

**Unit Overview: BTEC TECH AWARD: ENTERPRISE****Year 11**

<b>Half-Term:</b>	AUT 1	AUT 2	<b>SPR 1</b>	SPR 2	SUM1	SUM 2	<b>No of Lessons:3</b>
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**Key Focus for Unit:****COMPONENT 3:- PROMOTION AND FINANCE FOR ENTERPRISE****Exam 60marks***What is the key knowledge being delivered?**What is the intent of this unit?***Component 1 Focus: Learning Aim A : Promotion****Week 1-3:**

- The use of advertising to persuade and inform.
  - the message: what the communication needs to say
  - the medium: how to get the message across.
- Advertising methods: moving image, print, ambient, digital, audio.
- Sales promotion: providing incentives to customers.
- Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts.
- Targeting and segmenting the market
  - Types of market: Business to Business (B2B), Business to Consumer (B2C).
- Segmenting the market to identify which customers its promotions will target through:
  - demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group
  - geographic: location
  - psychographic: social class, attitudes, lifestyle and personality characteristics
  - behavioural: spending, consumption, usage, loyalty status and desired benefits.

Other area covered:

- Factors influencing the choice of promotional methods

**Learning Aim B: Financial records****Week 4-6:** Students will interpret and check the information on financial documents and statements these include:**Financial Documents:**

- Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account.

- Importance to a business of accuracy when these documents are being used

**Payment Methods:**

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.
- Impact on customers and enterprises of using different methods

**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 they being closed?*

The big idea for this learning aim is **Promotions**.

Students will be required to understand the value of promotions for a small to medium enterprise.

The powerful Knowledge students will learn in this learning aim will include the use of interpret business cash flow forecasts.

Gaps in learning, knowledge and skills development are addressed weekly in lessons through coursework, marking and feedback, low stake test and retrieval practice. Areas of development from previous years include:

- Understanding financial terms for cash flow
- Analysing cash flow

**Unit Assessment:**

*How will this unit be assessed?  
What is the frequency of assessments – baselines etc?*

This component is externally assessed through a case study provided by the exam board, Pearsons. It will be based around a small to medium size enterprise. Students will be assessed in a 2 hour time frame. The content will comprise on work from component 1 and 2. We strive to ensure all students complete with either level 3 Pass, Merit or Distinction.

<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</li> </ul>	Cash flow Forecasting, Liquidity, Net	<b>Students will prepare for their exams at the end of January. They will consolidate all learning from component 1 and 2.</b>

<p>success of SMEs.</p> <ul style="list-style-type: none"> <li>• Use situational analysis to evaluate the impact of factors on the success of two SMEs</li> <li>• Identifying which of the influences have the most impact on the SMEs and give reasons.</li> </ul>	<p>Capital Turn Over Gross Profit</p>	
<p><b><u>Links to Careers/Employability</u></b></p>	<p><b><u>How does this unit prepare students for the next unit?</u></b></p>	
<p>Banking, Retail management, Entrepreneurship Human Resource Management Accounting, Economics, Marketing</p>	<p>The understanding of components 1, exploring business and component 2, marketing influence, students developed the fundamental skills of SWOT analysis and interpreting data to help prepare students develop key financial education of reading and interpreting financial data to relate business documents to the real world.</p>	