



BTEC Business

Bridge the Gap
Year 11 students

Pearson BTEC Level 3 National Extended Certificate in Business



Your Teacher

Dr. Rossella Adamo

Lead of Business Studies & Finance

Teacher of Law & Criminology

**Pearson BTEC Level 3
National Extended
Certificate in Business**

360 GLH (480 TQT)
Equivalent in size to **one**
A Level.
4 units of which 3 are
mandatory and 2 are external.
Mandatory content (83%).
External assessment (58%).

The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects.

It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

What does this qualification cover?

- ▶ The content of this qualification has been developed in consultation with academics to ensure that it **supports progression to higher education**.
- ▶ The learning programme covers the following content areas:
 - ▶ • business environments
 - ▶ • finance
 - ▶ • marketing
- ▶ The **optional units** have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas:
 - ▶ • human resources
 - ▶ • accounting
 - ▶ • marketing
 - ▶ • law

Pearson BTEC Level 3 National Extended Certificate in Business

Unit number	Unit title	GLH	Type	How assessed
	Mandatory units – learners complete and achieve all units			
1	Exploring Business	90	Mandatory	Internal
2	Developing a Marketing Campaign	90	Mandatory and Synoptic	External
3	Personal and Business Finance	120	Mandatory	External
	Optional units – learners complete 1 unit			
8	Recruitment and Selection Process	60	Optional	Internal
14	Investigating Customer Service	60	Optional	Internal
22	Market Research	60	Optional	Internal
23	The English Legal System	60	Optional	Internal
27	Work Experience in Business	60	Optional	Internal

Unit 1: Exploring Business

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

**We compare TESCO
with a CHARITY -
Hertfordshire Zoo**

Learning aims

In this unit you will:

- A** Explore the features of different businesses and analyse what makes them successful
- B** Investigate how businesses are organised
- C** Examine the environment in which businesses operate
- D** Examine business markets
- E** Investigate the role and contribution of innovation and enterprise to business success.

Unit 2: Developing a Marketing Campaign

Level: **3**

Unit type: **External**

Guided learning hours: **90**

Unit in brief

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.

Assessment outcomes

A01 Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions

A02 Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns

A03 Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances

A04 Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments

Your exam:

You will receive a **Case Study** about a **Business** and a **Research Pack** related to it.

You will need to develop a report creating your Marketing Campaign.

Unit 3: Personal and Business Finance

Level: **3**

Unit type: **External**

Guided learning hours: **120**

Unit in brief

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

Your exam:

Questions about **Personal** and **Business Finance**.

Some are related to short **case studies** (real-life scenarios)

Assessment outcomes

AO1 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.

Command words: describe, explain, give, identify, outline

Marks: ranges from 1 to 4 marks

AO2 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios

Command words: analyse, assess, calculate, describe, discuss, evaluate, explain

Marks: ranges from 2 to 12 marks

AO3 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

AO4 Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

Unit 8: Recruitment and Selection Process

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance.

As part of your assessment you will perform a **role-play** in which you will play both the role of an **INTERVIEWER** and an **INTERVIEWEE**.

Then, the feedback you will receive from your teachers and peers will allow you to evaluate your performance in both roles and create a **SWOT** analysis and create your **Development Plan**

Learning aims

In this unit you will:

- A** Examine how effective recruitment and selection contribute to business success
- B** Undertake a recruitment activity to demonstrate the processes leading to a successful job offer
- C** Reflect on the recruitment and selection process and your individual performance.

Bridge the Gap

Learning Objectives:

Unit 2 - Developing a Marketing Campaign

In this lesson, you will learn

- ▶ What is **MARKETING**
- ▶ Market **Size, Structure** and **Share**
- ▶ **Market Segmentation**
- ▶ The **7th Ps** of the **Marketing Mix**



Pearson BTEC Level 3 National Extended Certificate in Business



- ▶ WHAT IS IT?
- ▶ WHAT IS IT FOR?



Misconception:

Marketing it's not just
ADVERTISING/PROMOTION

What Is Marketing?



Products & Services



Pricing



Promotion



Distribution



Research

Marketing - purposes

It's about doing appropriate **RESEARCH** to be able to

▶ Recognising demand

- ▶ Identifying a **gap** in the market
- ▶ **Forecasting** market trends
- ▶ Understanding customers' **wants and needs**
- ▶ **Primary and secondary** market research

▶ Anticipating demand

- ▶ **Forecasting** sales
- ▶ Identifying **trends**
- ▶ **Primary and secondary** market research

▶ Stimulating demand

- ▶ **Informing** existing and potential customers about the products
- ▶ **Generating interest**
- ▶ Developing **brand recognition**

▶ Satisfying demand

- ▶ Meeting customer **needs**
- ▶ Developing **new products**
- ▶ Changes to the **marketing mix**

PRACTICE ASSESSMENT

Unit 2 Developing a Marketing Campaign Part A



Part A Set Task Brief

You have been asked to write a proposal for a marketing campaign for a small independent fitness business who are looking to diversify by offering classes for new mums to exercise with their babies.

You are required to independently research and analyse the market for health and fitness prior to the supervised assessment window.

Your research should include primary and secondary data relating to:

- competitors
- market size, share and structure
- target market
- trends
- external influences

You should research at least one marketing campaign related to the market for health and fitness and its associated costs. You may wish to consider researching weekly/monthly marketing journals, marketing and/or advertising agency websites, business consultancies, and more general business sources.

Your research should include:

- costs
- timescale
- media used
- message communicated
- marketing mix
- appropriateness of the campaign

You should take into consideration the validity and reliability of the data that you collect.

You do not have to produce the promotional materials.

You will be allowed a maximum of six sides of A4 of your individually prepared notes to support you during the supervised assessment.

You are expected to spend approximately six hours on this research.

Purpose of Market Research

- ▶ To identify size, structure and trends in the market
- ▶ To identify target markets
- ▶ To identify competition

Market research to identify.....

Market size

- ▶ This is the total value or **volume of sales** in the market. It can be measured in money terms e.g. £20 million or by the amount sold e.g. 1 million cars
- ▶ Calculated as: Number of units sold x price

Market share

- ▶ This is the **proportion** of total market sales that a firm has
 - ▶ Calculated as: $\text{Sales of one firm} / \text{Total market sales} \times 100$

Structure

- ▶ This is the **characteristics** of the market e.g. local, national or global, B2B or B2C, luxury or necessity, mass or niche and also the nature of the demographics

Market research to identify Target Market

- ❖ Market segmentation occurs when the market is split into subgroups of consumers with similar characteristics
- ❖ This helps to identify different types of consumer and different wants and needs
- ❖ Segmentation methods include:
 - ❖ **Demographic** (Age, Gender, Level of education, Race, Religion, Family size, Stage in life)
 - ❖ **Geographic** (Tastes and traditions vary between countries - Infrastructures)
 - ❖ **Income** (level of income and profession)
 - ▶ **Behavioural** (identifies patterns and trends for Reasons for making purchases e.g. needs, emotional, rewards - Frequency of purchase e.g. heavy user or light user - Time of purchase e.g. seasonal, weekly, late at night - Brand loyalty - Method of purchase e.g. online - Triggers e.g. response to digital marketing)

Market research to identify Competitors

- ▶ Competition is **other businesses** that operate in the same or a similar market
- ▶ **Understanding the actions of competitors** will help a business maintain a competitive advantage
 - ▶ For example, **bringing out new products** to stay ahead of the competition or using **price matching**
- ▶ Businesses will want **to be proactive in their marketing rather than reactive**

PRIMARY RESEARCH Vs SECONDARY RESEARCH

Difference Between Primary & Secondary Data

Primary Data	Secondary Data
• First-hand data • More reliable • Control over collection method • Time & money intensive	• Second-hand Data • Comparatively less reliable • No control over collection method • Time & cost effective

PRACTICE ASSESSMENT

Unit 2 Developing a Marketing Campaign Part A



Part A Set Task Brief

You have been asked to write a proposal for a **marketing campaign** for a small independent **fitness business** who are looking to **diversify by offering classes for new mums to exercise with their babies.**

You are required to independently research and **analyse the market for health and fitness** prior to the supervised assessment window.

Your research should include **primary** and **secondary data** relating to:

- **competitors**
- **market size, share and structure**
- **target market**
- **trends**
- **external influences**

You should research at least one marketing campaign related to the market for health and fitness and its associated costs. You may wish to consider researching weekly/monthly marketing journals, marketing and/or advertising agency websites, business consultancies, and more general business sources.

Your research should include:

- **costs**
- **timescale**
- **media used**
- **message communicated**
- **marketing mix**
- **appropriateness of the campaign**

You should take into consideration the validity and reliability of the data that you collect.

You do not have to produce the promotional materials.

You will be allowed a maximum of six sides of A4 of your individually prepared notes to support you during the supervised assessment.

You are expected to spend approximately six hours on this research.

Part A Set Task Information

The Market for Health and Fitness

The Health and Fitness industry in the UK has experienced strong growth in recent years, with 2016 seeing an increase in the number of fitness businesses by 4.6% and an increase in the overall market value of 6.3% to an estimated £4.7bn. More people than ever are joining gyms, and now 1 in every 7 people in the UK is a member of a gym.

The growth of this market is largely being driven by low cost gyms, offering more flexible memberships and opening times that suit a busy lifestyle. Low cost gym providers now account for 35% of the overall market.

Research into customer motivations shows that over half of members (54%) have joined their club to improve general fitness and health, 44% have done so to lose weight or tone up. One in four (26%) say they are looking to relax or de-stress and 14% are looking to meet people and socialise.

While the fitness market is dominated by large national chains, there is a growing trend for specialised fitness classes and gyms that are gaining popularity across the UK.



1st task

- ▶ Read the case study and complete:
- ▶ Market size
- ▶ Structure
- ▶ Share
- ▶ Trends
- ▶ Target Market

BTEC NATIONAL UNIT 2 – PART A PRACTICE MAT RESEARCH MAT

tutor2u

MARKET SIZE/STRUCTURE/SHARE

CASE STUDY

The Market for Health and Fitness

The Health and Fitness industry in the UK has experienced strong growth in recent years, with 2016 seeing an increase in the number of fitness businesses by 4.6% and an increase in the overall market value of 6.3% to an estimated £4.7bn. More people than ever are joining gyms, and now 1 in every 7 people in the UK is a member of a gym.

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EXTERNAL INFLUENCES

TRENDS

TARGET MARKET



External Influences

ANALYSIS OF THE MARKET INFLUENCES

PESTEL

P

- Fiscal policy
- Government activity
- Conflicts / help
- Taxes



Politics

E

- GDP
- Employment rate
- Exchange rate
- Inflation



Economy

S

- Demographic variables
- Cultural factor
- Religion
- Lifestyle



Society

T

- Technological access
- Infrastructure
- Research
- Technology trends



Technology

E

- Environmental policies
- Recycling
- Consumption trends
- Production processes



Environment

L

- Wages
- Rights
- Job security
- Regulations



Law

2nd task

- ▶ Do some research online and complete:
- ▶ **External influences**

EXTERNAL INFLUENCES

Politics: Consider the support the United Kingdom's government offers by continually urging the public to boost their physical exercise because of the benefits from both physical and mental wellness.

Economics: Consider the UK Economical situation:
GDP - Interest Rate - unemployment rate and Disposable Income to spend on luxury services.

Social: Consider the social trend of people caring more and more about physical and mental health.

Technology: Consider the advancement in technology that this new fitness business can use in their services and to promote.

Environment: Consider what the business can do to be environmental friendly and gain a positive reputation in the market.

Law: Consider the H&S regulations the gym needs to follow and other regulations.

What are **aims** and **objectives** in business?

All businesses have aims and objectives. These give a business **direction** and provide a **purpose** for what the business does each day. A business **aim** is the overall target or goal of the business, whereas business **objectives** are the steps a business needs to take to meet its overall aims. A business may have several different objectives that will help it to meet its aim.

An example of a business aim is 'to make £120,000 profit '. An example of a business objective is 'to make £10,000 profit each month for the next year'.

Business aims and objectives fall into two main categories: financial and non-financial.

- ▶ [What are aims and objectives in business? - Business aims and objectives - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize](#)

S	Specific Clearly State your Goal
M	Measurable Ensure you can Measure Success
A	Attainable Set Goals you know you can Achieve
R	Relevant Set Goals Relevant to your Career or Education
T	Time-Based Set a Deadline for Completion

PLACE

PRICE

PROMOTION

**PHYSICAL
EVIDENCE**

PEOPLE

PRODUCT

PROCESS

7 P's of MARKETING MIX

BTEC NATIONAL UNIT 2 – PART A PRACTICE MAT COMPETITOR ANALYSIS

THE MARKET FOR HEALTH AND FITNESS - WHAT WE KNOW

The Health and Fitness industry in the UK has experienced strong growth in recent years, with 2016 seeing an increase in the number of fitness businesses by 4.6% and an increase in the overall market value of 6.3% to an estimated £4.7bn. More people than ever are joining gyms, and now 1 in every 7 people in the UK is a member of a gym.

The growth of this market is largely being driven by low cost gyms, offering more flexible memberships and opening times that suit a busy lifestyle. Low cost gym providers now account for 35% of the overall market.

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While the fitness market is dominated by large national chains, there is a growing trend for specialised fitness classes and gyms that are gaining popularity across the UK.

Research Point	Findings	Source/Evidence
Who are the main competitors in the market? National/Local		
Market share		
Pick 2 contrasting businesses** offering mother and baby fitness classes and build a profile	Fitness Provider 1	Fitness Provider 2
Product – product/service, USP, brand positioning, technology, quality, customer expectations		
Price – prices, strategy, pricing structure, reasons, customer expectations		
Place – typical locations, online operations, customer expectations		
Promotion – media used, timescale, message, costs		
People – Staff involved in marketing and customer contact to deliver best customer experiences. Training, culture and remuneration to support?		
Physical evidence – environment of the classes, ambience, layout, feel, online presence		
Processes – organisational, standardised, customer service, complaints,		

*** Consider comparing a national franchise (such as sweatymama.com/buggyfit.co.uk//onefitmama.co.uk) with a small business in your local area offering these classes*



Assessment essentials. Have you:

- ☐ Assessed the reliability and validity of your research data?
- ☐ Analysed the information and considered how it would be useful when creating the marketing plan for the set task?

Simply Nature – the brand



People are probably more conscious about body image than ever before and manufacturers of beauty products are at risk of inadvertently promoting images which display unethical practice. It is impossible to claim a business is completely ethical or unethical due to ethics being subjective.

Simply Nature wants to run an advertising campaign featuring models from a local modelling agency. Their products are designed for niche markets, segmented by:

- skin colour
- skin type
- external conditions
(the natural elements – wind, air, water)
- age.

Their first attempt at advertising did not generate the amount of interest they hoped. They advertised in the regional commuter paper and at teatime on the radio. They undertook a survey on their website to ask for comments. However, despite the advertisement promoting positive body images regardless of shape, size or age, the feedback was negative. Comments such as 'if only I could look like that' and 'are you a miracle worker?' did nothing to increase their sales. One of the major factors Simply Nature had completely overlooked was to think like a potential customer, ask the questions they

would ask and answer those questions in advance in their advertising – questions such as price, distributor, quantity and benefit. They have yet to establish their USP.

While Simply Nature tried hard with their first marketing campaign, and had the best of intentions in trying to project an ethical image and segmenting their market according to age and ethnicity, they realised they needed to relate to the public in a more realistic way. Importantly, they have realised that they need to find out what their customers like about their products so they can build on something positive. They have started to gather testimonials which they are permitted to use and have changed their website so users can upload their photographs and comments to share with others.

Nevertheless, what Simply Nature are especially proud of is the ethical practice they apply to manufacturing their product, using all natural ingredients. These are sourced by working closely with tribal groups and ensuring they are not exploited, and testing on animals is also banned. They ensure the manufacturing process involves under-developed nations, employing the locals and paying a decent wage. Their business values all those involved and promises to continue donating a percentage of all profits to support local needs such as educational materials, medication and improving sanitary conditions.

Read the case study and complete the questions during the Summer and I will read your work in September.

Check your knowledge

- 1 What factors influenced the Simply Nature marketing campaign?
- 2 How has Simply Nature adapted their marketing strategy to stimulate demand?
- 3 What are the aims and objectives of the Simply Nature campaign?
- 4 How would you develop the brand image of Simply Nature?

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a plain, light grayish-white, providing a clean backdrop for the text.

Have a good Summer

Dr R. Adamo

- ▶ Politics: Consider the support the United Kingdom's government offers by continually urging the public to boost their physical exercise because of the benefits from both physical and mental wellness.
- ▶ Economics: Consider the UK Economical situation:
 - ▶ GDP - Interest Rate - unemployment rate and Disposable Income to spend on luxury services.
- ▶ Social: Consider the social trend of people caring more and more about physical and mental health.
- ▶ Technology: Consider the advancement in technology that this new fitness business can use in their services and to promote.
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- ▶ Law: Consider the H&S regulations the gym needs to follow and other regulations.

Business- RA C13		
First Name	Surname	Present
Adrian	Ciosek	
Tyrone	Deeranyika	
Ruby	Francis	
Alfred	Hentrin	
Aaliyah	Holloway	
Ishmael	Isaacs	
Summer	Jarman	
Victor	Jiakponna	
Kayla	Kimber	
Imogen	Meehan	
Ayaat	Miah	
Mandana	Mohammad Khani	
Maitaishe	Mujinga	
Ethan	Mullaney	
David	Onyedirim	
Johnny	Satchell	
Hollie	Slee	

Why are BTECs so successful?

BTECs embody a fundamentally **learner-centred approach to the curriculum**, with a **flexible, unit-based structure** and knowledge applied in project-based assessments:

Means that:

- ▶ **some** of the Assignments and Units are assessed by the teacher to meet local needs,
- ▶ while others are set and marked by Pearson.

What *next* ... with my BTEC Level 3 Extended Certificate in Business?

- ▶ The course focus on the holistic development of the practical, interpersonal and thinking skills required to be able to **SUCCEED IN:**
- ▶ **EMPLOYMENT** and **HIGHER EDUCATION** (such as University).
- ▶ **EMPLOYERS** are looking to recruit young people that have already a thorough grounding in the latest **industry requirements** and **work-ready skills such as teamwork**.
- ▶ **HIGHER EDUCATION** needs students who have **experience of research, extended writing** and **meeting deadlines**.

Opportunities

- ▶ BTEC Nationals are widely recognised by **INDUSTRY** and **HIGHER EDUCATION** as the signature vocational qualification at Level 3.
- ▶ They **provide CAREER PROGRESSION to the workplace** either directly or via study at a higher level.
- ▶ Proof comes from YouGov research, which shows that **62% of large companies have recruited employees with BTEC qualifications.**
- ▶ What's more, well **over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities** and **higher education institutes** for relevant degree programmes either **on their own or in combination with A Levels**

How does the qualification provide employability skills and transferable knowledge and skills for higher education?

- ▶ Employability skills:
- ▶ **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- ▶ **interpersonal skills:** communicating, working collaboratively, negotiating and influencing
- ▶ **intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development, self-presentation

How does the qualification provide employability skills and transferable knowledge and skills for higher education?

Transferable knowledge and skills that prepare learners for progression to university

- ▶ • the ability to **learn independently**
- ▶ • the ability to **research actively and methodically**
- ▶ • being able to **give presentations** and being active group members.
- ▶ • **effective writing**
- ▶ • **analytical skills**
- ▶ • **creative development preparation for assessment** methods used in degrees

BTEC NATIONAL UNIT 2 – PART A PRACTICE MAT

RESEARCH MAT

MARKET SIZE/STRUCTURE/SHARE

TRENDS

CASE STUDY

The Market for Health and Fitness

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TARGET MARKET

EXTERNAL INFLUENCES

