

## Unit Overview: BTEC TECH AWARD ENTERPRISE

Year 10

Half-Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	
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### Key Focus for Unit:

COMPONENT 2:- PLANNING AND PRESENTING A MICRO-ENTERPRISE IDEA

Weighting: 30%

*What is the key knowledge being delivered?*

*What is the intent of this unit?*

### Component 2-Focus:

**Learning outcome A: Choose an idea and produce a plan for a microenterprise idea**

Learners will develop their knowledge and understanding of the skills required to plan for a micro-enterprise idea.

### Spring 2: Choosing ideas for a micro-enterprise

**Week 1-3: Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea:**

- own interests/skills audit
- resources available
- potential constraints: budget, age constraints – i.e. not able to employ others, not able to have a loan from a lender, not able to rent premises.
- financial forecasts
- costing and pricing
- methods of communication and promotion
- potential customers o gaps in the market.
- Innovative ideas which are realistic and within budget.

### Week 4-6: Plan for a micro-enterprise

**Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget, to include:**

- Ownership of the micro-enterprise: o sole trader o social enterprise.
- Aims of the micro-enterprise: o financial aims: to make a profit, to break-even
- non-financial aims: customer satisfaction, social aims such as meeting a need in the community.
- Features of the product (goods or services) to be sold, including: ensuring product features and production of product is environmentally friendly and in the public

interest, i.e. safe, ethical and legal; relevant benefits and unique selling points (USPs); cost.

- Pricing of the product (goods or services) to be sold, including: strategy: cost-plus/mark-up, competitive, skimming, penetration, premium; selling price.
- Methods of promotion: selection of methods of promotion: advertising, use of social media; cost effectiveness.
- Identifying the target market: market segment o pricing strategy, selling price and promotion appeal and relevance to target market; how product will reach market: selling direct, online or both; establishing and sustaining sales to target customers.

**Week 7: Learners will incorporate the following relevant information into their business plan:**

- **Resources required:** physical resources: location, materials, equipment, fixtures and fittings, information technology, stock
- **financial resources:** sources of finance, calculation of start-up costs, running costs, and production costs/cost of sales
- **human resources:** skills and roles, possible training and development needs
- **how the resources will be obtained/funded.**

**Key Knowledge and Big Ideas:**

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are the being closed?*

The big idea for this learning aim is Micro-Enterprise Activity

Students will develop researching, inquiring, communication, problem solving and analytical skills throughout the course.

The powerful Knowledge students will learn in this learning aim will include generating planning and presenting micro-enterprise activities. Students will evaluate their micro-enterprise activity and further improve on them. They will use Gantt Charts to plan the project and promotional mix promote their micro enterprise activities.

Knowledge from each topic is explicitly referenced through the knowledge organisers, presentations and Baseline testing will make explicit reference to this.

Gaps in learning, knowledge and skills development are addressed weekly in lessons through coursework, marking and feedback, low stake test and retrieval practice. Data from these will form the basis for lesson planning, including:

Sequencing of lessons

Retrieval practice based on low-stakes testing

Homework will be linked to the content taught in class.

Coursework.

Presentation of business idea and plan.

**Unit Assessment:**

*How will this unit be assessed?*

*What is the frequency of assessments – baselines etc?*

This component is internally assessed through coursework. Students will be given Pearson set assignment about the component to complete under controlled assessment condition and their work will be assessed using grading criteria from the specification. We strive to ensure all students complete with either level 2 Pass, Merit or Distinction.

Evidence of this work will be a word-processed document, power point and presentation of students' work.

<b><u>Key Skills Explored</u></b>	<b><u>Vocabulary Selected for DVI</u></b>	<b><u>Links to Previous Unit</u></b>
<ul style="list-style-type: none"> <li>• Researching internal and external factors affecting the success of SMEs.</li> <li>• Completing a business plan and a power point about their micro-enterprise activity.</li> <li>• Presentational skills</li> </ul>	Generation of ideas financial forecasts Costing and finance Financial aims Non-financial aims Customer satisfaction Environmentally friendly Skimming price Competitive price Mark-up Premium price Methods of communication	This component is linked to component 1 and 3 as the knowledge acquired in these two components is essential for student's success in this component.

	Marketing mix	
<b><u>Links to Careers/Employability</u></b>	<b><u>How does this unit prepare students for the next unit?</u></b>	
<p>Banking, Retail management, Entrepreneurship Human Resource Management Accounting, Economics, Marketing</p>	<p>This component gives students the fundamental knowledge and skillset required for component 3. In this component, students will be Planning and presenting a micro enterprise activity and will have to research and utilise knowledge which will be taught in component 3, promotion and finance for micro enterprises. Students require the knowledge of component 2 to succeed in components 3.</p>	