

## Curriculum Aims and Purpose

### ***Paragraph 1 – An overview of the purpose of your subject:***

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. According to 2019 data, there are nearly six million such businesses in the UK, employing around 16.6 million people. Small and medium-sized enterprises (SMEs) account for 99.9 per cent of the business population in the UK and account for three-fifths of the employment and around half of the turnover in the UK private sector, worth around £2.2 trillion.

### ***Paragraph 2 – A summary of how you have designed and constructed your curriculum:***

I have designed and constructed the curriculum in line with the new BTEC Tech Award looking at how an entrepreneur uses a set of skills and characteristics that are required to be innovative, including creativity, risk-aversion, inventiveness and dedication. It is also the name given to a small start-up business. In this component, students will have the opportunity to develop knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise. National data shows that enterprises can struggle if they do not carry out market research so this was a perfect opportunity to link our curriculum with the local labour market. It is important for students to develop relevant skills in market research and to interpret findings to support your understanding of customers and competitors. Students will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analyses can be used to support decision making. Components 1 and 2 are assessed through non-exam internal assessment. The nonexam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

### ***Paragraph 3 – A summary of how the curriculum goes beyond the NC/GCSE Spec etc to teach the best of what is known and thought:***

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. This component will give students an understanding of the factors that contribute to a successful enterprise. Students will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or Level 3 vocational or academic qualifications. There are strong opportunities for post-16 progression in this vital sector. The Emsi report (Emsi Analyst, 2020) for Derbyshire BM2 has clear statistics showing that Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles are in the top five high level industries.

### ***Paragraph 4 – A summary of CEIAG links in curriculum: [Link](#) to the Enterprise and development plan***

Each term of study is designed to have a clear student focus covering Enterprise in the real world. This is then linked to Gatsby Benchmarks (BM) 2&4 and are currently supported by both school staff and local businesses in line with the Labour Market Information (nomis, 2022) to fill the void within the local industry (Emsi Analyst, 2022). Using the Character Education framework Guidance at OIEA shall underpin the thought process for a detailed enterprise provision whilst incorporating a business model thus enabling us to meet BM3,5&6 with a focus on our most vulnerable students following the BM for Special Educational Needs SEND (The SEND Gatsby Benchmark toolkit, 2018) with clarity and focus. By making BM1 clear and transparent with the enterprise provision a parental focus and feedback will be key to the decision making as many parents have already invested in our academy from year 5/6.

## How our Curriculum inducts students into the discipline of the subject:

Without challenge, there can be no progress; but my challenge is differentiated, to appropriately stretch the students knowing now that the learning intentions are an integral part of the student's journey. I shall run a mentoring program for students using a variety of theorists and teaching strategies to support my actions supported by teaching from Nottingham Trent University (Psychology department). The career development theory involves the transition into work is now difficult to generalise and make predictions (Roberts, 1997). There are more diverse career paths and patterns (Hartung, 2010) where individuals are forging futures without a map (Henderson et al, 2007). The concept of a career by Barnes, Bassot and Chant, 2011 which underpins the context of a career in business.

### THE CONTEXT OF CAREER IN BUSINESS



Students will develop their literacy through understanding of key terminology that will be used to demonstrate skills of enquiry, critical thinking, decision-making and analysis, acquiring knowledge and understanding of a range of important Business issues, developing appreciation and critical understanding of starting a business, understanding and applying specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed to make informed arguments, reach substantiated judgements and draw conclusions about business issues.

### Year 10 Overview-Exploring Enterprises & Planning and Presenting a Microenterprise Idea

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises, this is 30% of the final grade.

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Half Term	Focus
1	<ul style="list-style-type: none"> <li>• Size and Features of SME's</li> <li>• Sectors and business models in which enterprises operate</li> <li>• Aims and objectives of enterprises</li> <li>• Skills and characteristics of entrepreneurs</li> <li>• Tasks 1 and 1b mock using PSA Sample</li> <li>• Market research methods</li> <li>• Understanding customer needs</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>• Understanding competitor behaviour</li> <li>• Suitability of market research methods</li> <li>• Task 2 mock using PSA Sample</li> <li>• PEST (Political, Economic, Social, Technological) Analysis</li> <li>• SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis</li> <li>• Tasks 3a and 3b mock using Sample PSA (Pearsons Set Assignment)</li> <li>• PSA Exam prep 6 hours</li> <li>• PSA Exam 5 hours</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Choosing ideas for a micro-enterprise</li> <li>• Plan for a micro-enterprise – ownership and aims</li> <li>• Features of the product</li> <li>• Pricing of the product</li> <li>• Identifying the target market</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Resources required</li> <li>• Financial information</li> <li>• Risk assessment</li> <li>• Viability of the plan</li> <li>• Tasks 1a and 1b mock using PSA Sample</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Tasks 1a and 1b mock using PSA Sample</li> <li>• Production of presentation</li> <li>• Delivery of presentation</li> <li>• Work Experience</li> <li>• Review of presentation</li> </ul>

### Homework

Homework is set in line with the topics set out in the focus section of this document. Homework has a physical presence in the student workbook, students can take the homework home and find further information online. In addition to this, students will have a copy of the PSA which homework is linked for clarity and to eradicate any misconceptions.

### Useful resources:

- <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2022/specification-and-sample-assessments/60370634-btec-tech-award-enterprise-2022-spec.pdf>
- <https://barclayslifefskills.com/educators/support/remotel-learning/>
- <https://youtu.be/cFdCzN7RYbw>
- <https://nationalcareers.service.gov.uk/>
- <https://www.bbc.co.uk/bitesize/articles/zmcq382>

### Assessment

*The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction\* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.*

- Assessments are January for component 1, 30% of the grade
- Mock exam for component 2, diagnostic marking

**Year 11 Overview**-Marketing and Finance for Enterprise and PSA Planning and Presenting a Microenterprise Idea

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget and complete the PSA exam 30% of the grade. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market this is an external exam 40%. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Half Term	Focus
1	<ul style="list-style-type: none"><li>• Budgeting</li><li>• Cash Flow</li><li>• Component 2 using the PSA</li></ul>
2	<ul style="list-style-type: none"><li>• Cash Flow</li><li>• Suggesting improvements to cash flow problems</li><li>• Break-even point and break-even analysis</li><li>• Sources of finance</li><li>• End of topics tests and self-marking</li></ul>
3	<ul style="list-style-type: none"><li>• Component 3 full paper mock exam over two lessons</li><li>• Component 3 feedback and development/revision</li><li>• Component 2 using PSA (Pearsons Set Assignment) 4 hours</li><li>• Component 2 PSA exam 5 hours</li><li>• Component 2 PSA presentation preparation 2 hours</li><li>• Component 2 Presentations 2 hours</li></ul>
4	<ul style="list-style-type: none"><li>• Component 2 extra time and resits</li><li>• Walking talking exam preparation</li><li>• Revision</li></ul>
5	<ul style="list-style-type: none"><li>• Exam preparation (8<sup>th</sup> May exam)</li></ul>
6	

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- <https://barclayslifeskills.com/educators/support/remote-learning/>
- <https://youtu.be/cFdCzN7RYbw>
- <https://nationalcareers.service.gov.uk/>
- <https://www.bbc.co.uk/bitesize/articles/zmcq382>

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- February for component 2 PSA 30% of the grade