



Curriculum Overview: Enterprise

| Year 9 Autumn Term 1 | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does excellence look like? | What additional resources are available? |
| The Characteristics of enterprises | <p>Knowledge</p> <ul style="list-style-type: none"> • Provision of goods and or services • Identifying gaps in the market • Creativity and innovation • Unique Selling Points (USPs) • Attracting new customers • Repeat purchases • Facing competition • Ranges of products produced and sold • Location • Types of ownership • Size <p>Understanding</p> <ul style="list-style-type: none"> • The differences between goods and services | <ul style="list-style-type: none"> • Ability to explain the characteristics and purpose of enterprise and entrepreneurial characteristics and skills • Ability to identify the characteristics and purpose of enterprise and entrepreneurial characteristics and skills in contrasting enterprises • Ability to assess how entrepreneurial characteristics and skills support the purpose of enterprises | <ul style="list-style-type: none"> • BBC Bitesize • Tutor 2 U • BTEC Tech Award Enterprise Student Book (Second Edition for BTEC Specification Issue 3) <p>https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf</p> |

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| | <ul style="list-style-type: none"> • The importance of innovating new products with unique selling points • How entrepreneurs discover gaps in the market • How enterprises compete? • The relationship between type of ownership and size <p>Skills</p> <ul style="list-style-type: none"> • Establishing links between the provision of goods and the provision of services • Assessing how enterprise is used to provide products that satisfy the needs and wants of consumers | <ul style="list-style-type: none"> • Ability to assess how an enterprise has been achieving its main purpose | |
| <p>The purpose of enterprises</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Aims • Objectives • Ethical responsibilities <p>Understanding</p> | | |

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| | <ul style="list-style-type: none"> • Distinguishing the different types of enterprise aims: <ul style="list-style-type: none"> ○ survival ○ profitability ○ expansion • Identifying short-term SMART objectives • Explaining ethical responsibilities with regards to sourcing of products and raw materials, treatment of employees, customers and the environment <p>Skills</p> <ul style="list-style-type: none"> • Assessing how short-term objectives are used to achieve long-term aims • Assessing how ethical responsibilities influence enterprise aims and objectives | | |
| <p>Entrepreneurial Characteristics and Skills</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Reasons for starting an enterprise • Mind-set of entrepreneurs • Skills of entrepreneurs | | |

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| | <p>Understanding</p> <ul style="list-style-type: none">• Explaining the reasons for starting an enterprise:<ul style="list-style-type: none">○ To be own boss○ To make a difference○ To follow interests○ To choose working patterns • Explaining the mind-set of entrepreneurs e.g. confidence, focussed, dedicated, motivated, passionate • Explaining the skills of entrepreneurs planning, negotiation, problem solving, technical, time management, interpersonal, prioritising <p>Skills</p> <ul style="list-style-type: none">• Assessing the links between the reasons for starting an | | |
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| | enterprise and entrepreneurial mind-set and skills | | |
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Curriculum Overview: Enterprise

| Year 10 Autumn Term 1 | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does excellence look like? | What additional resources are available? |
| The Elements of promotion | <p>Knowledge:</p> <p>The promotion mix:</p> <ul style="list-style-type: none"> • Advertising • Personal Selling • Public relations • Direct marketing • Sales promotions <p>Targeting and segmenting the market:</p> <ul style="list-style-type: none"> • Demographic • Geographic • Psychographic • Behavioural <p>Understanding</p> <ul style="list-style-type: none"> • Factors influencing the choice of promotional methods | Ability to explain, assess and justify suitable promotion mix for a micro or small enterprise | <p>BBC Bitesize</p> <p>Tutor 2 U</p> <p>BTEC Tech Award Enterprise Student Book (Second Edition for BTEC Specification Issue 3)</p> <p>The Apprentice TV show</p> <p>Dragon's Den TV show</p> <p>https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf</p> |

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| | <p>Skills</p> <ul style="list-style-type: none"> Establishing links between the promotional mix, market segmentation and characteristics of enterprises | | |
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Curriculum Overview: Enterprise

| Year 11 Autumn Term 1 | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does excellence look like? | What additional resources are available? |
| <p>Explore ideas and plan for an enterprise</p> | <p>Knowledge</p> <ul style="list-style-type: none"> The characteristics of good enterprise ideas Enterprise idea details for new product that does not exist on the market Enterprise idea details for existing product sold in new markets Enterprise idea details for existing product sold with new USP | <ul style="list-style-type: none"> Ability to explain three different ideas for an enterprise Ability to prepare a skills audit Ability to prepare risk assessments Ability to prepare Gantt charts | <ul style="list-style-type: none"> BBC Bitesize Tutor 2 U BTEC Tech Award Enterprise Student Book (Second Edition for BTEC Specification Issue 3) The Apprentice TV show Dragon's Den TV show |

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| | <ul style="list-style-type: none"> • The skills required to be a successful entrepreneur • Aims and objective of enterprise • Resources required for enterprise • <p>Understanding</p> <ul style="list-style-type: none"> • Identifying the skills and resources required for specific enterprise ideas • Explaining the aims and objectives of specific enterprise ideas <p>Skills</p> <ul style="list-style-type: none"> • Explain three different ideas for an enterprise • Prepare a skills audit • Prepare risk assessments • Prepare Gantt charts • Put together a plan for an enterprise idea | <ul style="list-style-type: none"> • Ability to put together a plan for a viable enterprise idea | <p>https://qualifications.pearson.com/content/dam/pdf/btec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf</p> |
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Curriculum Overview: Level 3 Business

| Year 12 Autumn Term 1 | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does excellence look like? | What additional resources are available? |
| <ul style="list-style-type: none"> The features of different businesses and what makes them successful How businesses are organised The environment in which businesses operate The role and contribution of innovation and enterprise to business success | <p>Knowledge</p> <ul style="list-style-type: none"> The features of different businesses and what makes them successful How businesses are organised The environment in which businesses operate The role and contribution of innovation and enterprise to business success <p>Understanding</p> <ul style="list-style-type: none"> Learning aim A: Explore the features of different businesses and what makes them successful Learning aim B: Investigate how businesses are organised Learning aim C: Examine the environment in which businesses operate Learning aim D: Examine Business markets Learning aim E: Investigate the role and contribution of innovation and enterprise to business success | <ul style="list-style-type: none"> AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered. C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques. D.D3 Evaluate how changes in the market have impacted on a given business and how this business may react to future changes. E.D4 Justify the use of innovation and enterprise for a business in relation to its changing market and environment. | <p>Revise BTEC National Business Revision Workbook Publisher: Pearson Author: Claire Parry, Jon Sutherland, Steve Jakubowski, Diane Sutherland ISBN: 9781292150116</p> <p>Revise BTEC National Business Revision Guide Publisher: Pearson Author: Diane Sutherland, Jon Sutherland, Steve Jakubowski ISBN: 9781292230566</p> <p>BTEC Nationals Business Student Book 1 Activebook Publisher: Pearson Author: Jenny Phillips, Helen Coupland-Smith, Catherine Richards, Julie Smith, Ann Summerscales ISBN: 9781292126166</p> |

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| | <p>Skills</p> <ul style="list-style-type: none">• A.P1 Explain the features of two contrasting businesses.• A.P2 Explain how two contrasting businesses are influenced by stakeholders.• A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.• B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.• B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.• C.P4 Discuss the internal, external and competitive environment on a given business. C.P5 Select a variety of techniques to undertake a situational analysis of a given business.• C.M3 Assess the effects of the business environment on a given business.• D.P6 Explore how the market structure and influences on supply and demand affect | | |
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| | <p>the pricing and output decisions for a given business.</p> <ul style="list-style-type: none"> • D.M4 Assess how a given business has responded to changes in the market. • E.P7 Explore how innovation and enterprise contribute to the success of a business. • E.M5 Analyse how successful the use of innovation and enterprise has been for a given business. | | |
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Curriculum Overview: Level 3 Business

| Year 13 Autumn Term 1 | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does excellence look like? | What additional resources are available? |
| <ul style="list-style-type: none"> • A1 Recruitment of staff • A2 Recruitment and selection process • A3 Ethical and legal considerations in the recruitment process • B1 Job applications • B2 Interviews and skills • C1 Review and evaluation • C2 SWOT analysis and action | <p>Knowledge</p> <ul style="list-style-type: none"> • A1 Recruitment of staff • A2 Recruitment and selection process • A3 Ethical and legal considerations in the recruitment process • B1 Job applications • B2 Interviews and skills • C1 Review and evaluation • C2 SWOT analysis and action plan | <ul style="list-style-type: none"> • A.D1 Evaluate the recruitment processes used and how they contribute to the success of the selected business. • B.D2 Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer. • C.D3 Evaluate how well the recruitment and selection | <p>Revise BTEC National Business Revision Workbook Publisher: Pearson Author: Claire Parry,Jon Sutherland,Steve Jakubowski,Diane Sutherland ISBN: 9781292150116</p> <p>Revise BTEC National Business Revision Guide Publisher: Pearson Author: Diane Sutherland,Jon Sutherland,Steve Jakubowski</p> |

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| | <p>Understanding</p> <ul style="list-style-type: none"> • A Examine how effective recruitment and selection contribute to business success • B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer • C Reflect on the recruitment and selection process and your individual performance <p>Skills</p> <ul style="list-style-type: none"> • A.P1 Explain how a large business recruits and selects giving reasons for their processes. • A.P2 Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law. • A.M1 Analyse the different recruitment methods used in a selected business. • B.P3 Prepare appropriate documentation for use in selection and recruitment activities. • B.P4 Participate in the selection interviews, as an interviewer and interviewee. | <p>process complied with best practice, drawing reasoned conclusions as to how it will support your future career.</p> | <p>ISBN: 9781292230566</p> <p>BTEC Nationals Business Student Book I Activebook Publisher: Pearson Author: Jenny Phillips, Helen Coupland-Smith, Catherine Richards, Julie Smith, Ann Summerscales ISBN: 9781292126166</p> |
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| | <ul style="list-style-type: none">• B.M2 In recruitment interviews, demonstrate analytical responses and questioning to allow assessment of skills and knowledge.• C.P5 Complete a SWOT analysis on your performance in the interviewing activities.• C.P6 Prepare a personal skills development plan for future interview situations• C.M3 Analyse the results of the process and how your skills development will contribute to your future success | | |
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