**BTEC BUSINESS COURSES**

**Map evidence and examples of your employability skills throughout your time on the course. Employability Skills Map**

Your teacher will check on this regularly with you, and provide advice on how to improve.

**Are there any barriers to your employability skills development? What can you do to overcome these barriers?**

| **Skills employers want** | **What that means** | **Evidence from Business Courses** |
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| 1. **Communication and interpersonal skills** | The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions. | * Classroom discussion occurs in virtually every lesson. * Benchmarks and homework encourage written communication to be developed. * Interviewee/er roles in Unit 8 Recruitment & Selection * Role of communication explored in Unit 8 and Unit 20 Leadership & Management |
| 1. **Problem solving skills** | The ability to understand a problem by breaking it down into smaller parts; to identify the key issues and implications and to identify solutions to these problems. To apply your knowledge from many different areas to solve a task. | * Answering questions of varying degrees of complexity especially Distinction criteria * Analysis of case studies/real events to identify alternative solutions eg Unit 20 CSR issues * Numerate and written problem solving in Unit 3 Personal & Business Finance * Decision making as part of the skill of evaluation (Distinction criteria) * Teachers draw in knowledge of other subjects where relevant. * Current affairs discussions / reference to current affairs issues to defend / exemplify an issue. |
| 1. **Using your initiative and being self-motivated** | Having new ideas of your own, which can be made into a reality. Showing a strong personal drive and not wanting to be told to do things. | * Students have 4.5 hours per week to study Business. Sometimes this will be unstructured and will require students’ independent study. BTEC is heavily dependent on independent research, motivation and time management to complete coursework units * Teachers are willing to mark extra work and work with students outside of class, but students need to be the ones to take advantage of this and show the initiative. |
| 1. **Working under pressure and to deadlines** | Handling stress that comes with deadlines and ensuring that you meet them. | * Benchmark, homework and external exams all provide regular deadlines that need to be met. * Coursework deadlines (first submission and resubmission) all critical in BTEC |
| 1. **Organisational skills** | Being organised and methodical. Being able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meet a deadline. | * Organisation of notes resources especially for externally assessed units (Units 2,3 and 6) * Organisation of independent research material to use in coursework (Units 1,4,5,8,20) * Time management and meeting deadlines essential to pass the coursework criteria * Organisation of thoughts to construct coherent answers about complex topics. |
| 1. **Team working** | Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal. | * Small group work used when appropriate * Managing an Event Unit 4 involves working in teams * Recruitment & Selection Unit 8 interviews are organised in groups (Interviewee/er role play) |
| 1. **Ability to learn and adapt** | To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer. | * Students often need to reflect and re-group to improve or correct mistakes. Feedback and workshops support students in this, but ultimately this is a skill that students must demonstrate on their own. * BTEC requires independent learning and organisation and is, for most students, a change in the way that they work, adapting to this is essential for success on the course. |
| 1. **Numeracy** | The ability to use data and mathematics to support evidence or demonstrate a point. | * There are extensive opportunities to develop numeracy, evaluation of industries requires data analysis to substantiate judgements * Unit 3 Personal and Business Finance |
| 1. **Valuing diversity and difference** | Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals. | * Diversity is embedded into the course in specific topics, such as Equal Opportunities legislation (Unit 8 Recruitment & Selection), Globalisation (Unit 5 International Business and Unit 20 CSR), Ethics (Unit 20 CSR) and Communication (Management & Leadership Unit 6). Stakeholder theory is embedded across the entire specification especially Unit 1 (Exploring Business) * Teaching staff will encourage discussion of related topics, should the matter arise in class unexpectedly. For example if students mention something that indicate a lack of equality and diversity or a misunderstanding, teachers will encourage debate of the issue to allow for learning to take place alongside the specification coverage. |
| 1. **Negotiation skills** | To take on board other people’s feelings and express your own requirements in an unemotional, clear fashion to achieve a win-win outcome. | * Discussion and debate will take place regularly in class to encourage this skill. Managing an Event (Unit 4) involves students working in teams and negotiating with each other, staff and external bodies. |

These skills have been identified by Exeter University during a study conducted with their industry partners: