DE SALIS STUDIO COLLEGE

What are the aims and intentions of this curriculum?

This qualification delivers a solid foundation in working in the business environment and using numbers in business.

Students will learn how different organisations operate, across both the private and public sectors. The will learn how to contribute effectively in the workplace.

| Term | Topics | Knowledge and key terms | Skills developed | Assessment |
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| Autumn 1 | **1.5 The importance of keeping data and information secure**<br>1.5.1 Importance of data and information security<br><br><br><br><br>1.5.2 Keeping data and information secure | 1.5.1 Importance of data and information security:<br>• prevents loss and unauthorised sharing of information<br>• protects against computer failure or viruses<br>• maintains confidentiality<br>• protects customer information<br>• complies with any legal requirements<br>• loss of business / personal reputation<br>1.5.2 How data and information is kept secure:<br>• use of strong passwords / not sharing passwords<br>• screensavers<br>• encryption<br>• firewalls<br>• use of secure network: remote / hybrid working<br>• storage of hard-copy records, physical access restrictions<br>• storage of soft-copy records: cloud-storage, archives, secure | Understand and explain<br><br>1.5.1the importance of data and information security<br><br><br><br><br><br><br>1.5.2 how data and information is kept secure<br><br>**PSHE: Online and media, Being safe** | • Class activities<br>• Workbook based activities<br>• AAT website activities<br>• Half-term assessments |

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| | | back-ups, restricted access, cybersecurity<br>• authentication required to access cloud-based information<br>• not sharing laptops/computers with others<br>• not leaving confidential information where non-authorised personnel may see/not working in a public space<br>• not discussing confidential information where non-authorised personnel may hear<br>• anti-virus software<br>• cookies and privacy settings<br>• the importance of only sharing information with authorised personnel<br>• checking correct recipient before sending required information | |
| | 1.5.3 Threats to data security | 1.5.3 Threats to data security:<br>• viruses<br>• hacking<br>• phishing<br>• system crashes<br>• employee fraud<br>• corrupt files<br>• natural disasters<br>• accidental deletion. | 1.5.3 threats to data security.<br>**PSHE: Being safe, Online and media**<br><br>1.2.1 Identify effective and ineffective communication.<br>**PSHE: Relationships** |
| | **1.2 Working and communicating with others**<br>1.2.1 Effective teams | 1.2.1 Characteristics of an effective team working:<br>• Clear roles and responsibilities<br>• Respect<br>• Trust<br>• Co-operation | 1.2.2 the benefit of working in teams. |

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| | 1.2.2 Benefits of working in teams | • Common goals<br>• Realistic deadlines<br>• Good communication<br>• Timekeeping<br>• Reliability<br>• Professionalism<br><br>1.2.2 The benefit of working in teams<br>• Collaboration<br>• Sharing ideas<br>• Team morale<br>• Achieving goals<br>• Utilising individual skills and expertise<br>• Shared learning | |
| | 1.2.3 Methods of communicating | 1.2.3 Different methods of communication:<br>• Emails<br>• Business letters<br>• Online meetings<br>• Reports<br>• Spreadsheets<br>• Telephone calls<br>• Face-to-face<br>• Instant messaging<br>• Intranet<br>• Shared communication channels | <mark>1.2.3 different methods of communication.</mark><br>**PSHE: Relationships** |
| | 1.2.4 Effective written communication | 1.2.4 Characteristics of effective written communication:<br>• Grammatical and spelling error free<br>• Key information inclusion<br>• Use of appropriate salutations<br>• Clear and comprehensive content | 1.2.4 characteristics of effective written communication. |
| | 1.2.5 Use of software in workplace communication | 1.2.5 Use of workplace communication software: | |

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| | <ul><li>Word processing</li><li>Spreadsheet</li><li>Email</li><li>Presentation</li></ul> | 1.2.5 the use of workplace communication software | |
| **1.3 Time management**<br><br>1.3.1 Time management tools | 1.3.1 Time management tools:<ul><li>Online calendars</li><li>Work schedules</li><li>Online collaboration tools</li><li>To-do-lists (including digital based)</li></ul> | 1.3.1 the use of time management tools. | |
| 1.3.2 Impact of missed deadlines | 1.3.2 Effects of missing deadlines:<ul><li>On others relying on work produced by team</li><li>Impact of other deadlines on the team</li></ul> | 1.3.2 the effects of missing deadlines. | |
| 1.3.3 Basis for work allocation (urgency and importance) | 1.3.3 Basis for work allocation (urgency and importance) | 1.3.3 the basis for work allocation (urgency and importance) | |
| **1.4 Professional behaviour**<br><br>1.4.1Principle of confidentiality | 1.4.1Principle of confidentiality<ul><li>General Data Protection Regulations</li><li></li></ul> | 1.4.1the principle of confidentiality | |
| 1.4.2 Following policy and procedures | 1.4.2 Following policy and procedures<ul><li>using correct names</li><li>listening to the other person</li><li>avoiding slang, swearing and offensive humour</li></ul> | 1.4.2 Following policy and procedures | |
| 1.4.3 Principles of good time keeping | 1.4.3 Principles of good time keeping<ul><li>being at work on time</li></ul> | | |

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| | | • keeping to break times<br>• not leaving early<br>• discussing workloads with supervisor<br>• agreeing time off with manager | 1.4.3 the principles of good time keeping | |
| | 1.4.4 Principles of polite communication | 1.4.4 Principles of polite communication<br>• using correct names<br>• listening to the other person<br>• avoiding slang, swearing and offensive humour | 1.4.4 the principles of polite communication | |
| | 1.4.5 Personal qualities required for employment | 1.4.5 Personal qualities required for employment<br>• honesty<br>• adaptability<br>• trustworthiness<br>• commitment | 1.4.5 Personal qualities required for employment<br><br>**Links to careers: Personnel manager, Public Relations Officers, Communications manager, Content manager** | |
| | **2.1 The key features of the retail sector**<br>2.1.1 The key features of the retail sector<br>2.1.2 The key features of the manufacturing sector<br><br>2.1.3 The key features of the service sector<br><br>2.1.4 The key features of the charity and voluntary sector | 2.1.1 The key features of the retail sector:<br>• sells goods to the public<br>• may have a number of branches, franchises or online<br><br>2.1.2 the key features of the manufacturing sector:<br>• makes products either for sale or as components for further manufacturing<br>2.1.3 The key features of the service sector:<br>• provides services rather than manufacturing or selling goods | 2.1.1 the key features of the retail sector<br><br>2.1.2 the key features of the manufacturing sector<br><br>2.1.3 the key features of the service sector | |

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| | 2.1.5 The key features of the public sector<br><br>2.1.6 Businesses can operate from a physical location and/or online. | 2.1.4 The key features of the charity and voluntary sector:<br>• generates income to support its purpose<br><br>2.1.5 The key features of the public sector:<br>• provides services to the public<br>• funded by government<br>2.1.6 Businesses can operate from a physical location and/or online. | <span style="background-color:#00ff00">2.1.4 the key features of the charity and voluntary sector</span><br>**PSHE: Relationships**<br><br>2.1.5 the key features of the public sector<br><br>2.1.6 businesses can operate from a physical location and/or online. | |
| **Autumn 2** | **2.2 Purpose of different types of organisations**<br><br>2.2.1 Organisations that are run for profit<br><br>2.2.2 Organisations that are run not for-profit | 2.2.1 Organisations that are run for profit:<br>• sole trader<br>• partnership<br>• private limited company (Ltd)<br>• public limited company (PLC)<br>2.2.2 Organisations that are run not for-profit:<br>• charities<br>• community and voluntary organisations<br>• public sector<br>• social enterprises<br>• community interest companies (CICs)<br>2.2.3 Additional considerations:<br>• sustainability<br>• ethics<br>• diversity and equal opportunities. | 2.2.1 organisations that are run for profit<br><br>2.2.2 organisations that are run not for-profit | • Class activities<br>• Workbook based activities<br>• AAT website activities<br>• Half-term assessments |

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| | 2.2.3 Additional considerations | | 2.2.3 additional considerations for businesses | |
| | **2.3 Structure of organisations**<br>2.3.1 Different organisations of different sizes have different structures<br><br>2.3.2 Typical departments within an organisation and what they do<br><br>2.3.3 The structure of a three-level organisation chart<br><br>2.3.4 Levels of responsibility in an organisation and who each level reports to: | 2.3.1 Different organisations of different sizes have different structures<br><br>2.3.2 Typical departments within an organisation and what they do:<br>• finance<br>• human resources<br>• information technology<br>• sales and marketing<br>• production<br>• distribution<br>2.3.3 The structure of a three-level organisation chart:<br>• department staff<br>• department managers<br>• directors<br>2.3.4 Levels of responsibility in an organisation and who each level reports to:<br>• staff<br>• manager<br>• director. | 2.3.1 different organisations of different sizes have different structures<br><br>==2.3.2 typical departments within an organisation and what they do==<br>**PSHE: Relationships**<br><br>2.3.3 the structure of a three-level organisation chart<br><br>2.3.4 levels of responsibility in an organisation and who each level reports to.<br><br>**Links to careers: Personnel manager, Production manager, Payroll clerk, Credit manager, Marketing manager, SEO technician, General manager, Procurement manager** | |
| **Spring 1** | **3.1 The purpose of sales and purchases**<br>3.1.1 The importance of sales and purchases | 3.1.1 The importance of sales and purchases:<br>• businesses need money to operate<br>• selling goods and services makes money (income) | 3.1.1 the importance of sales and purchases | • Class activities<br>• Workbook based activities<br>• AAT website activities<br>• Half-term assessments |

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| | | <ul><li>buying goods and services costs money (expenses)</li><li>businesses need more income than expenses to run profitably</li><li>the meaning of profit and loss: income minus expenses</li><li>the meaning of surplus and deficit for not-for-profit organisations</li></ul> | |
| | 3.1.2 Possible problems when there is more expenditure than income | 3.1.2 Possible problems when there is more expenditure than income:<ul><li>not enough money to pay for expenses and purchases</li><li>bank account may become overdrawn</li><li>suppliers may withdraw credit</li><li>business could fail</li></ul> | <mark>3.1.2 possible problems when there is more expenditure than income</mark> |
| | 3.1.3 Possible opportunities when there is more income than expenditure | 3.1.3 Possible opportunities when there is more income than expenditure:<ul><li>saving opportunity</li><li>business growth</li><li>repay loans</li><li>provide return to owners.</li></ul> | <mark>3.1.3 possible opportunities when there is more income than expenditure</mark><br><br>**PSHE: Being safe** |
| | **3.2 Principles of sales**<br>3.2.1 Who goods or services are sold to<br><br>3.2.2 Sales made on a cash basis<br>3.2.3 that some sales are made on a credit basis.<br>**3.3 Principles of purchases**<br>3.3.1 Suppliers | 3.2.1 Who goods or services are sold to:<ul><li>Customers</li><li>Clients</li></ul>3.2.2 That some sales are made on a cash basis<br>3.2.3 That some sales are made on a credit basis. | 3.2.1 who goods or services are sold to<br><br><br>3.2.2 that some sales are made on a cash basis<br>3.2.3 that some sales are made on a credit basis |
| | 3.3.2 Cash purchases | 3.3.1 Who goods or services are bought from: suppliers<br>3.3.2 That some purchases are made on a cash basis | 3.3.1 who goods or services are bought from: suppliers<br>3.3.2 that some purchases are made on a cash basis |

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| | 3.3.3 Credit purchases<br>3.3.4 Approved suppliers<br><br>**3.4 Payment terms**<br>3.4.1 The purpose of payment terms<br><br><br><br>3.4.2 Payments terminology<br><br><br><br><br>3.4.3 Effect of payments and receipts on the bank balance | 3.3.3 That some purchases are made on a credit basis<br>3.3.4 That businesses may have a list of approved suppliers.<br><br>3.4.1 The purpose of payment terms:<br>• to ensure that customers know when to pay their invoices<br>• to ensure that suppliers are paid at the agreed time<br>3.4.2 Common terminology:<br>• payment in advance<br>• payment on delivery<br>• payment 10, 14, 30 or 60 days after invoice date<br>• payment at end of the month of invoice<br>3.4.3 How payment terms offered to customers/clients and received from suppliers affect the bank balance. | 3.3.3 that some purchases are made on a credit basis<br>3.3.4 that businesses may have a list of approved suppliers<br><br>3.4.1 the purpose of payment terms<br><br><br><br>3.4.2 common payment terminology<br><br><br><br><br>3.4.3 How payment terms offered to customers/clients and received from suppliers affect the bank balance<br><br>**Links to careers: Bank manager, Cashier, Software developer, Cyber security expert, IT technician, Security manager, networking specialist, Cashier, Accountant, Business banker, Fund manager, Investment analyst** | |
| **Spring 2** | **4.1 The importance of business procedures**<br><br>4.1.1 Why it is important to follow business procedures | 4.1.1 Why it is important to follow business procedures:<br>• to avoid errors<br>• to avoid missing internal and external deadlines | Understand and explain<br><br><br>4.1.1 why it is important to follow business procedures. | • Class activities<br>• Workbook based activities<br>• AAT website activities<br>• Half-term assessments |

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| | | • to ensure processes are completed as required by the business | |
| 4.1.2 How to follow procedures | 4.1.2 How to follow procedures: <br> • completing documents fully and accurately <br> • completing documents on time <br> • obtaining authorisation <br> • ensuring procedures being followed are up-to-date <br> • to maintain good business relationships with customers and suppliers | <mark>4.1.2 how to follow procedures</mark> <br> **PSHE: Being safe, Relationships** | |
| **4.2 Business procedures for sales** | | | |
| 4.2.1 Documents used in the sales process | 4.2.1 Documents used in the sales process: <br> • customer order <br> • delivery note <br> • sales invoice | 4.2.1 Documents used in the sales process | |
| 4.2.2 The process of making sales | 4.2.2 The process of making sales: <br> • customer places order <br> • business delivers goods or provides services to customer <br> • business invoices for goods or services <br> • business receives and records the income. | 4.2.2 the process of making sales | |
| **4.3 Business procedures for purchases and expenses** | | | |
| 4.3.1 Documents used in the purchases and expenses process | 4.3.1 Documents used in the purchases and expenses process: <br> • approved supplier list <br> • purchase order <br> • delivery note <br> • goods received note (GRN) <br> • purchase invoice | 4.3.1 documents used in the purchases and expenses process | |

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| | 4.3.2 The process of purchasing goods or services | 4.3.2 The process of purchasing goods or services:<br>• business selects supplier<br>• business raises purchase order<br>• business receives goods or services from supplier<br>• business checks delivery note against goods received<br>• business completes goods received note (GRN)<br>• business makes a note of any differences and queries them with supplier<br>• business checks purchase invoice against purchase order and delivery note/ goods received note (GRN)<br>• business makes payment and records the expenditure | 4.3.2 the process of purchasing goods or services | |
| | **4.4 Procedures**<br>4.4.1 Select an approved supplier for specified goods or services | 4.4.1 select an approved supplier for specified goods or services<br>4.4.2 check for differences between documents in the purchase process (purchase order,<br>goods received note (GRN), delivery note):<br>• incorrect items<br>• incorrect quantity of goods<br>• items missing from delivery<br>• incorrect item price<br>• incorrect calculations | 4.4.1 select an approved supplier for specified goods or services<br><br>**Links to careers: Compliance officer, Supervisor, Auditor, Buyer, Purchases clerk, Stackers, Merchandiser, Trade payables clerk, Despatch and Receiving managers** | |

| Spring 2 | **Using numbers in business**<br>**1. Perform simple business calculations**<br>1.1.1 Record numbers in words and figures<br>1.1.2 arrange numbers, including positive and negative numbers, in ascending and descending<br><br>1.1.3 calculate range<br>1.1.4 identify most frequently occurring number or numbers (mode). | 1.1.1 Record numbers in words and figures | Will be able to:<br>1.1.1 record numbers in words and figures | • Class activities<br>• Workbook based activities<br>• AAT website activities<br>• Half-term assessments |
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| | | 1.1.2 Arrange numbers, including positive and negative numbers, in ascending and descending<br>Order<br>• identify highest number<br>• dentify lowest number | <mark>1.1.2 arrange numbers, including positive and negative numbers, in ascending and descending</mark><br>**PSHE: Relatioships** | |
| | | 1.1.3 Calculate range<br>1.1.4 Identify most frequently occurring number or numbers (mode). | 1.1.3 calculate range<br>1.1.4 identify most frequently occurring number or numbers (mode). | |
| | **1.2 Check results of calculations**<br>1.2.1 Estimate figures<br>1.2.2 Rounding off figures: | 1.2.1 Estimate figures<br>1.2.2 Round figures:<br>• to whole numbers<br>• to one/two decimal places<br>1.2.3 estimate highest and lowest possible results<br>1.2.4 cross-check calculations. | 1.2.1 estimate figures<br>1.2.2 round off figures:<br><br>1.2.3 estimate highest and lowest possible results<br>1.2.4 cross-check calculations. | |
| | **1.3 Differences between figures over time**<br>1.3.1 Identify increases<br>1.3.2 Identify decreases. | 1.3.1 Identify increases<br><br>1.3.2 Identify decreases. | 1.3.1 identify increases in figures<br><br>1.3.2 identify decreases in figures. | |
| | **1.4 Complete calculations** | 1.4.1 use numerical functions: | | |

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| 1.4.1 Use numerical functions | • addition<br>• subtraction<br>• multiplication<br>• division<br>• calculate average (mean)<br>•<br>1.4.2 Work with common units of time: | 1.4.1 use numerical functions | |
| 1.4.2 Work with common units of time | • hours<br>• days<br>• weeks<br>• months<br>• quarters<br>• years | 1.4.2 Work with common units of time | |
| **2.1 Calculate decimals, fractions and percentages of numbers**<br>2.1.1 Calculating decimals<br>2.1.2 Calculating simple fractions: | 2.1.1 Calculate decimals<br><br>2.1.2 Calculate simple fractions:<br>• ½<br>• ¼<br>• 1/5<br>• 1/10<br>2.1.3 Calculate whole percentages | 2.1.1 calculate decimals<br><br>2.1.2 calculate simple fractions: | |
| 2.1.3 Calculating whole percentages<br>2.1.4 Calculating figures using whole percentages<br>2.1.5 Expressing numbers as fractions or percentages of another.<br><br>**2.2 Calculate equivalent fractions,** | 2.1.4 Calculate figures using whole percentages<br><br>2.1.5 Express a number as a fraction or percentage of another. | 2.1.3 calculate whole percentages<br><br>2.1.4 calculate figures using whole percentages<br><br>2.1.5 express a number as a fraction or percentage of another. | |

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| | **percentages and decimals**<br><br>2.2.1 Conversion of fractions into percentages and decimals<br>2.2.2 Conversion of percentages into fractions and decimals<br>2.2.3 Conversion of decimals into percentages and fractions. | 2.2.1 Convert fractions into percentages and decimals<br><br>2.2.2 Convert percentages into fractions and decimals<br><br>2.2.3 Convert decimals into percentages and fractions. | 2.2.1 convert fractions into percentages and decimals<br><br>2.2.2 convert percentages into fractions and decimals<br><br>2.2.3 convert decimals into percentages and fractions.<br><br>**Links to careers: Statistician, Actuary, Quantity surveyor, Accountant, Auditor, Quantum physicist, Astronomer, Engineer (Civil, electronic and mechanical), Structural engineer** | |
| Summer 1 | **2.3 Calculation and application of simple proportions and ratios**<br>2.3.1 Express two numbers as a ratio<br>2.3.2 Apply a proportion or ratio to a number.<br><br>**3. Use tools and techniques to present numerical data**<br><br>**3.1 Formulas** | 2.3.1 Express two numbers as a ratio<br><br>2.3.2 Apply a proportion or ratio to a number.<br><br><br>3.1.1 Use formulas when completing calculations: | Will be able to:<br><br>2.3.1 express two numbers as a ratio<br><br>2.3.2 apply a proportion or ratio to a number.<br>**PSHE: Relatiosnships** | • Class activities<br>• Workbook based activities<br>• AAT website activities<br>• Half-term assessments |

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| | 3.1.1 Use of formulas when completing calculations<br><br>**3.2 Formatting**<br>3.2.1 Use formatting to enhance presentation of information | • Addition<br>• Subtraction<br>• Multiplication<br>• Division<br>3.2.1 Use formatting to enhance presentation of information:<br>• Bold<br>• Italics<br>• Underline<br>• change font colour/ size<br>• fill cell<br>• accounting<br>• thousands<br>• percentages<br>• decimal places. | 3.1.1 use formulas when completing calculations<br><br>3.2.1 use formatting to enhance presentation of information<br><br>**Links to careers: Chartered accountant, Actuary, Cryptographer, Data scientist, Investment analyst, Mathematician** | |
| **Summer 2** | **Revision.**<br><br>**Practice exams**<br><br>**Final exams** | Revision of all concepts<br><br>Writing mock/ practice exams<br><br>Writing final exams | Will be able to:<br>Recap on content covered<br>Write practice exams<br><br>Write final examinations | • Topic by topic assessments<br>• Web-based exams<br>• Practice exams. |