

|                | Content Taught  | Ref | ESSENTIAL KNOWLEDGE   | Assessment  | Rationale   |
|----------------|---|-----|---|---|---|
| <b>Year 13</b> |   |     |   |   |   |
| <b>HT1</b>     | <p>Be able to assess the effectiveness of training and development</p> <p>Understand who customers are and their importance to businesses</p> |     | <p><b>Methods of training and developing employees, i.e.</b></p> <ul style="list-style-type: none"> <li>• induction training</li> <li>• on-the-job training, i.e.               <ul style="list-style-type: none"> <li>o coaching</li> <li>o job rotation</li> <li>o mentoring</li> <li>o observation</li> <li>o shadowing</li> </ul> </li> <li>• off-the-job training, i.e.               <ul style="list-style-type: none"> <li>o conferences</li> <li>o external training courses (e.g. continuing professional development (CPD))</li> <li>o simulation exercises</li> </ul> </li> </ul> <p><b>How to measure the effectiveness of training and development, i.e.</b></p> <ul style="list-style-type: none"> <li>• performance ratios</li> <li>• monitoring performance</li> <li>• employee surveys</li> <li>• employee/customer (internal/external) feedback</li> <li>• quality of products/services</li> </ul> <p><b>The benefits to a business of training and developing employees, i.e.</b></p> <ul style="list-style-type: none"> <li>• ensuring a pool of employees to replace staff who may leave or be promoted</li> <li>• having a more efficient and productive workforce</li> <li>• having employees familiar with advances in technology</li> <li>• improving employee motivation</li> </ul> | <p><b>Summative</b><br/>End of learning outcome recall questions and do it now tasks.</p> <p><b>Formative</b><br/>Students will complete an extended writing task describing</p> <p>Students will also complete a bringing it all together task which explains who the customers of a specific business are and what influences their behaviour.</p> <p>They will also evaluate the training and development offered by a business and make recommendations for improvements.</p> | <p>During this half term students will develop knowledge about how businesses support the development of their employees. This builds on prior knowledge of the role of the human resources department and the importance of functional areas working effectively. Students will deepen knowledge by relating this to real business examples and discussing the impact of effective training on the business and the employee.</p> <p>Students will also learn new knowledge about methods that businesses use to motivate their employees and how this can impact business examples. Students will link this knowledge with prior learning about functional areas/their purpose as they will link how motivated employees will impact on the performance and outcomes of these functional areas.</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• improving employee retention</li> </ul> <p><b>Motivational theories which study employee behaviour, e.g.</b></p> <ul style="list-style-type: none"> <li>• Maslow’s hierarchy of needs (Abraham Maslow)</li> <li>• Motivational Needs theory (David McClelland)</li> <li>• Motivator-Hygiene theory (Frederick Herzberg)</li> <li>• Scientific Management (Frederick Taylor)</li> <li>• Expectancy theory (Victor Vroom)</li> <li>• Hawthorne Studies (Elton Mayo) • Theory X and Theory Y (Douglas McGregor)</li> </ul> <p><b>Methods of employee motivation, i.e.</b></p> <ul style="list-style-type: none"> <li>• monetary rewards, i.e. <ul style="list-style-type: none"> <li>o bonuses</li> <li>o maternity/paternity schemes/benefits</li> <li>o performance-related pay o perks (e.g. company cars, healthcare schemes)</li> <li>o profit-sharing</li> <li>o workplace crèche</li> <li>o workplace pension schemes</li> </ul> </li> <li>• non-monetary rewards, i.e. <ul style="list-style-type: none"> <li>o delegation</li> <li>o empowerment</li> <li>o flexible working</li> <li>o job rotation</li> <li>o opportunity for team working</li> <li>o promotion opportunities</li> <li>o recognition</li> </ul> </li> <li>• training and development opportunities</li> </ul> |  |  |
|--|--|--|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>Benefits to a business of having motivated employees, i.e.</p> <ul style="list-style-type: none"> <li>• improved productivity</li> <li>• lower levels of absenteeism</li> <li>• lower levels of labour turnover</li> <li>• lower recruitment costs</li> <li>• improved reputation</li> <li>• improved product quality</li> <li>• improved customer service (e.g. resulting in increased customer satisfaction)</li> <li>• improved company loyalty</li> <li>• improved employee engagement</li> </ul> <p>How a business measures the success of employee motivation, i.e.</p> <ul style="list-style-type: none"> <li>• increased customer satisfaction (e.g. repeat custom, positive feedback, improved reputation)</li> <li>• improved market position (e.g. increased market share, profitability and revenue)</li> <li>• employee turnover rate and mean duration of tenure</li> <li>• internal staff mobility</li> </ul> <p><b>Unit 4</b><br/> <b>The different types of customers,</b><br/> i.e.</p> <ul style="list-style-type: none"> <li>• internal and external customers</li> <li>• returning customers</li> <li>• one-off customers</li> <li>• potential/new customers</li> </ul> <p><b>What influences customer behaviour,</b> i.e.</p> <ul style="list-style-type: none"> <li>• customer needs and expectations</li> <li>• customer demographics</li> <li>• cultural differences</li> <li>• location</li> <li>• level of satisfaction</li> </ul> |  |  |
|--|--|--|--|--|

|            |   |   |  |   |
|------------|---|---|--|---|
|            |   | <ul style="list-style-type: none"> <li>• how often they need to interact with the business</li> </ul> <p><b>Actions businesses may take to manage the customer experience, i.e.</b></p> <ul style="list-style-type: none"> <li>• creating a customer service offer to manage customer expectations</li> <li>• prioritising business needs - balance how to meet an objective to deliver high-quality customer service with an objective to reduce business overheads</li> <li>• prioritising customers' needs - when different customers have competing needs and not all of them can be met, businesses may have to decide whose needs are to be met</li> <li>• Maintaining contact with the customer (e.g. to encourage customer loyalty, to inform, to educate, to provoke a response)</li> </ul> <p><b>Why customer service is important, i.e.</b></p> <ul style="list-style-type: none"> <li>• provides a competitive advantage for businesses</li> <li>• helps a public or third sector organisation provide best value for money</li> <li>• affects reputation (e.g. It shows customers the business cares; it is what customers remember) and how it can be integrated into all aspects of business activities</li> </ul> |  |   |
| <b>HT2</b> | Understand the importance of monitoring and managing employee performance at work | <p><b>How businesses monitor employee performance, i.e.</b></p> <ul style="list-style-type: none"> <li>• formal appraisal techniques, i.e. <ul style="list-style-type: none"> <li>o results-based appraisals</li> <li>o self-appraisal</li> </ul> </li> </ul>   | <p><b>Summative</b></p> <p>End of learning outcome recall questions and do it now tasks.</p> | In previous half terms students have explored function areas, motivation techniques and will now learn about how performance is monitored. This knowledge interlinks as each functional area trains |

|   |  |  |   |   |
|---|--|--|---|---|
| <p>Understand the importance of confidentiality within the human resources function</p> <p>Understand how to communicate with customers</p> <p>Be able to establish a rapport with customers through non-verbal and verbal communication skills</p> |  | <ul style="list-style-type: none"> <li>o upward appraisal</li> <li>o grading (e.g. attendance)</li> <li>o 360 degree feedback</li> <li>• ongoing monitoring of performance (e.g. productivity rates, absenteeism rates, labour turnover rates)</li> <li>• performance management by objectives</li> </ul> <p><b>Benefits and drawbacks of different performance management tools, i.e.</b></p> <ul style="list-style-type: none"> <li>• disciplinary procedures</li> <li>• grievance procedures</li> <li>• individual development plan</li> <li>• individual objectives/SMART (specific, measurable, achievable, realistic, timely) targets</li> <li>• management of ill health/counselling processes</li> <li>• probationary periods</li> </ul> <p><b>Examples of confidential information and their sources, i.e.</b></p> <ul style="list-style-type: none"> <li>• employee information (e.g. recruiting and hiring, administering benefits, investigating complaints, job performance, personal contacts, work history, medical information and employment eligibility documentation, which may include a copy of the employee's social driver's licence, passport or qualifications)</li> <li>• management or business information that is not available to non-management employees(e.g. business strategies and processes, office/plant closures, major</li> </ul> | <p><b>Formative</b></p> <p>Students will complete an extended writing task in this half term based on training and development and its importance in a business.</p> <p>They will also demonstrate verbal and non verbal skills when communicating with a customer.</p> | <p>their employees, utilises motivational techniques and how they monitor performance. This links as students develop knowledge how businesses and functional areas support and develop employees with an expectation that they utilise this and perform effectively. This half term reviews the impact of these techniques and strategies.</p> |
|---|--|--|---|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>expansions or greenfield operation start-ups)</p> <p><b>Methods of maintaining confidentiality, i.e.</b></p> <ul style="list-style-type: none"> <li>• hierarchical access rights</li> <li>• identity checking procedures (e.g. emailing information only after contact made by telephone)</li> <li>• non-disclosure agreements</li> <li>• password protection for digital files • secured filing cabinets • training</li> </ul> <p>5.3 Why businesses maintain the confidentiality of documents and/or personal information, i.e.</p> <ul style="list-style-type: none"> <li>• legal requirements (e.g. data protection legislation)</li> <li>• ethical responsibility</li> <li>• maintain trust between employee and employer</li> <li>• reputation of business</li> <li>• maintain credibility of HR function</li> <li>• risks of confidential information being exposed (e.g. identity theft, fraud, use by competitors)</li> <li>• consequences of failing to comply with legislation (e.g. court action, fines, prison)</li> </ul> <p><b>Unit 4</b></p> <p><b>How to consider the audience requirements when planning communication (e.g. age, gender, special needs, accessibility, knowledge, customer type)</b></p> <p><b>The purposes of communication in business situations, i.e.</b></p> <ul style="list-style-type: none"> <li>• to inform</li> </ul> |  |  |
|--|--|---|--|--|

- to confirm
- to promote
- to make a request
- to instruct

**The advantages and disadvantages of various forms of communication, i.e.**

- face to face
- in writing
- by telephone
- text message
- email
- websites
- social media and networking
- advertisement when considering the purpose, content and audience of a business message

**How to use appropriate business formats and styles for written communication layouts**

**The importance of corporate standards, i.e.**

- colour schemes
- writing guides
- house styles
- version control

**The importance of managing corporate profile through media activity**

**Non-verbal skills, i.e.**

- matching body language (e.g. posture, gestures, eye contact)
- using body language to indicate interest (e.g. smiling and nodding, leaning forward)

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p><b>Verbal skills, i.e.</b></p> <ul style="list-style-type: none"><li>• tone and pace (e.g. raising and lower pitch and speed of language)</li><li>• clarifying</li><li>• giving compliments</li><li>• avoiding and responding to criticism</li><li>• ice breakers/initiating a conversation</li><li>• closing a conversation</li><li>• addressing customers by name using appropriate convention (e.g. formal situation Mr/Mrs, informal Peter/Anisha)</li></ul> <p><b>Listening skills, i.e.</b></p> <ul style="list-style-type: none"><li>• recapping/reflecting back on what has been said</li><li>• understanding instructions</li><li>• interpreting task requirements</li><li>• making notes</li><li>• personal reflection</li><li>• confirming understanding</li><li>• seeking clarification</li></ul> |  |  |
|--|--|--|--|--|



|                   |  |  |  |  |
|-------------------|--|--|--|--|
| <p><b>HT3</b></p> | <p>Be able to convey messages for business purposes<br/>Understand the stages of project management</p> <p>Understand the skills project managers need to have</p> | <p><b>How messages can be structured to convey messages</b>, i.e.</p> <ul style="list-style-type: none"> <li>• introduction, (e.g. to people, to topics, headings/subject bar)</li> <li>• body/main message</li> <li>• summary/recap of key points</li> <li>• conclusion (e.g. next steps, action points, recommendations, proposal)</li> <li>• inviting/seeking questions</li> <li>• frequently asked questions (FAQs)</li> </ul> <p><b>Types of verbal and written business communications</b>, i.e.</p> <ul style="list-style-type: none"> <li>• verbal communications, i.e. <ul style="list-style-type: none"> <li>o presentations</li> <li>o planned discussions, i.e. <ul style="list-style-type: none"> <li>☑ with people you are familiar with,</li> <li>☑ with people you are not familiar with</li> </ul> </li> </ul> </li> <li>• written communications, i.e. <ul style="list-style-type: none"> <li>o letters</li> <li>o social media (e.g. tweets, blogs, text message/short message service (SMS))</li> <li>o websites</li> <li>o emails</li> <li>o notices</li> <li>o newsletter</li> <li>o press release</li> <li>o promotional flyer/brief o report</li> </ul> </li> </ul> <p><b>Other considerations for conveying messages for business purposes</b>, i.e.</p> <ul style="list-style-type: none"> <li>• appropriate technical language (e.g. only using acronyms/abbreviations if they will be understood by readers; technical language may be more appropriate in a one-to-one email than a promotional flyer)</li> <li>• use of relevant graphical information/images to support key points</li> </ul> | <p><b>Summative</b><br/>End of learning outcome recall questions and do it now tasks.</p> <p><b>Formative</b><br/>Students will complete an extended writing task in this half term based on how to adapt the structure and method of delivery of communications for different audiences.</p> <p>They will also complete an extended writing task explaining the stages of project management and the skillset needed to be a project manager.</p> | <p>In half term 3, students will develop their essential knowledge based on the previous term and extend this into project management. This half term will focus on the stages of project management and the skillset needed for project managers to be effective.</p> |
|-------------------|--|--|--|--|

|                   |   |  |   |  |
|-------------------|---|--|---|--|
| <p><b>HT4</b></p> | <p>Know the constraints and issues which affect the sharing, storing and use of information for business communications</p> <p>Understand how and why projects are monitored and factors that influence a project</p> | <p><b>Legal constraints</b> (e.g., intellectual property rights, copyright, Data Protection Act, Freedom of Information Act, Computer Misuse Act, Advertising Standards Authority (ASA))</p> <p><b>Ethical issues</b>, i.e.</p> <ul style="list-style-type: none"> <li>• organisation policies and codes of practice governing the use of information (e.g. use of internet policies, whistle blowing, staff handbooks, contracts of employment)</li> <li>• advertising issues (e.g. advertising to children, appropriate content which can be stored or shared)</li> </ul> <p><b>Security issues</b> (e.g. monitoring of phone and email communications, confidentiality, information storage, backup policies and procedures, increasing levels of technology, operational costs)</p> <p><b>How and why projects are monitored</b>, i.e.</p> <ul style="list-style-type: none"> <li>• use methods of monitoring a project (e.g. budget variance analysis, quality management, risks and decisions logs, regular reporting, comparison of actual versus planned progress)</li> <li>• reasons for monitoring (e.g. reporting progress against the plan, to ensure the project remains viable, to identify potential slippage, identify issues and problems, identify possible</li> </ul> | <p><b>Summative</b><br/>End of learning outcome recall questions and do it now tasks.</p> <p><b>Formative</b><br/>Students will complete an extended writing task on legal constraint, ethical and security issues faced by a specific business.</p> <p>They will also complete a written task based on factors that influence and present a risk to a specific project and their impact.</p> | <p>In this half term, students will bring together their knowledge of customers and communication and focus on the legal, ethical and security issues that can affect a business. In addition to this they will develop essential knowledge on how projects are monitored and how risks can be mitigated. This develops and adds to their prior learning about employment law and the impact legislation has on businesses</p> |
|-------------------|---|--|---|--|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>solutions, escalate/delegate to managers and colleagues)</p> <p><b>Factors that influence a project and which need monitoring, i.e.</b></p> <ul style="list-style-type: none"> <li>• internal, i.e. <ul style="list-style-type: none"> <li>o organisation's aims/objectives (e.g. how aligned is the project? how clear are the objectives?)</li> <li>o resource (e.g. constraints on budget, human resources)</li> <li>o procedures and policies (e.g. corporate social responsibility)</li> </ul> </li> <li>• external, i.e. <ul style="list-style-type: none"> <li>o suppliers/contractors (e.g. availability, specialisms)</li> <li>o finance (e.g. sources of funding, inflation, exchange rates)</li> <li>o laws and regulations (e.g. planning permission, employment law, Health and Safety at Work Act)</li> </ul> </li> <li>• other factors that present a risk to the success of the project, i.e. <ul style="list-style-type: none"> <li>o poor leadership (e.g. failing to communicate, overlooking stakeholders who should be involved)</li> <li>o poor planning (e.g. not updating schedules regularly, lack of coordination of activities, no contingencies)</li> <li>o failing to manage change (e.g. changes occurring within the project and/or as a result of the project which are not controlled)</li> <li>o objective(s) of project not clearly defined</li> <li>o lack of resources (e.g. resources not ordered in time, resources not available)</li> <li>o poor project reporting</li> </ul> </li> </ul> |  |  |
|--|--|---|--|--|

|                   |   |  |   |   |
|-------------------|---|--|---|---|
| <p><b>HT5</b></p> | <p>Be able to prepare project plans</p> | <p><b>The components of a project plan, i.e.</b></p> <ul style="list-style-type: none"> <li>• project vision, i.e. <ul style="list-style-type: none"> <li>o description of project (e.g. key outcomes, deliverables, priorities)</li> <li>o target audience (e.g. project stakeholders and their needs)</li> <li>o setting aims and SMART objectives</li> </ul> </li> <li>• resource requirements, i.e. <ul style="list-style-type: none"> <li>o physical resources (e.g. materials, equipment, machinery, tools, software)</li> <li>o human resources (e.g. project management team, support staff, key roles and responsibilities, own role)</li> </ul> </li> <li>• project schedule, i.e. <ul style="list-style-type: none"> <li>o activities/tasks to be carried out</li> <li>o who is to complete activities/tasks?</li> <li>o timeframes for completion of activities/tasks and utilisation of resources (e.g. dependencies, milestones and duration)</li> </ul> </li> <li>• budget and costings (e.g. breakdown of salaries, consultancy fees, materials, venues, equipment)</li> <li>• contingency plan (e.g. allow time and budget for project risks and issues)</li> <li>• methods and frequency for communicating project progress to stakeholders</li> <li>• methods for monitoring</li> <li>• methods for evaluation, i.e. <ul style="list-style-type: none"> <li>o how to obtain feedback from project stakeholders (e.g. surveys, observation, case studies, focus groups, interviews)</li> </ul> </li> </ul> | <p><b>Summative</b><br/>End of learning outcome recall questions and do it now tasks.</p> <p><b>Formative</b><br/>In this half term students will prepare and produce a project plan including a focus on risks and impacts if contingencies must be implemented.</p> | <p>In half term 5 students will learn to prepare and produce project plans. This draws on essential knowledge from the previous half terms where students have developed an understanding of how projects are monitored by project managers. This also builds on prior knowledge developed about functional areas and requires them to identify their contribution to project planning.</p> |
|-------------------|---|--|---|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <ul style="list-style-type: none"><li>o when to obtain feedback from project stakeholders (e.g. lessons learnt on completion of stages of project)</li><li>o how project outcomes meet project vision (e.g. benefits received from project outcomes)</li></ul> <p><b>Project management tools, i.e.</b></p> <ul style="list-style-type: none"><li>• critical path analysis (CPA)</li><li>• Gantt charts</li><li>• other tools (e.g. Program Evaluation and Review Technique (PERT), software packages, flow diagrams to plan)</li></ul> |  |  |
|--|--|---|--|--|