>margin of safety •</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p> <p>Application of quantitative skills</p> <p>Calculations in a business context,</p> <p>Interpretation and use of</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be able to understand how business aims and objectives impact on the prices they have to pay for goods and services.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>	<p>Application of calculations and their meanings.</p> <p>Understanding of the concept of venture capitalist.</p> <p>The concept of margin of safety and how to work it out.</p>		<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 3, E, Break-even and cash flow forecasts</p> <p>D, Select and evaluate different sources of business finance</p>	<p>Use of relevant calculations from A Level and BTEC Level 3 papers</p> <p>Challenge tasks are built into lessons.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Develop resilience and independence.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of</p>	<p>M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>M4 Recognising right and wrong (in a business context) and applying it Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>The rule of law: Students will learn about responsible borrowing/lending and</p>	<p>Links are made to the role of social media/influencers and how customers are persuaded to purchase goods and services. Is this ethical? Can we rely on information from these forms? How can we learn to form our own opinions?</p> <p>Ethical marketing</p> <p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current</p>	<p>Job role: Accountant/financial advisor/banking.</p> <p>Visiting speaker.</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills, make this explicit to students.</p>

		<p>profit and loss.</p> <p>1.3.3 Cash and cash-flow The importance of cash to a business:</p> <ul style="list-style-type: none"> <li>• to pay suppliers, overheads and employees</li> <li>• to prevent business failure (insolvency)</li> <li>• the difference between cash and profit.</li> </ul> <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> <li>• cash inflows</li> <li>• cash outflows</li> <li>• net cash flow</li> <li>• opening and closing balances</li> </ul> <p>1.3.4 Sources of business finance Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> <li>• short-term sources: overdraft and trade credit</li> <li>• long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowdfunding.</li> </ul>	<p>information from graphs and charts</p> <p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking –</p>					<p>academic vocabulary</p> <p>Challenging homework</p> <p>Higher level of application to context.</p>	<p>the implications. Students will learn about insolvency.</p>	<p>affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	
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			<p>decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p>								
HT3	Topic 2.1 Growing the business	<p><b>2.1.1 Business growth Methods of business growth and their impact:</b></p> <ul style="list-style-type: none"> <li>• internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas)</li> <li>• external (inorganic) growth: merger, takeover.</li> </ul> <p><b>The types of business ownership for growing businesses:</b></p> <ul style="list-style-type: none"> <li>• public limited company (plc)</li> </ul> <p><b>Sources of finance for growing and established businesses:</b></p> <ul style="list-style-type: none"> <li>• internal sources: retained profit, selling assets</li> <li>• external sources: loan capital, share capital, including stock market flotation (public limited companies).</li> </ul>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving –</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see where and how they fit into a global society.</p>	<p>Students confuse internal/external growth as well as organic/inorganic.</p> <p>Students confuse limited/unlimited liability.</p> <p>Application of sources of finance.</p> <p>Students can sometimes find it difficult seeing the connection and impact of imports/exports and exchange rates. SPICE D helps with this.</p>	N/A	<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim A: Explore the features of different businesses and analyse what makes them successful</p> <p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which businesses operate</p>	<p>Effective questioning, e.g. Socratic.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p>	<p>Spiritual SP1 Developing personal values and beliefs</p> <p>M4 Recognising right and wrong (in a business context) and applying it Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p><b>Individual liberty</b>: Students learn about businesses and individuals,</p>	<p>We encourage students to read newspapers and business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p> <p>Shares - track an</p>	<p>Researching companies, sole traders and partnerships.</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students</p> <p>Using business case studies</p>

		<p><b>2.1.2 Changes in business aims and objectives</b>  <b>Why business aims and objectives change as businesses evolve:</b></p> <ul style="list-style-type: none"> <li>• in response to: market conditions, technology, performance, legislation, internal reasons.</li> </ul> <p><b>How business aims and objectives change as businesses evolve:</b></p> <ul style="list-style-type: none"> <li>• focus on survival or growth</li> <li>• entering or exiting markets</li> <li>• growing or reducing the workforce</li> <li>• increasing or decreasing product range</li> </ul> <p><b>2.1.3 Business and globalisation</b>  <b>The impact of globalisation on businesses:</b></p> <ul style="list-style-type: none"> <li>• imports: competition from overseas, buying from overseas</li> <li>• exports: selling to overseas markets</li> <li>• changing business locations</li> <li>• multinationals.</li> </ul> <p><b>Barriers to international trade:</b></p> <ul style="list-style-type: none"> <li>• tariffs</li> <li>• trade blocs.</li> </ul> <p><b>How businesses compete internationally:</b></p> <ul style="list-style-type: none"> <li>• the use of the internet</li> </ul>	<p>expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>					<p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Group work</p> <p>Higher level questioning,</p> <p>Use of real world data FTSE. Plot and predict.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Develop resilience and independence.</p> <p>Research homework. Ethical behaviour in business. Present.</p>	<p>how they contribute to society and the role of everyone as a stakeholder in society. Spiritual SP1 Developing personal values and beliefs</p> <p>SP3 Exploring the values and beliefs of others Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and</p>	<p>organisation on the stock market Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification.</p> <p>Use of case studies to exemplify ethical behaviour and show where organisations have been unethical</p> <p>We encourage students to read newspapers</p>	<p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students</p> <p>Pressure groups. Jobs in logistics. Possible speaker</p>
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		<p>and e-commerce</p> <ul style="list-style-type: none"><li>● changing the marketing mix to compete internationally.</li></ul> <p><b>2.1.4 Ethics, the environment and business</b> <b>The impact of ethical and environmental considerations on businesses:</b></p> <ul style="list-style-type: none"><li>● how ethical considerations influence business activity: possible trade-offs between ethics and profit</li></ul> <p><b>How environmental considerations influence business activity:</b></p> <ul style="list-style-type: none"><li>● possible trade-offs between the environment, sustainability and profit</li><li>● the potential impact of pressure group activity on the marketing mix</li></ul>							<p>ethical issues</p> <p><b>Democracy:</b> Students investigate business ownership and how they are designed to help improve society.</p>	<p>and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	
HT4	Topic 2.4 Making financial decisions	<p><b>2.4.1 Business calculations</b> <b>The concept and calculation of:</b></p> <ul style="list-style-type: none"><li>● gross profit</li><li>● net profit</li></ul> <p><b>Calculation and interpretation of:</b></p> <ul style="list-style-type: none"><li>● gross profit margin</li><li>● net profit margin</li><li>● average rate of return</li></ul> <p><b>2.4.2 Understanding business performance</b></p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p>	<p>Interpretation of charts and graphs. Using the information in graphs and charts to complete formulas.</p> <p>Some students can do the calculations, but find it difficult to</p>		<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 3, F3 Measuring profitability, F4 Measuring liquidity</p>	<p>Effective questioning,</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Relevant exam questions from BTEC Level 3.</p>	<p>M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>M4 Recognising</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current</p>	<p>Business accounting</p> <p>Financial advisor</p> <p>Banking</p> <p>Management</p> <p>Business consultancy</p> <p>Using business case studies</p>



		<ul style="list-style-type: none"> <li>• The use and interpretation of quantitative business data to support, inform and justify business decisions:</li> <li>• information from graphs and charts</li> <li>• financial data</li> <li>• marketing data</li> <li>• market data.</li> </ul> <p><b>The use and limitations of financial information in:</b></p> <ul style="list-style-type: none"> <li>• understanding business performance</li> <li>• making business decisions</li> </ul>	<p>the markscheme</p> <p>Application of understanding to business issues</p> <p>Calculations in a business context, including:</p> <ul style="list-style-type: none"> <li>• percentages and percentage changes</li> <li>• averages</li> <li>• revenue, costs and profit</li> <li>• gross profit margin and net profit margin ratios</li> <li>• average rate of return</li> <li>• cash-flow forecasts, including total costs, total revenue and net cash flow</li> </ul> <p>Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:</p> <ul style="list-style-type: none"> <li>• information</li> </ul>	<p>Students will be given the tools to apply their learning into a real world context.</p>	<p>use the information to form a judgement on the business.</p>			<p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p>	<p>right and wrong (in a business context) and applying it</p> <p>Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>The rule of law: Students will learn about responsible borrowing/lending and the implications. Students will learn about insolvency.</p>	<p>affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life' examples</p>	<p>Develop employability skills:</p> <p>confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation.</p> <p>When students are using these skills make this explicit to students</p>
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			<p>from graphs and charts</p> <ul style="list-style-type: none"><li>• profitability ratios (gross profit margin and net profit margin)</li><li>• financial data, including profit and loss, average rate of return and cash-flow forecasts</li><li>• marketing data, including market research data</li><li>• market data, including market share, changes in costs and changes in prices.</li></ul> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p>								
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			Critical thinking – analysing, synthesising and reasoning skills  Evaluation  Justification								
HT5	Topic 2.5 Making human resource decisions	<p><b>2.5.1 Organisational structures</b></p> <ul style="list-style-type: none"> <li>• Different organisational structures and when each are appropriate:</li> <li>• hierarchical and flat</li> <li>• centralised and decentralised.</li> </ul> <p><b>The importance of effective communication:</b> • the impact of insufficient or excessive communication on efficiency and motivation</p> <ul style="list-style-type: none"> <li>• barriers to effective communication.</li> </ul> <p><b>Different ways of working:</b></p> <ul style="list-style-type: none"> <li>• part-time, full-time and flexible hours</li> <li>• permanent, temporary, and freelance contracts</li> <li>• the impact of technology on ways of working: efficiency, remote working.</li> </ul> <p><b>2.5.2 Effective recruitment</b></p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will learn about the world of work and the different types of jobs available to them and where they</p>	Advantages and disadvantages of different hierarchical structures.	N/A	BTEC Level 3 Nationals, Extended Certificate Business: Unit 8, Learning aim A: Examine how effective recruitment and selection contribute to business success	<p>Effective questioning,</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p>	<p>M1 Developing and expressing personal views or values Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>S3 Understanding how communities and societies function Pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p>	<p>How different ways of working have changed over time. Why?</p> <p>Students will have an understanding of discrimination legislation.</p> <p>LMI</p>	<p>Human Resources</p> <p>Functional areas within a business in 'the real world'.</p> <p>Visiting speakers</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these</p>

		<p><b>Different job roles and responsibilities:</b></p> <ul style="list-style-type: none"> <li>• key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff.</li> </ul> <p><b>How businesses recruit people:</b></p> <ul style="list-style-type: none"> <li>- documents: person specification and job description, application form, CV</li> <li>- recruitment methods used to meet different business needs (internal and external recruitment).</li> </ul> <p><b>2.5.3 Effective training and development</b></p> <p><b>How businesses train and develop employees:</b></p> <ul style="list-style-type: none"> <li>- different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews.</li> </ul> <p><b>Why businesses train and develop employees:</b></p> <ul style="list-style-type: none"> <li>- the link between training, motivation and</li> </ul>	Justification	will fit in within an organisation .				Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.	<p><b>Individual liberty</b></p> <p>:Students learn about businesses and individuals paying taxes, how they contribute to society and the role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.</p>		skills make this explicit to students
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	<p>retention - retraining to use new technology</p> <p><b>2.5.4 Motivation</b></p> <p><b>The importance of motivation in the workplace:</b></p> <p>- attracting employees, retaining employees, productivity</p> <p><b>How businesses motivate employees:</b></p> <p>- Financial methods: remuneration, bonus, commission, promotion, fringe benefits - Non-financial methods: job-rotation, job-enrichment, autonomy</p>									
Revision once POS is completed.										
<p><b>Skills developed throughout the programme</b></p> <p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>● Non-routine problem solving – expert thinking, metacognition, creativity.</li> <li>● Systems thinking – decision making and reasoning.</li> <li>● Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.</li> <li>● ICT literacy – access, manage, integrate, evaluate, construct and communicate.</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>● Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.</li> <li>● Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</li> <li>● Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</li> </ul> <p><b>Intrapersonal skills</b></p> <ul style="list-style-type: none"> <li>● Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.</li> <li>● Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</li> </ul>										

