



SULTANATE OF OMAN
MINISTRY OF EDUCATION



BTEC

Approved Centre from Pearson

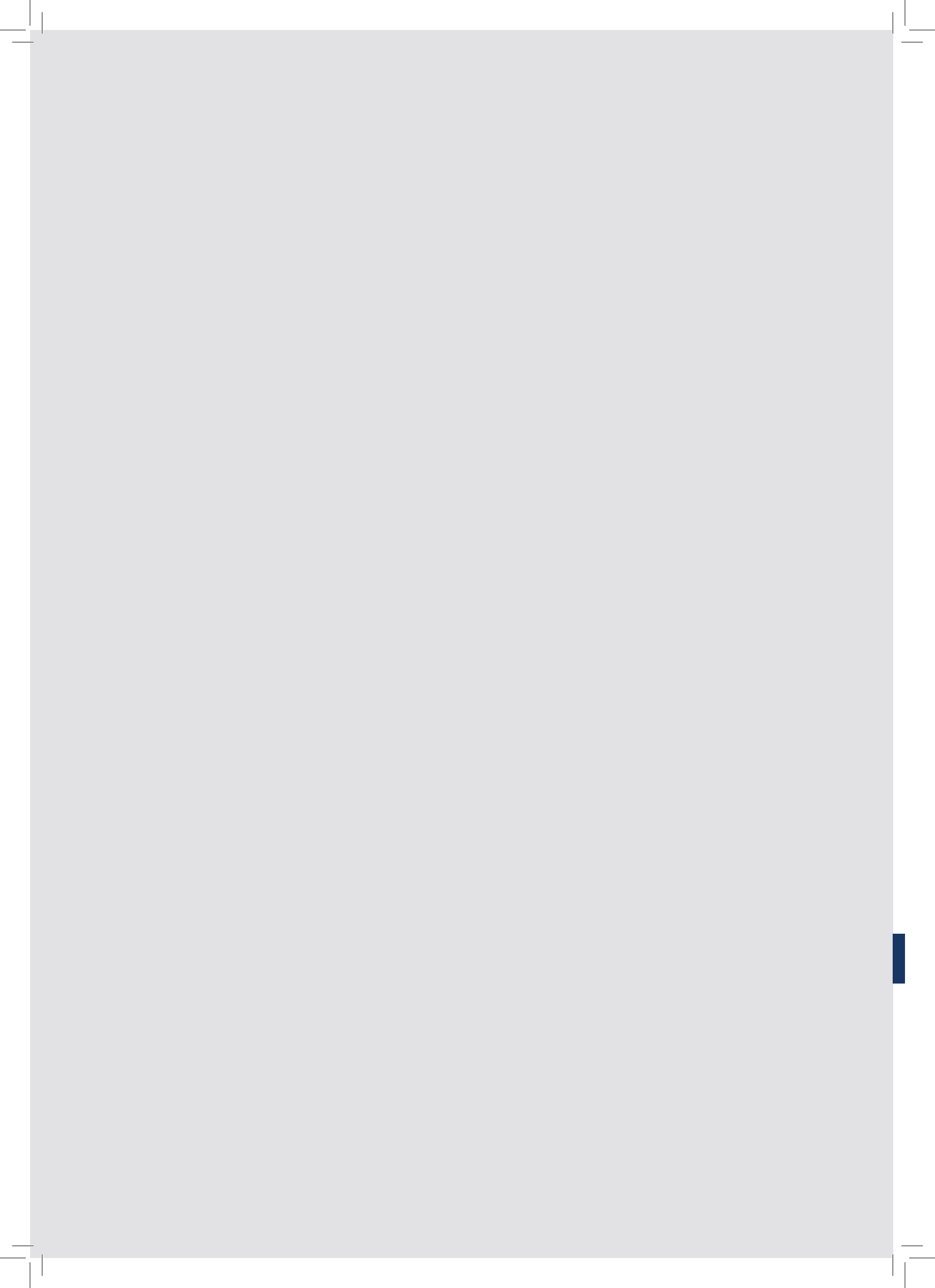
Business Level 3



Grades 11 and 12 Public Schools - Oman



الكلية الحديثة للعلوم
والمسؤولية
MODERN COLLEGE
OF BUSINESS & SCIENCE





Approved Centre from Pearson

Business

Level 3

Grades 11 and 12 Public Schools - Oman



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**

SULTANATE OF OMAN (Governorates & Wilayats)





النَّشِيدُ الْوَطَنِيُّ



يَا رَبَّنَا احْفَظْ لَنَا
وَالشَّعْبَ فِي الْأَوْطَانِ
وَلِيَدُمُ مَوْيِدًا
جَلَالَةَ السُّلْطَانِ
بِالْعِزِّ وَالْأَمَانِ
عَاهِلًا مُمَجِّدًا

بِالنُّفُوسِ يُفْتَدَى

يَا عُمَانُ نَحْنُ مِنْ عَهْدِ النَّبِيِّ
فَارْتَقِي هَامَ السَّمَاءِ
أَوْفِيَاءُ مِنْ كِرَامِ الْعَرَبِ
وَأَمْلِي الْكَوْنَ الضِّيَاءِ

وَاسْعَدِي وَانْعَمِي بِالرَّخَاءِ

Introduction

The introduction of Vocational and Technical Education in schools for grades 12-11 has received the royal blessing of His Majesty Sultan Haitham bin Tariq Al Said - may Allah protect him. This showed the significance of this type of education, its role in the national economy, its connection to the priorities of economic sectors, and its compatibility with the requirements of Oman's comprehensive development according to Oman Vision 2040.

The Ministry of Education paid a great attention to this type of education. This is reflected by striving to achieve its goal in assisting students to gain professional knowledge and skills that prepare them to engage in the labor market or qualify them to join higher education institutions.

To achieve the partnership with economic sectors the Ministry of Education sign a cooperation agreement with the Modern College of Business & Science (MCBS) as a partner representing the education sector in delivering the vocational and technical education to post-basic level.

The curricula for the selected BTEC programs are combined with essential national core subjects to acquire principles of the philosophy of education in the Sultanate of Oman. It enhances the values of work and production among students, refining their professional skills, and enhancing their abilities and professional inclinations, and empowering them with entrepreneurial and innovation skills.

This booklet provides an overview of the knowledge, skills, values, and professional trends embedded in BTEC programs offered in public schools in collaboration with (MCBS). This partnership, among others, reflects Ministry's determination to expand its educational partnerships locally and globally and provide Omani learners with the best educational programs available.

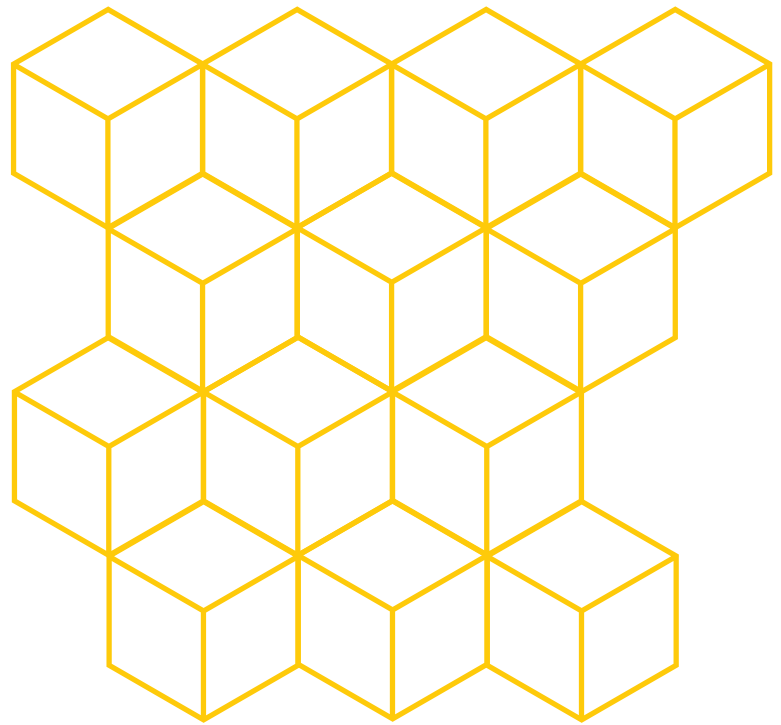
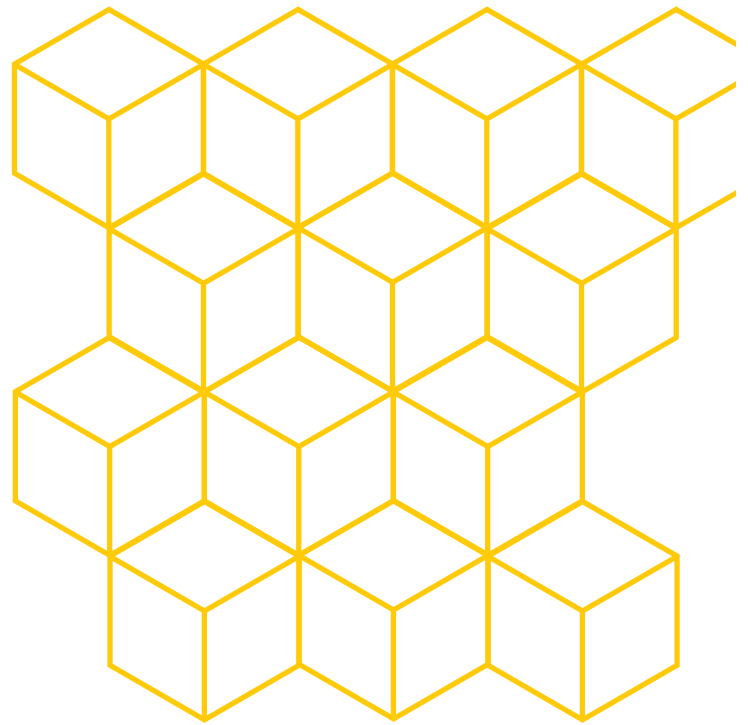


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1. Exploring Business

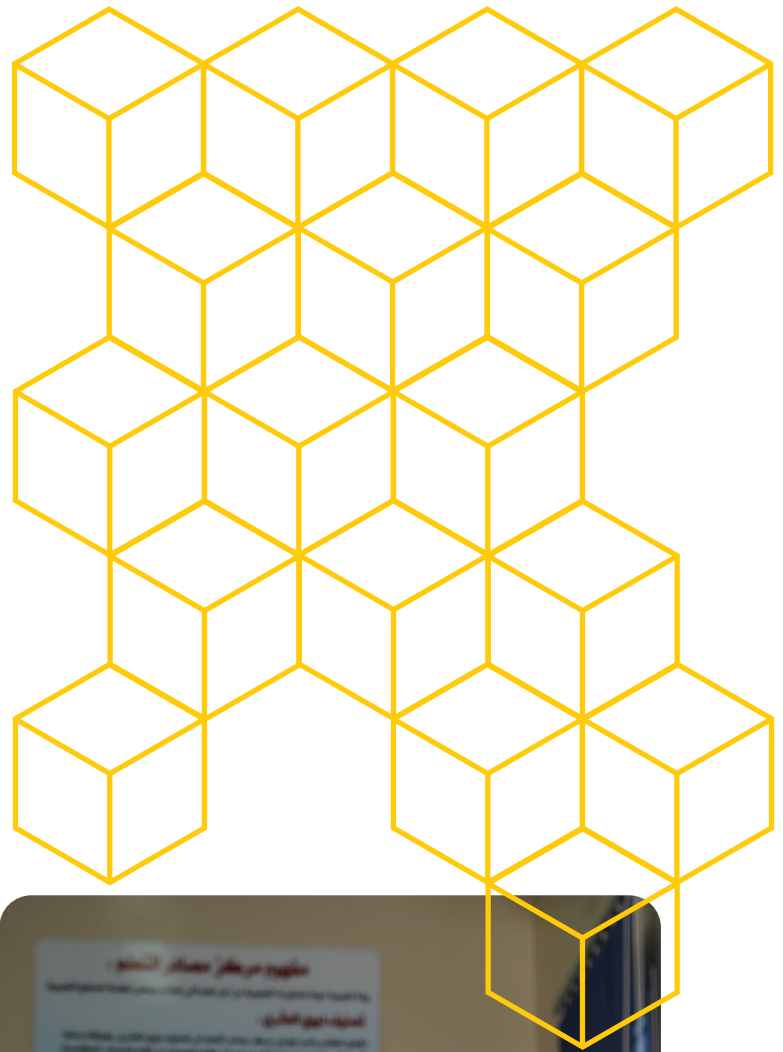
- ◇ *Features and Structure of business organizations*
- ◇ *Stakeholders and their influence*
- ◇ *Aims and objectives*
- ◇ *Internal, external, and competitive environment*
- ◇ *Benefits and risk of innovation in business*
- ◇ *Situation Analysis*

As this is an introductory unit, no previous knowledge is assumed. Learners will gain knowledge of several types of business ownership and consider which style of ownership is best suited to different types of businesses. They will learn about business goals and objectives, as well as how and why they are crucial to a business. They will consider how these goals and objectives could change all over time. Learners will be introduced to both for-profit and non-profit business structures to use. They will examine multiple types of businesses (for example, those that provide products and services), industries, and functional areas. Learners will develop an understanding of the needs and interests of different internal and external stakeholders involved in a business, and the influence they have on the way in which a business conducts its activities. They will look at internal and external factors which impact on the way businesses are run.

On completion of this unit, learners will have developed analytical and evaluative skills by conducting research on real businesses and applying this in their assignments. The skills and knowledge acquired by completing this unit will be transferable to further learning in the qualification, in terms of being able to apply business knowledge in other units. It will also assist learners entering the world of work in terms of understanding how businesses operate.

Assessment:

1. This report examines the features of two contrasting business organizations, looking at how each is organized, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.
2. A report that examines the effects of the internal and external environment on a large business organization and how the business has, and will, respond to changes.



2. Research and Plan a Marketing Campaign

- ◇ *Marketing Role*
- ◇ *Market research methods*
- ◇ *Business models used in marketing.*
- ◇ *Promotional mix*
- ◇ *Marketing aims and objectives.*
- ◇ *Developing the rationale*
- ◇ *The application of the marketing mix*
- ◇ *Developing the marketing campaign*
- ◇ *Developing Formal business reports*

In this unit, learners will learn why selecting appropriate marketing methods is crucial to business success. Learners will become familiar with the marketing mix and learn the importance of the influence of the media when promoting a product. All of these skills will need to be incorporated into the controlled assessment.

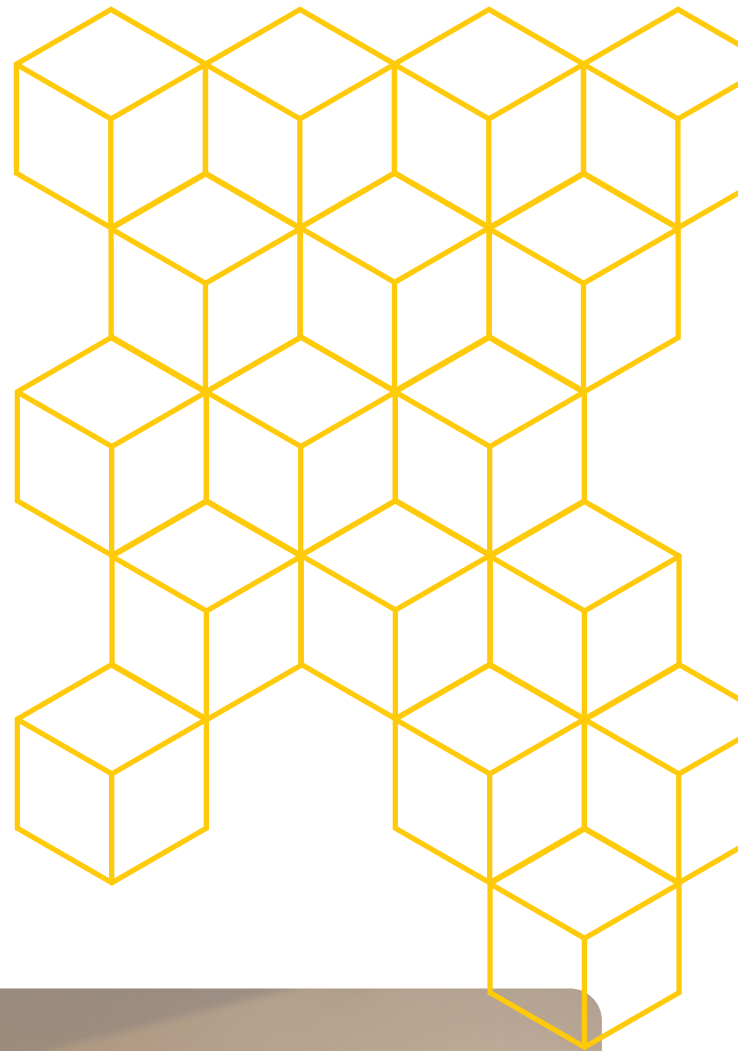
The unit will give learners an insight into the importance of digital marketing. They will be able to explore digital marketing methods, including social media and targeted advertising.

They will also consider the role of agencies; for example, advertising and PR agencies in promoting products and services. Learners will understand product marketing nationally and internationally and what information is required to develop a successful marketing campaign. Learners will choose a range of businesses and conduct their own market research for these businesses.

Learners will develop the skills required to plan for and pitch a marketing campaign for a new or existing product or service. They will develop research skills and budgeting skills, alongside an understanding of how a marketing campaign is planned and delivered.

Assessment:

Learners will undertake independent research to develop and plan a rationale for a marketing campaign for a specific product and submit in the form of a formal business report.



3. Business Finance Sources of income

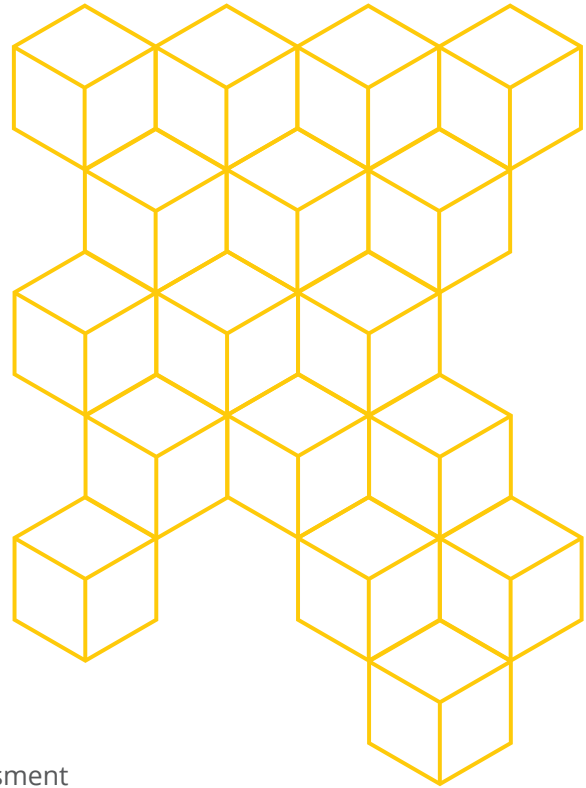
- ◇ *Sources of revenue*
- ◇ *Cash flow forecasts and statements*
- ◇ *Break-even analysis*
- ◇ *Business risks*
- ◇ *Statement of comprehensive income*
- ◇ *Statement of financial position*
- ◇ *Measuring performance using financial ratios*
- ◇ *Preparation of financial performance reports*

This unit introduces learners to the types of business finance available in different contexts. It introduces accounting terminology, the purpose and importance of keeping accurate business accounts, and how to measure the financial performance of a company. The unit also requires learners to prepare financial statements for sole traders – statement of comprehensive income and statement of financial position – as well as a cash flow forecast.

Learners will develop a good understanding of the different sources of finance available to a business and they will be able to differentiate between the short-term financial needs of a business and the longer-term needs of the business in respect of capital projects and business growth.

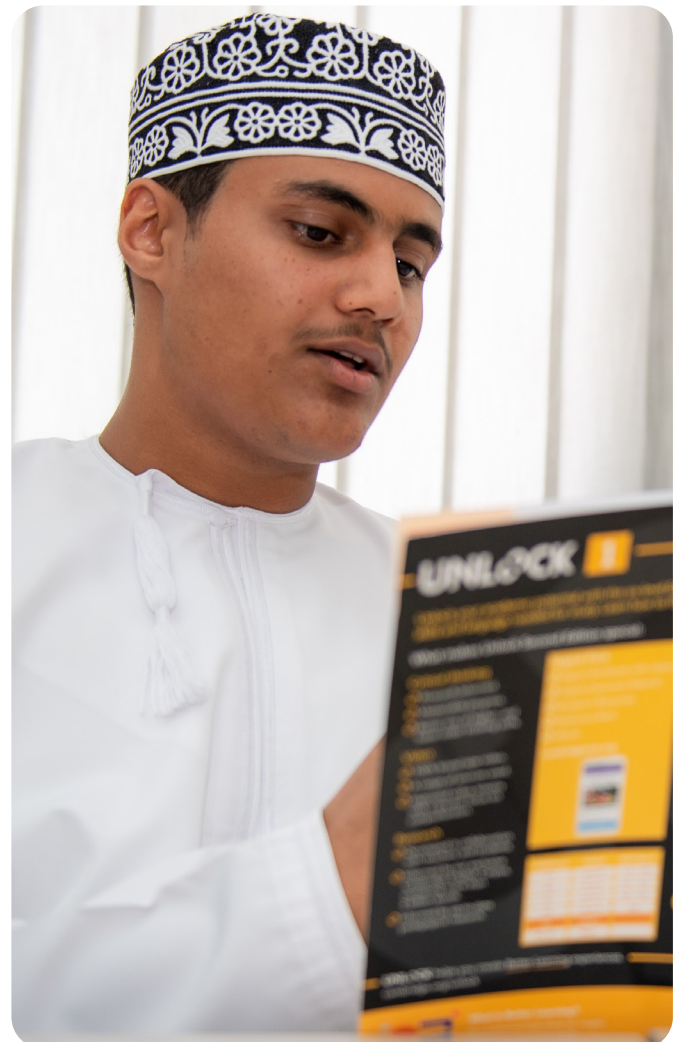
Learners will be able to interpret financial data of sole trader business. learners will do this by extracting relevant data from financial statements to undertake ratio analysis to assess the performance of a business against its own financial targets and the performance of their business rivals.

Learners will acquire skills to analyze the factors which affect the choice of finance and the adapt consequent development of analytical and evaluative skills to measure the subsequent financial performance of the company. Learners will be taught how to analyse the suitability of different sources of finance for a business, critically evaluating the sources in order to make recommendations.



Assessment

1. A report identifying the sources of finance applicable in different business scenarios.
2. Present financial information of a sole trader



4. Managing an Event

- ◇ *Explore different tasks need to be completed by an event organizer.*
- ◇ *Explore different skills needed by an effective event organizer.*
- ◇ *Explore common formats for skills audit collection.*
- ◇ *Measuring feasibility and critical success factors.*
- ◇ *Event planning and use of planning tools*
- ◇ *Budget*
- ◇ *Resources and Contingency planning*

This is a practical unit, which will allow learners to experience the satisfaction of being responsible for putting on a successful event. Event management is a fast-growing business sector and the demand for employees with the organizational skills to deliver a successful events are increasing.

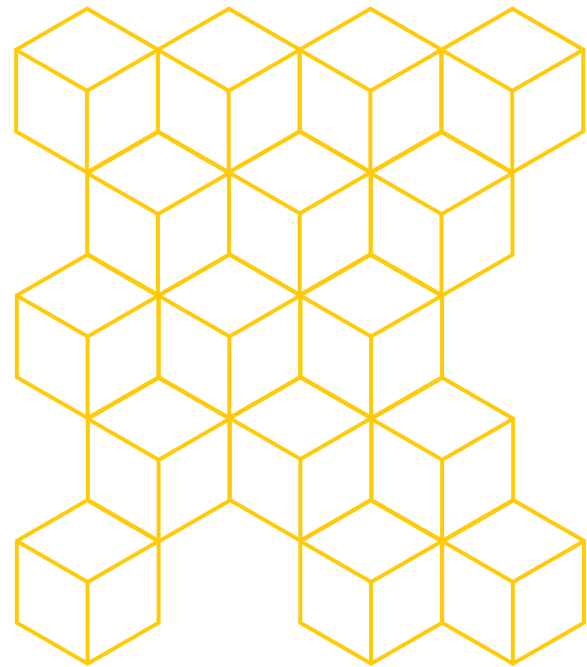
The focus of this unit is developing skills that enable learners to recognize whether an event is feasible, and to improve problem-solving skills. The actual staging of the event is an essential part of the unit.

To complete this unit, learners will need to work as part of a team to plan, co-ordinate and manage a business or social-enterprise event. Learners will then need to produce individual evidence that is sufficient for assessment.

This unit will develop learners' teamwork, communication, time-management, negotiation, and problem-solving skills. It will also help develop the essential transferable skills that employers looking for. The unit will provide a useful opportunity to consider whether to pursue a career in events management or to continue to further study in this area.

Assessment:

1. An individual report identifying tasks that would need to be carried out by an event organizer.
2. An individual summary report and group presentation, following a detailed investigation of the chosen proposal. A detailed plan of the event, identifying critical success factors.



3. Learners must take an active part in staging and managing the event. Evidence of this such as photographic evidence, witness statements, assessor records, must be presented. A written report recording and evaluating the success of the event



5. Team Building In business

- ◇ *Types and purposes of business teams*
- ◇ *Characteristics and benefits of an effective team*
- ◇ *Team-building techniques*
- ◇ *Theories of team development*
- ◇ *team conflict*
- ◇ *Effective team member*
- ◇ *Effective team leader*

In this unit learners will learn how successful businesses draw on effective teams.

Learner will understand the overall corporate strategy of the business working in teams. They will learn the different roles within a team and the importance of establishing a shared vision when making collaborative decisions.

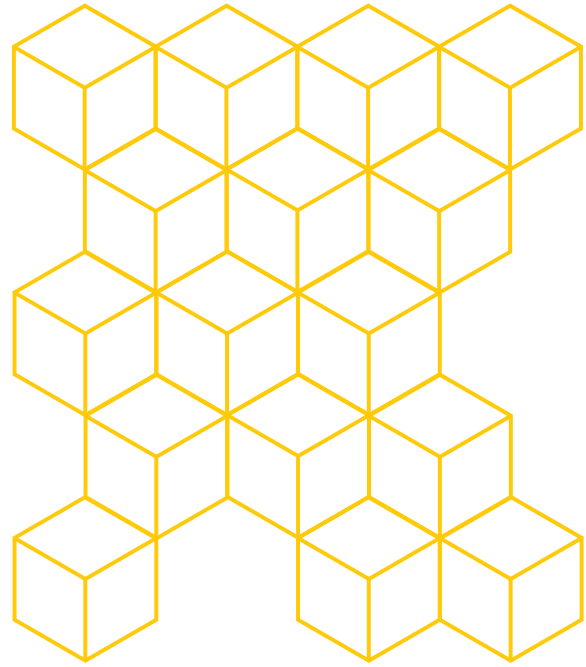
Learners will bring their knowledge of teams through their experiences in school or college, participation in sports or enterprise activities, or being part of a team in their part-time job or work experience.

Learners will look into a variety of teams and understand that they come in many forms and exist for many purposes. They will be able to understand that if properly managed, teams can contribute to improved business performance while helping to empower individuals and improve job satisfaction and engagement.

In this unit learners will get to work in, and lead, a team. The team activities will give the practical tools they need to support and lead a team. It develops key employability skills and will be useful both in the workplace and in their studies.

Assessment:

1. A report that examines teams in business settings. It should consider types of teams and their purpose, and the benefits of these teams to the businesses and that examines the effectiveness of a real team in a business setting.



2. The evidence will focus on what went well and what did not in the team activities. Learners should evaluate and self-critique their performance in a team, the development of their skills, and evaluate the effectiveness of the team.



6. Investigating Customer Service

- ◇ *Customer service in business*
- ◇ *Customer expectations and satisfaction*
- ◇ *Benefits of building customer relationships*
- ◇ *Customer service legislation and regulations*
- ◇ *Monitoring and evaluating customer service provision.*
- ◇ *Indicators in improved performance*
- ◇ *Customer service skills and behaviors*
- ◇ *Dealing with customer service requests and complaints*
- ◇ *Individual skills audit and development plan*

This is a practical unit that allows learners the opportunity to investigate the role that customer service plays in the success of a business. Learners will develop a sound understanding of the importance of building relationships with customers through identifying needs and expectations, and the impact of current legislation and regulations on customer service provision.

Learners will also need to develop communication and interpersonal skills and demonstrate effective customer service delivery in different situations. It allows opportunities for learners to engage with the service industry to investigate how the customer experience could be improved through monitoring and evaluation of the provision.

This unit will help learners develop communication and interpersonal skills when dealing with customers, and to understand the importance of having good product or service knowledge. They will explore how a business builds effective relationships with customers through identifying and confirming the customer's needs. They will examine how businesses monitor and evaluate their level of customer service provision through obtaining feedback and see how this helps inform improvements to the level of service provided. The unit will enable learners to evaluate their own customer service skills and to create a development

plan for improvement. The unit also supports further training, study or employment in a business environment.

Assessment:

1. A report examining the customer service provision/ process in a business and the value of delivering excellent customer service to support business success.
2. Prepare a training handbook for a selected business on customer service, including relevant legislation and regulations.
3. Monitoring methods used to review the customer service provision
4. Demonstration of customer service skills in at least three different business situations. Focus on a demonstration of product/service knowledge when dealing with customers' queries, requests and problems.



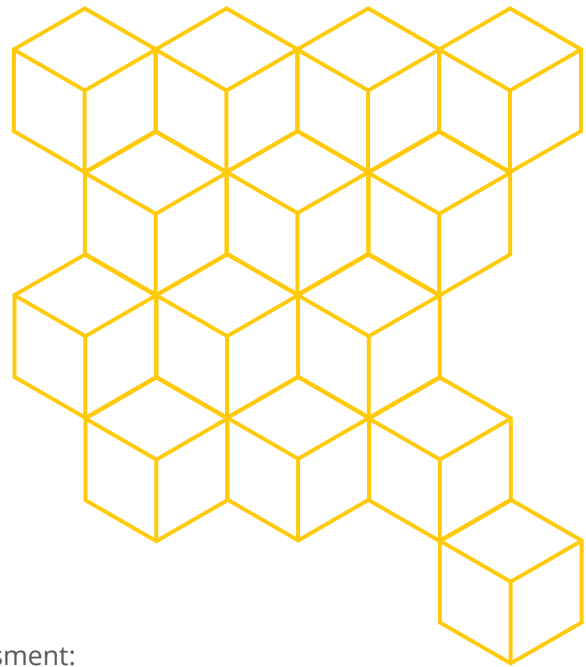
7. Work Experience in Business

- ◇ *Work-related learning*
- ◇ *benefits of work experience*
- ◇ *Planning for work experience*
- ◇ *Induction*
- ◇ *Role and tasks*
- ◇ *Working safely*
- ◇ *Learning from work placement*
- ◇ *Using feedback to setting goals*

This practical unit will require learners to investigate, plan and carry out 40 hours of work-related learning in an appropriate and safe manner. Learners should be encouraged to research a number of appropriate work experience opportunities/internships before securing a final placement.

This unit gives first-hand practical experience and the chance to see what a variety of different jobs are really like, including some learners may never have considered. It will give them a means of documenting practical experience, planning for personal and professional development and reflecting on their own skills.

In this practical unit, learners will learn about different types of work-related learning and their benefits. They will learn what information they need before starting the placement, and how the placement can help them to develop key competencies needed for employability such as self-management, team working, problem-solving and communication skills. They will learn more about the expectations of different roles. They will research and take on relevant work experience and evaluate their performance through a reflective journal. Work experience is highly valued by employers for a variety of careers in the business sector; employers are looking to recruit those who have some knowledge of the world of work. A record of learners' work experience is also an advantage for higher-education-level study and courses.



Assessment:

1. A resource portfolio including details of research into a placement. A diary/journal/log/online blog and portfolio. This will cover tasks done and refer to health and safety
2. Reflection for a personal/professional development portfolio (PDP).



8. Digital Marketing

- ◇ *Digital marketing in the marketing function*
- ◇ *How digital communication is delivered.*
- ◇ *Devices for displaying digital communications.*
- ◇ *Aims and objectives of digital marketing*
- ◇ *Return on investment compensation models*
- ◇ *Benefits and concerns of online advertising*
- ◇ *Marketing planning process*
- ◇ *Integration in the wider marketing and promotional mix*

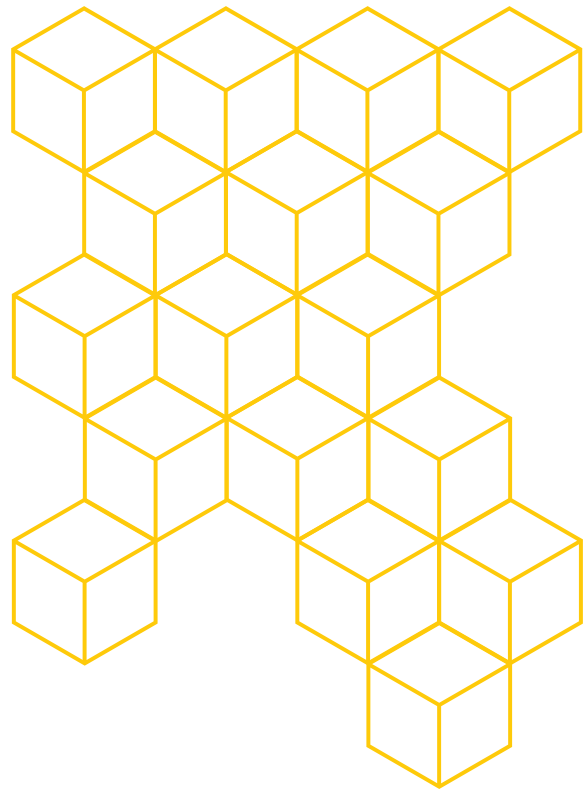
In this unit, learners will examine the purpose of digital marketing in a business and consider the specific aims and objectives of the business. They will research how digital marketing is used today, and develop an understanding of the benefits of, and concerns about, digital marketing.

They will understand how digital marketing differs from, yet supports traditional marketing.

Learners will investigate the different delivery methods and the use of key performance indicators (KPIs) used to evaluate the success of the digital message. They will use this knowledge to make recommendations for a digital marketing campaign for a selected business. This unit will give learners an insight into the importance of digital marketing as part of the wider marketing function and enable them to make an informed choice on the suitability of this area of marketing as an employment or training possibility. This unit will allow learners to develop marketing skills and provide an understanding of the role of digital marketing in identifying and satisfying customers.

Assessment

1. A presentation that assesses the influence of digital marketing in shaping customer behaviour and buying habits, and which then outlines the effectiveness of two existing digital marketing campaigns from two different types of business.
2. A fully justified plan for a digital marketing campaign.



9. Business Decision Making

- ◇ *Business ideas and objectives decision making models.*
- ◇ *Data analysis Techniques for business purposes*
- ◇ *Analysis and interpretation of financial projections*
- ◇ *Creation and interpretation of a break-even chart*
- ◇ *Interpreting the outcome of investment appraisal*
- ◇ *What if' scenarios and sensitivity analysis*
- ◇ *Contingency plans*
- ◇ *Use IT skills to create appropriate documentation.*

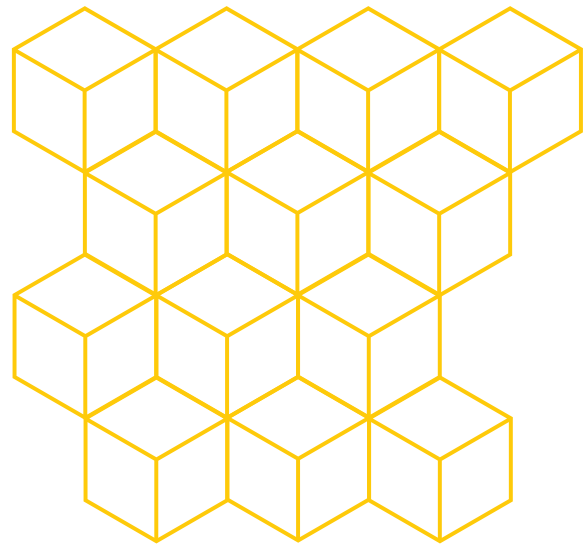
This unit gives learners the opportunity to apply their knowledge and understanding of business concepts and processes, gained in other units, to formulate business decisions and solutions.

Making business decisions will require learners to analyse, interpret and compare business data drawn from a range of sources. They will be able to consider business risks and will learn how to evaluate the costs and benefits of a range of solutions to a business problem. Learners will be exposed to appropriate business decision-making model which can be used when approaching scenarios requiring a business decision.

In general, decision-making models will tend to identify the following stages:

1. Identify the issue/problem/opportunity
2. Gather the information together
3. Analyze the situation
4. Develop a set of possible options
5. Evaluate the different alternatives available
6. Select the preferred option.

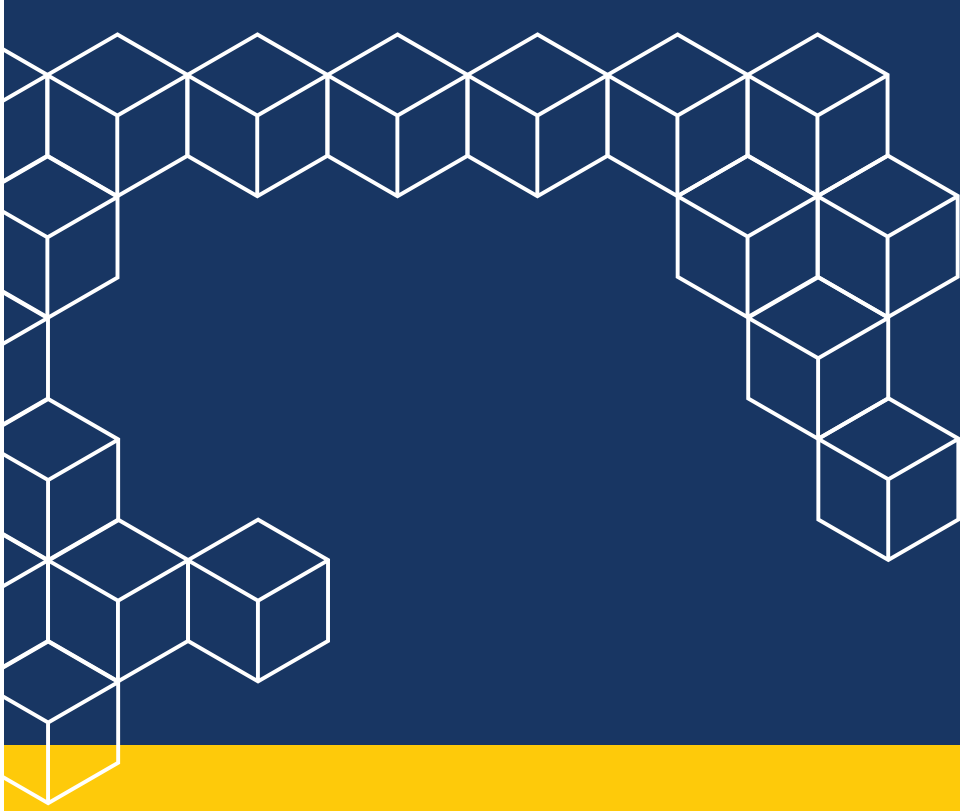
During the course of the unit, the learners must therefore be encouraged to develop their own decision-making skills which includes interpret data, compare different data sets, identify faulty arguments, evaluate justified solutions, predict consequences, Recommend reasonable alternatives.



Assessment:

Present the decision in a formal written report, along with an accompanying set of presentation slides and speaker notes, using presentational software by assessing through a comprehensive analysis of all the options under consideration which show in-depth understanding of business decision making





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