



**Business Studies Scheme of Learning**

**Unit 4 Human Resources**

**Intent – Rationale**

We aim to create the very best Business students, who engage with the world around them and are equipped with the knowledge needed to develop their entrepreneurial, commercial and employability skills and identify business problems and opportunities. We want students to be able to think analytically, reach logical conclusions based on their effective interpretation of data, and make judgements strategic and tactical business decisions. Cultural capital is embedded throughout the curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples



Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>• Units costs</li> <li>• Functional areas</li> <li>• External influences on a business</li> <li>• Basic calculations</li> <li>• Production</li> <li>• Procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Units 5 &amp; 6 - Marketing and Finance and their impact and interdependence on the other functional areas of the business</li> <li>• Y11 terms 4 &amp; 5 – revision of topic and associated key skills</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• Mathematics – pay calculations through financial methods of motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the rule of law through contracts of employment (BV2) (SO3)</li> <li>• Understanding of tolerance of those with different faiths and beliefs through employment legislation (BV5)</li> <li>• Experiences of workplace through recruitment and training (BV6)</li> <li>• Learning from career and labour market information through recruitment (GB2)</li> <li>• Development of communication skills through organisational structure (GB4a)</li> <li>• Development of problem solving skills when calculating pay and financial motivators (GB4e)</li> <li>• Creativity and imagination when developing job descriptions and person specifications (SP3)</li> <li>• Understanding the legal concept of discrimination when employing staff (M1)</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Communication – development of structured arguments to support clear judgements</li> <li>• Comparison – ability to compare and weight the strength of opposing arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation of payment methods</li> <li>• Percentage change calculations to measure changes in pay</li> <li>• Graph and data interpretation</li> </ul>



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b>Know</b></p> <ul style="list-style-type: none"> <li>Be able to display both <u>knowledge</u> and <u>understanding</u> of key concepts from Influences on Business Unit of specification. To include <b>Organisations:</b> structures, centralisation and decentralisation <b>Recruitment:</b> process, methods, contracts of employment <b>Motivation:</b> financial and non-financial methods, <b>Training:</b> types, benefits of having trained staff <b>Legislation:</b> employment laws, H &amp; Ss, consumer laws, <b>Competitive environment:</b> impact of competition, risk and uncertainty</li> </ul> <p style="text-align: center;"><b>Apply</b></p> <ul style="list-style-type: none"> <li><u>Application</u> of business concepts identified in context to a variety of given businesses, including unincorporated businesses, incorporated businesses, public sector business and not for profit organisations. Development of a coherent <u>chain of reasoning</u> that can explain both the concept and the rationale supporting its application to a given business</li> </ul> <p style="text-align: center;"><b>Extend</b></p> <ul style="list-style-type: none"> <li>All should be able to start evaluating their argument and provide a judgement, based upon the arguments already developed</li> </ul>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li><b>Organisation chart</b> – diagrams to show the role of each employee, who they report to and who they are responsible for</li> <li><b>Centralisation</b> – where all of the decision making in a firm happens centrally</li> <li><b>Decentralisation</b> – where employees in all areas of the business make decisions</li> <li><b>Retention</b> – the proportion of the business’s workforce who stay over a period of time</li> <li><b>Recruitment</b> – the process of finding and appointing new employees</li> <li><b>Selection</b> – choosing the right employee from those who have applied for the job</li> <li><b>Contract of employment</b> – a legal document stating the conditions under which the person is employed</li> <li><b>Full time employment</b> – when someone works hours equivalent to a normal working week</li> <li><b>Part time employment</b> – when an employee works fewer than the normal working week</li> <li>Motivation – the range of factors that influence people to behave in certain ways</li> <li><b>On the job training</b> – training provided in the workplace</li> <li><b>Off the job training</b> – training provided outside of the employees workplace</li> <li><b>Induction training</b> – training given to an employee when they start their job</li> </ul>	<ul style="list-style-type: none"> <li>Weekly homework – assessed in line with exam board assessment criteria</li> <li>Verbal feedback</li> <li>Test 5: – Knowledge and core threads of application, analysis and evaluation</li> </ul>



## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Organisational structures	Can I explain the key features of an organisational structure?	Can I explain the appropriateness of an organisational structure for a given business?	End of chapter questions Multiple choice questions Past paper questions
Centralisation/decentralisation	Can I explain the difference between a centralised and decentralised structure?	Can I evaluate the impact that having a centralised or decentralised structure will have on a business?	End of chapter questions Multiple choice questions Past paper questions
Recruitment process	Can I identify the main methods of recruitment and selection?	Can I explain the benefit of having an effective recruitment process?	End of chapter questions Multiple choice questions Past paper questions
Contracts of employment	Can I explain the main requirements of an employment contract?	Can I explain the benefits of both full and part time employment?	End of chapter questions Multiple choice questions Past paper questions
Motivation	Can I explain how to use both financial and non financial methods of motivation in the workplace?	Can I explain the main factors that influence the choice of motivation in the workplace?	End of chapter questions Multiple choice questions Past paper questions
Training	Can I explain the importance of training in the workplace?	Can I evaluate the most appropriate form of training for a given business?	End of chapter questions Multiple choice questions Past paper questions