

**Real-world decisions. Real learning. Real outcomes.**

### **What the tool does**

Students step into the role of a small business owner. They forecast income, handle unpredictable events, choose financing options, and make strategic decisions to stay afloat. The simulation tracks every choice and gives real-time feedback through a performance dashboard. At the end, students receive a personalised report that evaluates their financial decisions and strategic thinking.

### **How it works**

Each round of the simulation includes:

- Forecasting – Students estimate income and match it against fixed costs to calculate a starting cash position.
- Scenario Engine – Realistic business events (e.g., delayed payments, supplier issues) present choices. Every option impacts cash flow, reputation, and risk levels.
- Finance Tools – Students select from loans, overdrafts, grants, or investors to support cash flow, each with pros, cons, and reputational consequences.
- Dashboard Feedback – A live visual dashboard tracks cash movement and forecasts, with alerts for critical thresholds.

Behind the scenes, the simulation adjusts difficulty based on prior decisions. Poor planning makes future rounds harder. Strategic decisions are rewarded with stability and growth.

### **What it teaches**

The simulation actively develops:

- Financial literacy (cash flow, budgeting, financing)
- Risk management and decision-making
- Strategic planning and forecasting
- Resilience and adaptability
- Interpreting data under pressure

### **Why it works**

- Realistic constraints – Students must decide without full information, just like real business owners.
- Risk-reward learning – Every choice has trade-offs across cash, reputation, and risk.
- Visible consequences – Decisions impact future rounds, creating meaningful stakes.
- Live feedback – Dashboards make abstract financial ideas visual and immediate.
- Tiered challenge – It starts simple and builds in complexity, supporting confidence and stretch.

### **Syllabus Alignment**

| Qualification                                   | Topic Alignment                    | What's covered   |
|---|------------------------------------|--|
| <b>AQA GCSE Business</b>                        | 1.3 & 2.5                          | Cash flow, financial decisions, real-world application           |
| <b>Pearson Edexcel GCSE</b>                     | Theme 1.3                          | Forecasting, finance types, financial risk                       |
| <b>OCR GCSE Economics</b>                       | Component 1 & 2                    | Market pressures, choices, budgeting                             |
| <b>WJEC GCSE Business</b>                       | Finance & Decision Making          | Links data, finance, planning and strategy                       |
| <b>SQA National 5 Economics</b>                 | Personal & Market Economics        | Decision-making, saving, borrowing, budgeting                    |
| <b>Cambridge IGCSE/A Level</b>                  | Price systems, financial decisions | Connects demand, elasticity, risk with action                    |
| <b>IB Business Management HL/SL</b>             | Finance, Strategy, Risk            | Strategic thinking, stakeholder impact, resilience               |
| <b>Pearson A-Level Business &amp; Economics</b> | Themes 1, 3, 4                     | Financial decision-making, interpreting data, long-term planning |

**What aligns it**

This isn't loosely themed. Every component is syllabus-specific:

- Forecasting connects directly to cash flow planning.
- Unexpected events mirror external pressures in business case studies.
- Finance tools directly model sources of finance in both GCSE and A-Level specs.
- Reputation tracking links to customer relationships and quality control.
- Real-time dashboards visualise key data for interpretation and application.

**What it supports**

- Improved exam outcomes – Students better understand and apply finance concepts.
- Work-ready skills – They learn to plan, adapt, and think long-term.
- Increased engagement – Especially for students who find theory abstract or disconnected.
- Confident learners – Financial concepts are no longer abstract, they're experienced.

**For teachers**

This is great because it's ready to go, fully aligned, and instantly useful in class. It tackles the hardest bit of business teaching, making financial decisions make sense, and saves hours of resource planning.

**For careers leads**

This is great because it's an easy win for Gatsby Benchmark 5 and 6. It builds employability skills, links clearly to entrepreneurship and financial capability, and gives students a realistic sense of how finance shapes business decisions.

**For SLT**

This is great because it drives curriculum consistency, supports attainment, and takes pressure off staff. It works across year groups, exam boards and mixed abilities with no extra workload.

**For headteachers**

This is great because it delivers measurable impact, supports school improvement plans, and aligns with Ofsted priorities on progression and practical skills. It's scalable, strategic and supports both student and staff development.