

Applied Business – Scheme of Work

Certificate/Extended Certificate

**Unit 2: Business dynamics Unit type:** internally assessed

**Guidance notes**

This Scheme of Work (SoW) illustrates how the unit content could be delivered over 60 GLH. The Business Dynamics unit should be delivered either before, after or at the same time as the Unit 1 Financial Planning and Analysis unit, and before the Unit 3 Entrepreneurial opportunities unit, which is the unit where the skills and knowledge developed through units 1 and 2 are synoptically brought together.

This Scheme of Work should be used in conjunction with the qualification Delivery Guidance document. You should also note that it follows the GLH Breakdown section of the unit specification in relation to the apportionment of teaching time to unit content

Choose option

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| **Number of hours** | **Specification reference** | **Key learning objectives**  Consider inclusion and differentiation (as appropriate and relevant) **Equality and Diversity in BLUE** (to be enhanced by unit teacher as appropriate for learner group) | **Learning activities and resources**  What will be learner led? What will be Tutor led? Topics for plenary? Homework?  Classroom based or off-site? Employer engagement?  **Stretch and challenge in RED** *(to be enhanced by unit teacher as appropriate for learner group)* | **Plenary**  How will learner progress be checked?  Evidence requirements? | **Embedding or contextualising**  (opportunities for skills development)  **Maths in PURPLE English in GREEN**  **Transferable Skill opportunities in ORANGE** |
| 3 | PO1 – business markets, vision and aims (all) | • Understand the meaning of business markets, vision and aims  • Be able to outline market opportunities for businesses and the benefits of using vision statements and aims | Tutor to outline broad content and purpose of the unit ie the ways in which businesses, profit and not-for-profit, exploit market opportunities and handle competition. Links to the Financial Planning and Analysis unit should be made ie the meaning of aims for profit and not-for-profit businesses.  Tutor to use two case studies of medium to large scale businesses illustrating the ideas of business markets, vision and aims eg <http://www.nextplc.co.uk/>and <http://www.oxfam.org.uk/>. Learners, working in small groups and using flip chart paper, to contrast the two businesses in terms of markets, vision and aims. | • Evidence collection for P1 (taking **approximately**  ½ an hour) | • Research skills when gathering evidence for the concise report |

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|  |  |  | Tutor to outline meaning of a market opportunity, using an example from one of the two businesses, discussing the ways in which the business exploited this opportunity and how business vision played a role in this process (eg by initiating the need to exploit an opportunity or by helping to identify suitable opportunities).  Learners, working in small groups, to investigate the history of one of the businesses and to outline some of the market opportunities it **has** exploited. Groups to consider the ways in which vision statements and aims could have helped the business. Each group to focus on one of the businesses, class to cover both businesses and groups to feedback findings. Tutor to review/contrast findings.  Tutor to provide Assignment 1 briefing sheet for portfolio building, providing broad background to the business used throughout the unit and for **all** portfolio evidence. Learners, for private study, to collect and collate evidence for P1 in relation to this business.  Note: if the centre wishes, tutors can |  |  |

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|  |  |  | allow each learner to select a business of his/her own choosing. However, each learner must base **all** portfolio evidence on this **single** business. Tutors should investigate whether the business is capable of providing evidence to support the unit before allowing learners to choose their own business. |  |  |
| 2 | PO1 – stakeholders and ownership (all) | • Understand the meaning of stakeholders and their interests  • Understand factors determining the choice of business ownership  • Be able to describe business ownership and the interests of stakeholders  • Be able to explain the factors affecting the choice of business ownership | Tutor to review/introduce meaning of stakeholders and business ownership (defined in the Financial Planning and Analysis unit). These concepts could be illustrated using the businesses introduced in ‘PO1 – business markets, vision and aims (all)’. Learners to describe stakeholders’ interests in the businesses. Tutor to review understanding.  Learners provided with a ‘guide sheet’ outlining the factors determining the choice of business ownership eg a table detailing each factor (rows) and linking these to different forms of ownership (columns). Learners, working in groups,  to apply this to the businesses introduced  in ‘PO1 – business markets, vision and aims (all)’. Tutor to review understanding through whole class discussion. | • Evidence collection for P2 and M1 (taking **approximately** 1 hour) | • Research skills when gathering evidence for the concise report |

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|  |  |  | Learners, for private study, to collect and collate evidence for P2 and M1 in relation to the portfolio business. Learners instructed to focus on the history of the business and gathering evidence in relation to how/why the form of  ownership has changed/evolved. |  |  |
| 2 | PO1 – business organisation (functional activities and organisational structure) | • Understand the meaning of business functional activities  • Understand the ways in which organisational structures can be described  • Be able to outline the organisation of functional activities of businesses | Tutor to add one or two case studies to those introduced in ‘PO1 – business markets, vision and aims (all)’, with the purpose of providing sufficient scope/contrast for understanding the meaning of organisational structure and functional activities. The primary importance of people in business should be stressed.  Learners, working in small groups, to focus on **one** of these businesses (all businesses to be collectively covered by the groups). Learners to investigate the meaning and organisation of functional areas within their business, using the terminology of the business and relating these to ‘text book’ definitions. Tutor to use findings for whole class discussion to confirm understanding and contrast organisational structures.  Learners, for private study, to collect and collate evidence for P3 in relation to the | • Evidence collection for P3 (taking **approximately**  ½ an hour) | • Research skills when gathering evidence for the concise report |

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|  |  |  | portfolio business. |  |  |
| 2 | PO1 – business organisation (organising functional activities) | • Understand the factors affecting the organisation of functional activities  • Be able to explain how the factors have affected the organisation of businesses functional activities | Tutor to use **one** of the businesses from  ‘PO1 – business organisation (functional activities and organisational structure)’ to outline the factors affecting the organisation of functional activities. This would focus on one or two key moments when the business has undergone reorganisation and/or restructuring considering one or more of: decision making, markets, operations, staffing levels/roles and skills.  Learners, working in small groups, to investigate **one** of the remaining businesses (all businesses to be collectively covered by the groups) and to analyse factors that **have** affected the  organisation of functional activities. Each group to be provided with a word table to structure their analysis eg organised by factors as columns and ‘key moments of change’ as rows. Tutor to review outcomes and confirm/develop learner understanding.  Individual learners to apply understanding to their own portfolio business and to gather evidence for criteria M2. | • Completion of **concise** report on factors affecting a business’s form  of ownership and organisation of functional activities (targeting **all**  PO1 criteria, taking **approximately** 1 hour) | • Written communication skills when completing the concise report  Research skills when interpreting evidence for the concise report |

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|  |  |  | Learners, for private study, to complete a concise report, for their portfolio  business, using evidence collected to  date and addressing **all** PO1 criteria. Tutors could provide a word template to facilitate this ie ensuring that all criteria are addressed and that evidence is kept as concise as possible. |  |  |
| 3 | PO2 – recruitment (all) | • Understand the meaning of recruitment planning and methods of recruitment  • Be able to outline the methods of recruitment used by businesses  • Understand how business can measure the effectiveness of recruitment  • Be able to analyse the effectiveness of businesses’ recruitments | Tutor to review previous sessions. In particular, the importance of people within business and the need to make the most of human resources. Tutor to outline the nature/purpose of PO2 ie the ways in which a business can gain advantages over its competitors (including not-for-profit businesses).  Tutor to introduce idea of recruitment planning, linking this back to the issues investigated in PO1, and illustrating the need to plan through the experiences of one of the businesses covered in PO1. This could be further illustrated by using [http://businesscasestudies.co.uk/tesco/re cruitment-and-selection/workforce- planning.htm](http://businesscasestudies.co.uk/tesco/recruitment-and-selection/workforce-planning.html)l.  Learners, working in small groups, to investigate methods of recruitment, from a list of methods provided by the tutor | • Completion of a **concise** report analysing the effectiveness of the business’s (chosen in PO1) recruitment methods (targeting criteria P4 and M3, taking  **approximately** 1  hour) | • Written communication skills when completing the brief report |

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|  |  |  | (including examples of traditional methods and links to examples of online methods). Focus of the investigation should be on: meaning of the method and advantages and disadvantages in relation to recruiting suitable personnel. Tutor to confirm/develop understanding through whole class discussion of findings.  Tutor to provide learners with relevant qualitative and quantitative information in respect of the effectiveness of a business’s recruitment. This information could be gathered from PLC annual reports ie KPIs. Whole class discussion  of meaning and relevance of information.  Tutor to confirm learner understanding by providing two or three data interpretation exercises, to be completed individually  by learners.  Individual learners to investigate effectiveness of their portfolio business’s recruitment in addition to the methods of recruitment used for one managerial and one supervisory position.  Learners, for private study, to complete a concise report, for their portfolio  business, outlining the methods and  analysing the effectiveness of the |  |  |

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|  |  |  | recruitment methods. Tutors could provide a word template to facilitate this ie ensuring that all criteria are addressed and that evidence is kept as concise as possible. |  |  |
| 2 | PO2 – organisational types (Mintzberg’s organisational types) | • Understand the different organisational types outlined by Mintzberg  • Be able to describe the organisational type of businesses | Tutors to introduce the concept of an organisational type. Two contrasting case studies should be used to focus on three different organisational types eg considering a business within the creative industry as opposed to a supermarket chain. The ‘shape’ of an  organisation could then be illustrated with  reference to the strategic apex, middle line management, operational core, support staff and technostructure eg using [https://prezi.com/vunf9m9pkyja/mintzber gs-five-types-of-organizational-structure/](https://prezi.com/vunf9m9pkyja/mintzbergs-five-types-of-organizational-structure/)  Learners, working in small groups, to practise identifying information relevant to the organisational type of businesses  eg by gathering information on degree of  standardisation, number of divisions, where decisions are made etc. Each group given a different business to investigate with the range of businesses covering different organisational types. Groups to present conclusions about organisational type. Tutor to review. | • Evidence collection for P5 (taking **approximately**  ½ an hour) | • Research skills when gathering evidence for organisational type |

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|  |  |  | Learners, for private study, to investigate the possible organisational type of their portfolio business by gathering information relevant to its organisational shape. |  |  |
| 4 | PO2 – organisational types (the effectiveness  of a business’s  organisational type) | • Understand how to consider the effectiveness of businesses’ organisational types  • Be able to explain how the organisational type of businesses helps them to exploit market opportunities, operate efficiently, motivate staff to achieve their vision and aims  • Be able to evaluate the suitability of businesses’ organisational types | Using the learners’ school/college as a context, tutor to set up a ‘re-engineering’ exercise where learners are initially given the challenge of considering what they see as the most appropriate organisational type for state education, given a number of options to choose  from (ie from machine to adhocracy) and  justifying their choice.  Tutor to review outcomes and consider the three factors of market opportunities, efficient operation and staff motivation in the context of two of the businesses introduced in PO1. Tutor to illustrate the idea of an organisational ‘health check’ where each factor is considered against the current organisational type and ways in which modifying the type is/is not desirable.  Learners, to review understanding by considering one additional business from those introduced in PO1 and carrying out a health check.  Learners, for private study, to complete a | • Completion of  ‘health check’ report, evaluating the suitability of the business’s (chosen in PO1) organisational type (targeting criteria P5, M4 and D1, taking **approximately** 1 and ½ hours) | • Written communication skills when completing the  ‘health check’  Research skills when gathering and interpreting evidence for the  ‘health check’ |

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|  |  |  | ‘health check’ report for their portfolio business, using evidence collected to date and addressing criteria P5, M4 and  D1. Tutors could provide a word template  to facilitate this ie ensuring that all criteria are addressed and that evidence is kept as concise as possible. |  |  |
| 2 | PO2 – competitive advantage (production costs, consumer benefits and USP) | • Understand the meaning of a competitive advantage and how a business can gain this through a consideration of production costs, consumer benefits and unique selling proposition (USP)  • Be able to outline ways in which businesses could gain a competitive advantage | Using two of the businesses introduced in PO1, tutor to illustrate the idea of a competitive advantage by considering operational and marketing benefits in terms of: operational efficiency (costs) and consumer benefits (extent to which product offerings meet consumer needs). The importance of each factor could be demonstrated using edited news reports focusing on issues faced by each business eg increasing profits or  declining market sales and how aspects  of competitive advantage (or lack of) contributed to these issues. Idea of a USP introduced as a way of illustrating the difficulty of balancing cost and consumer benefit advantages.  Learners to carry out additional online research to identify current stories on how businesses have gained a competitive advantage. Learners to feedback to class and tutor to confirm understanding. | • Evidence collection for P6 (taking **approximately**  ½ an hour) | • Research skills when gathering evidence for competitive advantage |

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|  |  |  | Learners, for private study, to research the nature of any competitive advantage held by their own portfolio business. |  |  |
| 1 | PO2 – competitive advantage (use of trademarks and patents) | • Understand the meaning of trademarks and patents  • Understand how trademarks and patents can be used to protect a competitive advantage | Tutor to define and illustrate meaning of trademarks and patents, using a range of business contexts to illustrate this (not necessarily those introduced in PO1).  Learners to individually research the trademarks and patents held by their own portfolio businesses.  Whole class discussion on how the ability to create and deliver a winning USP that could be protected through the use of trademarks and patents.  Learners, for private study, to complete an annotated mind map for their portfolio business, illustrating three ways in which the business **could** hold a competitive advantage (addressing criterion P6). | • Completion of an annotated mind- map illustrating ways in which  the business (chosen in PO1) could hold a competitive advantage (targeting criterion P6, taking **approximately**  ½ an hour) | • Research skills when interpreting evidence for the mind-map |
| 3 | PO2 – competitive advantage (extent to which a  business holds  a competitive advantage) | • Understand and be able to analyse the factors affecting the ability of businesses to hold a competitive advantage  • Be able to evaluate the extent to which businesses | Tutor to develop case studies on the competitive advantages held by the two businesses considered in ‘PO2 – competitive advantage (production costs, consumer benefits and USP)’. Each business should be placed in the context of consumer expectations, product technology, operations technology and competitor offerings. This stage of the | • Completion of a **concise** report, referencing the mind map above, evaluating the extent to which the business | • Written communication skills when completing the concise report |

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|  |  | hold a competitive  advantage | unit delivery acts as a bridge to PO3 and provides the framework for learners to address M5 and D2. As such, learners should be given sufficient time to develop their ability to analyse the factors  affecting the ability of businesses to hold an effective competitive advantage.  Learners, working in small groups, to  take on the role of business analysts and to evaluate the extent to which each of the two businesses hold a competitive advantage. Tutor to provide an analytical framework for this eg a diamond nine exercise for each group to consider the importance of the information within each case study. Groups to feed back to class and tutor to moderate discussions.  In time remaining, learners to individually research the extent to which his/her portfolio business holds a competitive advantage. Tutor to confirm individual learner understanding of the analytical process.  Learners, for private study, to complete a concise report, for their portfolio  business, evaluating the extent to which the business holds a competitive advantage (addressing criteria M5 and D2). Tutors could provide a word | (chosen in PO1)  holds a competitive advantage (targeting criteria M5 and D2, taking **approximately** 1 hour) |  |

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|  |  |  | template to facilitate this ie ensuring that all criteria are addressed and that evidence is kept as concise as possible.  Learners hand in Assignment 1 for marking. |  |  |
| 3 | PO3 – competitive position (market share, market maps and Porter’s competitive position analysis) | • Understand the meaning and measurement of market share  • Understand the meaning and use of market maps  • Understand the meaning and use of Porter’s competitive position analysis  • Be able to outline the competitive position of businesses | This performance outcome is intended to introduce learners to the dynamic business environment ie to develop their understanding and awareness of the fluid nature of competition. Learners’ focus  will be on the competitive position held  by businesses within an industry. The factors determining this cut across functional activities and require an understanding of the business organisation as a whole. The concepts covered in PO1 and PO2 are essential and tutors should review these prior to delivering PO3.  Tutor to introduce definitions of market share and competitive position, illustrated through three **industry** examples (perhaps covering the businesses introduced in PO1). Market maps could  be used to illustrate the structure of these  industries and the choice of axes values discussed with learners.  Tutor to develop **one** of the industry contexts to illustrate the meaning, | • Completion of page 1 of the competitive position analysis template (targeting criterion P7, taking  **approximately** 1  hour) | • Research skills when gathering and interpreting evidence for the mind-map |

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|  |  |  | purpose and use of Porter’s competitive position analysis. Tutor to consider the importance of each force and how they individually affect the ability of any business in the industry to hold a favourable competitive position.  Learners, within time remaining, to begin researching their portfolio business’s industry structure using a five forces framework.  Learners to start Assignment 2 and, for private study, to outline the competitive position of their portfolio business within its industry using the five forces framework (addressing criterion P7). |  |  |
| 3 | PO3 – competitive position (extent to which a  business has a favourable competitive position) | • Understand and be able to analyse the factors affecting the competitive position of businesses  • Be able to evaluate the extent to which businesses hold favourable competitive positions | Tutor to review five forces framework and demonstrate how this can be used to analyse the overall competitive position  of a business – now and in the future.  Tutor to provide additional information on one other industry example and learners, working in small groups, to develop their ability to use Porter’s framework. Learners to evaluate the competitive positions of individual businesses within the industry, using the five forces to  justify their views.  Tutor to review outcomes and assess the | • Completion of pages 2 and 3 of the competitive position analysis template (targeting criteria M6 and D3, taking **approximately** 1 hour) | • Research skills when gathering and interpreting evidence for Porter’s five forces  • Written communication skills when completing the concise report |

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|  |  |  | ability of learners to work with the five forces framework.  Learners, in time remaining, to carry out additional research for their portfolio business, using a diamond nine framework, to assess the significance of each Porter force and how this relates to their business’s competitive position. Tutor to monitor progress, ensuring that all learners can access the competitive rivalry element of the five forces plus **two** other elements.  Learners, for private study, to complete a concise report of the extent to which their portfolio business has a favourable competitive advantage (addressing criteria M6 and D3). |  |  |
| 2 | PO3 – management policies (role of management  in improving  competitive position) | • Understand the role of management in improving the competitive positions of businesses  • Understand the range of management policies intended to improve the competitive position of business (using aspects of marketing, operations and human resources) | Using businesses introduce previously, or bringing in new contexts if necessary, tutor to illustrate the role of management in improving the competitive position of their businesses. Tutor to outline the purpose and nature of three to four policies and learners to consider their potential effects. These policies should collectively cover aspects of marketing, operations and human resources.  Tutor to reveal actual outcomes and learners to consider factors that might | • Evidence collection for P8 | • Research skills when gathering evidence for management policies |

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|  |  |  | have aided or hindered the effectiveness of the policies. Tutor to confirm understanding and review as necessary  Learners, for private study, to carry out research into the use of management policies, intended to improve competitive position, within their portfolio business. |  |  |
| 4 | PO3 – management policies (management policies) | • Be able to outline management policies intended to improve the competitive position of businesses (using aspects of marketing, operations and human resources)  • Be able to explain how management policies could improve the competitive position of businesses  • Be able to evaluate the extent to which management policies did improve the competitive position of businesses | Tutor to review previous session, confirming each learner’s understanding and his/her identification of management policies within the portfolio business.  Learners, working in small groups, to develop their ability to evaluate the extent to which management policies **have** improved the competitive position  of a business. Each group presented with the same new context, which contains competitive position, five forces and management policy information. Groups to explain how the policy **could** have improved competitive position. Groups then presented with actual outcome and asked to evaluate the extent to which the policy improved the competitive position  of the business, judging factors that  might have influenced the outcomes (eg using a diamond nine framework).  Whole class discussion of outcomes with groups justifying their conclusions and | • Completion of management policies template (targeting criteria P8, M7 and D4, taking **approximately** 2 hours) | • Written communication skills when completing the concise report  Research skills when gathering and interpreting evidence for the concise report |

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|  |  |  | tutor reviewing understanding of process.  Individual learners to review evidence gathered to date for P7, M6, D3 and P8. In time remaining, individual learners to decide on which **two** management polices they intend to investigate for their own portfolio business and to commence research on the outcomes of these policies.  Learners, for private study, to complete a concise report evaluating the extent to which **two** management policies improved the competitive position of their  portfolio business (addressing criteria P8,  M7 and D4). Tutors could provide a word template to facilitate this ie ensuring that all criteria are addressed and that evidence is kept as concise as possible. |  |  |
| 2 | PO4 – internal business strengths and weaknesses (of a business’s competitive position) | • Understand the meaning of internal business strengths and weaknesses in relation to customers, competitors, organisational type, operational and financial resources  • Be able to describe the internal strengths and weaknesses of businesses | Tutor to review PO1, PO2 and PO3 prior to commencing PO4. Review to focus on the difference between **internal** factors (human resources, operational capability and marketing activities) and **external** factors (competitive environment and consumer trends) affecting the future success of any business.  Tutor to introduce the SWOT framework, using a number of examples, stressing the internal/external split and the way in | • Evidence collection for P9 | • Research skills when gathering and collating existing evidence to create the strengths and weaknesses table |

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|  |  |  | which internal strengths/weaknesses focus on current capabilities whilst external opportunities/threats focus on future possibilities.  Learners, working in small groups, given two SWOT exercises focussing on establishing **internal** strengths and weaknesses. Each group should be  given a full SWOT table template for both  exercises but only asked to complete the SW sections. Tutor to review outcomes and ensure that learners understand the internal nature of strengths and weaknesses.  Individual learners to review all of their portfolio research and evidence to date in order to identify potential information for the strengths and weaknesses of their portfolio business. |  |  |
| 2 | PO4 – internal business strengths and weaknesses (identifying key strengths and weaknesses affecting business performance) | • Be able to explain how internal strengths and weaknesses affect business performance  • Be able to evaluate the significance of the internal strengths and weaknesses for business performance | Tutor to consider each of the internal strength/weakness areas (customers, competitors, organisational type and resources) in turn, outlining how positive and negative aspects affect business performance. In each case, this should be illustrated using real business scenarios (eg Tesco, Apple, M&S, Talk Talk etc).  Individual learners to review their | • Completion of strengths and weaknesses template (targeting criteria P9, M8 and D5, taking **approximately** 1 hour) | • Research skills when analysing existing evidence to complete the strengths and weaknesses table |

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|  |  |  | completed SW sections from their SWOT table for their portfolio business and to consider the ways in which these SW affect the performance of their business, linking to evidence within previous sections of their portfolio (ie from PO1, PO2 and PO3) to support possible explanations and evaluation of significance. Tutor could provide a word template to facilitate this process eg Strength/Weakness as first column, brief notes on how this might affect performance as second column and reference to prior portfolio evidence as third column.  Tutor to review individual learner position in relation to having gathered sufficient evidence to support completion of criteria M8 and D5. Learner to identify gaps and identify necessary additional research.  Learners, for private study, to complete a concise commentary on the strengths  and weaknesses of their portfolio  business, evaluating the significance of the SWs for the performance of the business (addressing criteria P9, M8 and D5). |  |  |
| 3 | PO4 – external business opportunities | • Understand the meaning of external business | Tutor to outline meaning of **external** opportunities and threats, explaining how their importance is partly determined by | • Completion of an external | • Data presentation skills when |

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|  | and threats | opportunities and threats  • Understand the meaning of external environment forces: economic, technological, social and ethical  • Be able to collect and collate data relevant to the external environment forces of businesses | the nature of a business’s internal strengths and weaknesses. Tutor to provide two or three examples of this (eg when an organisational type helped to support the exploitation of an opportunity).  Tutor to outline the nature of the business external environment,  restricting this to economic, technological  and social/ethical. In respect of economic data, tutors will probably need to run a workshop session on their interpretation. In general, tutors will also need to outline the ways in which economic trends can impact on businesses but this can be restricted to key variables such as employment and incomes.  Learners, working in small groups, to practice interpretation of external environment data using a number of succinct data items. Whole class discussion and tutor to review learner understanding.  Learners, for private study, to create an external environment forces folder, analysing the information to identify possible opportunities and threats faced by their portfolio business (targeting criterion P10 and M9 (part)). Scope of | environment  forces folder (targeting criterion P10 and M9 (part), taking  **approximately** 1  hour) | creating the  folder  • Research skills when gathering data for the folder |

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|  |  |  | folder to be determined through stretch and challenge. |  |  |
| 2 | PO4 – external business opportunities and threats (business potential  based on a  consideration of its opportunities and threats) | • Be able to analyse external environment data to identify possible opportunities and threats faced by businesses and evaluate business potential considering these | Learners to individually review **all** existing portfolio evidence, including the external environment forces folder, prior to identifying opportunities and threats.  Learners to analyse external environment data to identify possible opportunities and threats for their portfolio business and to complete SWOT table.  Learners to ensure that evidence is cross tabulated to prior portfolio evidence.  Tutor to monitor in terms of process ie that learner has attempted to do this.  Learner, for private study, to complete a **concise** commentary evaluating the potential of the portfolio business (addressing criteria M9 and D6).  Learners to hand in Assignment 2 for marking. | • Completion of business potential template  (targeting criteria  M9 (part) and D6, taking **approximately** 1 an hour) | • Data analysis skills when using the folder to identify opportunities and threats |