

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

Half-Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM1	SUM 2	No of Lessons:3	20
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Key Focus for Unit:**COMPONENT 2: PLANNING FOR AND PITCHING AN ENTERPRISE ACTIVITY****Exam 30marks***What is the key knowledge being delivered?**What is the intent of this unit?***Component 2 Focus: Learning aim A: Explore ideas and plan for a micro-enterprise activity.**

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

Week 1-2: Generating ideas for a micro-enterprise activity

Learners will use their experience from component 1 (exploring enterprises) to independently generate ideas and choose one idea for a realistic micro-enterprise.

Ideas could involve:

- Innovation of products/services
- Provision of products/services in new contexts or provision of products/services to new markets.

Factors to be considered when selecting final idea.

A skills audit by learners, to consider.

Week 3-4: Plan for a micro-enterprise activity

•Aims of the micro-enterprise:

- financial aims, e.g. to make a profit, to break-even or non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community.
- Product or service to be sold, including: features, benefits and unique selling points, selling price, cost and competitors.

Learners will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea, to include;

- Aims of the micro-enterprise: financial aims, e.g. to make a profit, to break-even: non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community.
- Identifying the target market: market segment; appeal to target market; how product or service will reach market, e.g. selling direct, online or both; establishing and sustaining sales to the target customers.
- Methods of communication with the customer Impact on customers and enterprises of using different methods

Week 5-6: Plan for a micro-enterprise activity- Resources required:

- Physical resources, including location, materials, equipment, fixtures and fittings, information technology, stock.
- financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales.
- human resources, e.g. skills and roles, possible training and development needs.
- Risk assessment, and contingency plans, e.g.: lack of skills ; competitors and their actions ; unexpected costs of production; sourcing resources, e.g. financial resources, suppliers of materials/stock; quality control issues; lack of customer interest.

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.

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, Pearson. 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 of work on component 2. We strive to ensure all students complete with either level 3 Pass, Merit or Distinction.

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none">• Researching internal and	Innovation Financial forecast	This component is built on the both component 1 and 3 and students will apply their

<p>external factors affecting the success of SMEs.</p> <ul style="list-style-type: none"> • Use situational analysis to evaluate the impact of factors on the success of two SMEs • Identifying which of the influences have the most impact on the SMEs and give reasons. 	<p>Aims and objective Financial resources Costing Skill audit Quality control Competitor behaviour Risk assessment Promotional mix Methods of communication</p>	<p>knowledge on all these components to help them complete this component.</p>
<p><u>Links to Careers/Employability</u></p>	<p><u>How does this unit prepare students for the next unit?</u></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>	