



## **Pearson BTEC Level 1/Level 2 Tech Award in Enterprise**

Business Intent: Students will leave Idsall passionate about Business and equipped to either work in the world of Business or continue their studies in further and/or higher education. Business students will leave Idsall with the skills necessary to evaluate, problem solve and make reasoned judgements regardless of context and scenario.

Context: Students should leave Idsall prepared and equipped to contribute positively to Shifnal and the surrounding areas. Students will develop skills and acquire knowledge that can benefit local or their own businesses - helping them thrive in a testing time for high street retail and a period of regeneration within Telford and surrounding areas.

### **Golden Threads:**

1. Business Activity – (Enterprise and entrepreneurship, Location factors, Ownership, Growth, Aims, Stakeholders)
2. External Influences – (Competitive, Economic, Legal, Technological, Globalisation, Ethical & Environmental)
3. Finance – (Costs, Revenue, Profit, Cash flow, Break-even, Cash flow, Sources of finance)
4. Marketing – (Customer Needs, Market research, Market Segmentation, Market Mapping, Branding, Marketing Mix)

Component 1: Learning Aim A  
What are the characteristics of enterprises?

Sole traders / partnerships / limited companies  
Resilience  
Ethical responsibilities  
Mind-set  
Reasons for failure  
Reports  
Competition  
Location  
SMEs  
Social and political pressures

Gaps in the market  
Locals enterprises  
Aims and objectives  
Problem solving  
Entrepreneurs  
Comparisons  
Communication  
Customer service  
Goods and services

Component 1: Learning Aim C  
What factors contribute to the success of an enterprise?

Customer satisfaction  
Economy  
Marketing and promotion  
Consumer behaviour  
SWOT analysis  
Planning and financing  
PEST analysis  
Situational analysis  
Breakeven  
Profit  
Measuring success against aims  
Legislations

Component 1: Learning Aim B  
How does market research help enterprises to meet customer needs?

Market research  
Quantitative data  
Qualitative data  
Presentations



Component 3: Learning Aim A  
What methods of promotion do enterprises use?

Sources of information  
Advertising  
Incentives  
Profit and Loss  
Persuade and inform  
Locations  
Understanding competitors  
Methods of advertising.  
Demographics  
Data  
Customer demographics  
Primary and secondary research  
Customer needs and expectations  
Direct marketing  
Psychographics

Indirect marketing  
Behavioural trends  
Public relations



Component 2: Learning Aim A  
How do we plan and an enterprise activity?



Aims  
Product design  
Innovation  
Quality control  
Communication

Business plans  
Promotional methods  
Technical vs practical skills  
Risk assessment  
Customer appeal  
Micro-enterprise  
Financial forecasts  
Physical and financial resources  
Creativity  
Skills audit  
Target markets  
Purpose for enterprise  
Market research  
Location  
Problem solving  
Products and services

Business to consumer marketing  
Geographical factors  
Business to business marketing  
Factors impacting choice of promotion  
Socio-economic factors  
Targeting and segmenting the market  
Business to consumer marketing

**Intent:** Students will work through Component 1 and complete the NEA. They will also complete the learning for component 2. Students will build up a knowledge of what it takes to run an SME and complete the component 1 NEA. They will understand how the ownership and external influences affect businesses.

**Component 1**– students will learn about market research methods, ownership types and how to carry out PEST and SWOT analyses.

**Component 1 NEA**– students will complete coursework based on a specific SME.

**Component 2** – students will learn how to plan, deliver and review a business plan presentation.

**Implementation:**

- Students will work through the topic areas, reflecting regularly on their knowledge and understanding throughout.
- Each topic provides opportunities to build up skills through practical and theoretical activities. Each unit will conclude with a formal in class assessment. All these assessments will be cumulative and will include work on exam terminology.

**Key Summative Assessments:**

Three written assessments cumulative in nature. Assessment 2 is the full completion of component 1 NEA.

Live marking and low stakes quizzing

**Autumn Term Assessments**

Assessment 1 – Practice NEA

**Spring Term Assessments**

Component 1 NEA

**Summer term Assessments**

Practice NEA

**Impact** - Pupils are expected to be able to talk and write knowledgeably about business research and segmentation, using subject specific language accurately and confidently. They will be able to utilise skills such as making links between different topics of work, analysing and interpreting business case studies and understanding financial information and language.

## AUTUMN TERM – YEAR 10 BTEC ENTERPRISE

**Golden Threads: Business Activity, the importance of external factors**

### Unit 1 Exploring Enterprises

Reasons WHY new business ideas come about

Size and features of enterprises

Markets and sectors in which enterprises operate

Business Models

Aims and activities of enterprises

Skills and characteristics of entrepreneurs

Market research methods

Customer Needs

Purpose of market research

Define primary and secondary market research

Types of primary research including their pro's & con's

Types of secondary research including their pro's & con's

### Unit 1 – Exploring Enterprises

PEST Analysis

SWOT Analysis

Practice NEA

## SPRING TERM – YEAR 10 BTEC ENTERPRISE

**Golden Threads: Business Activity, The importance of external factors**

**Unit 1 – Exploring Enterprises**

**Undertaking Component 1 NEA**

**Unit 1 – Exploring Enterprises**

**Improving Component 1 NEA**

**Golden Threads: Business Activity, Marketing**

**Unit 2 – Planning and Presenting a Micro-Enterprise Idea**

**Choosing ideas for micro-enterprise**

**Plan for a micro-enterprise**

**Production of presentation**

**Delivery of presentation**

**Review of presentation**

**Unit 2 – Planning and Presenting a Micro-Enterprise Idea**

**Practice NEA**

**Intent:** Students will work through Component 2 and complete the NEA. They will also complete the learning for component 3. Students will build up a knowledge of what it takes to run an SME and complete the component 2 NEA. They will understand the factors affecting the marketing mix and financial aspects of running a business.

**Component 2 NEA**– students will complete coursework based on a specific SME.

**Component 3** – students will learn the factors of the marketing mix and all financial aspects involved in business management. They will be able to chose between sources of finance and be able to use calculations to evaluate the current position of a business.

**Implementation:**

- Students will work through the topic areas, reflecting regularly on their knowledge and understanding throughout.
- Each topic provides opportunities to build up skills through practical and theoretical activities. Each unit will conclude with a formal in class assessment. All these assessments will be cumulative apart from the finance test, which will focus purely on quantitative skills and calculations. Each assessment will include work on exam terminology.

**Key Summative Assessments:**

Three written assessments cumulative in nature apart from assessment 2, which is purely based on business finance and calculations.

Live marking and low stakes quizzing

**Autumn Term Assessments**

Assessment 1 – component 2 NEA

**Spring Term Assessments**

Assessment 2 - Finance test

**Summer term Assessments**

Mock exam  
Exam

**Impact** - Pupils are expected to be able to talk and write knowledgeably about business research and segmentation, using subject specific language accurately and confidently. They will be able to utilise skills such as making links between different topics of work, analysing and interpreting business case studies and understanding financial information and language.

## **BTEC National Level 3 Business**

Business Intent: Students will leave Idsall passionate about Business and equipped to either work in the world of Business or continue their studies in further into higher education. Business students will leave Idsall with the skills necessary to evaluate, problem solve and make reasoned judgements regardless of context and scenario.

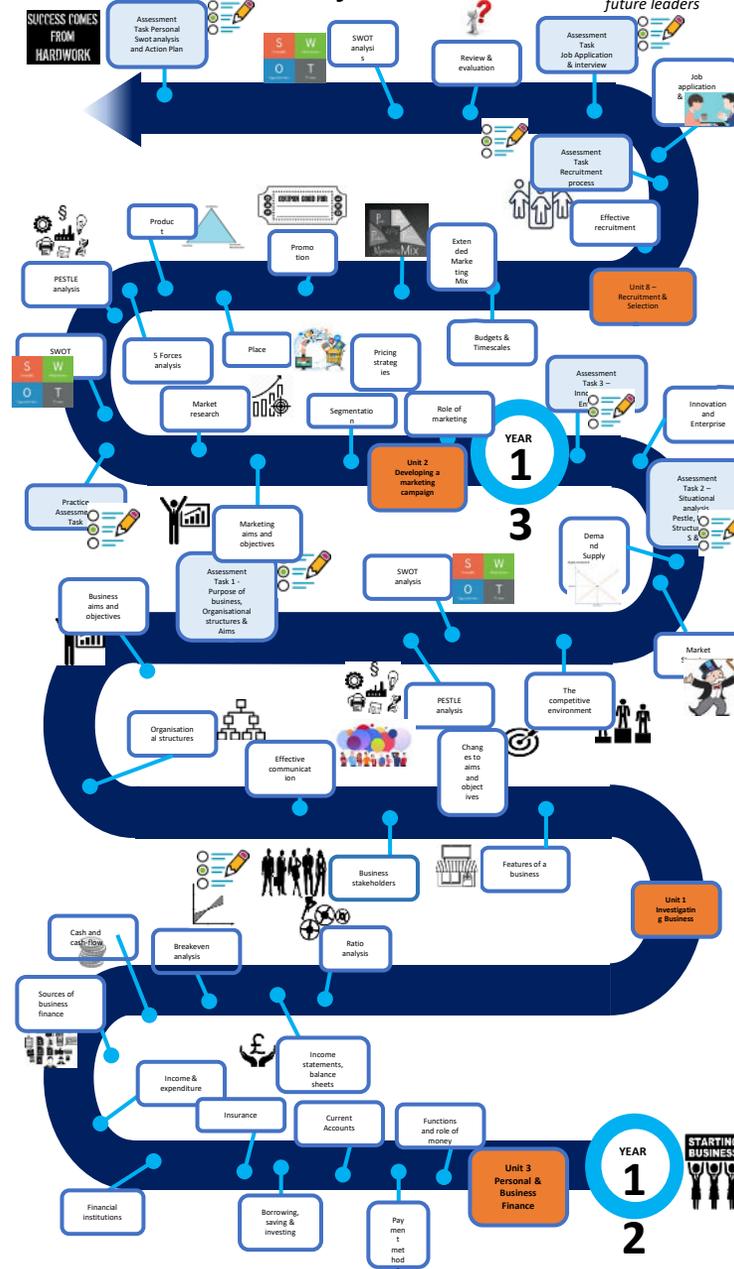
Context: Students should leave Idsall prepared and equipped to contribute positively to Shifnal and the surrounding areas. Students will develop skills and acquire knowledge that can benefit local or their own businesses - helping them thrive in a testing time for high street retail and a period of regeneration within Telford and surrounding areas.

### **Golden Threads:**

1. Business Objectives and Strategy
2. Marketing
3. Accounting and Finance
4. People in Organisations (Human Resource Management)
5. Operations Managements
6. External Influences
7. Change
8. Business Analysis

# Business Studies BTEC L3 Learning Journey

Creating informed, discerning employees, consumers and future leaders



**Intent-** - Students will embark on their BTEC qualification by completing the externally assessed examination Unit 3 (Personal and Business Finance) followed by the internally assessed Unit 1 (Exploring Business). Personal finance involves the understanding of why money is important how managing your money can help prevent future financial difficulties. The business finance aspect of the unit introduces accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Unit 1 involves gaining an overview of the key ingredients for business success, how businesses are organised, the characteristics of the environment in which they operate, and how this shapes them and their activities.

**Unit 3 – Personal and Business Finance** – this consists of the following 6 areas of study:

- **Learning Aim - A** – Understanding the importance of managing personal finance
- **Learning Aim - B** – Explore the personal finance sector
- **Learning Aim - C** – Understand the purpose of accounting
- **Learning Aim - D** – Sources of finance
- **Learning Aim - E** – Break-even and Cash flow forecasts
- **Learning Aim - F** – Complete statements of comprehensive income and financial position and evaluate a business’s performance

**Unit 1 - Exploring Business** – this consists of the following 5 areas of study:

- **Learning Aim - A** – Explore the features of different businesses and what makes them successful (Part of assignment 1)
- **Learning Aim - B** – Investigate how businesses are organised (Part of assignment 1)
- **Learning Aim - C** – Examine the environment in which businesses operate (Part of assignment 2)
- **Learning Aim - D** – Examine business markets (Part of assignment 2)
- **Learning Aim - E** – Investigate the role and contribution of innovation and enterprise to business success (Part of assignment 3)

**Implementation**

- Students will start the year working through unit 3 topic areas personal and business finance. This is an external unit and will sit their exam in the January series of year 12. The teaching will be split between where teacher one will focus on the personal finance elements (including sources of finance for business – Learning aims - A, B & D) and teacher two will focus on business finance and accounts (Learning aims – E,C & F)
- The unit is split into 6 learning aims and provides opportunities to build up skills through practical and theoretical activities. Students will regularly complete exam questions during lessons and for homework and will complete a mini mock and full mock during the Autumn term before sitting their final exam in January.
- A key focus of Unit 3 will be made on understanding key terminology and command verbs, along with regular opportunities to challenge student's ability to apply knowledge to extended answer questions.
- During the spring term students will commence the study of unit 1. Students will build up their knowledge and understanding of various business concepts before completing three pieces of coursework. Learning Aims A & B will be split up between and delivered by teacher one and teacher two, students will then complete their first assignment. Learning Aims C & D will also be split up between and delivered by teacher one and two and then students will complete their second assignment, this will finish with learning aim E and students will complete their third and final assignment.

**Key Summative Assessments:**

Six assessments will be completed. Unit 3 will include 2 practice mock papers and the real January exam. Unit 1 will consist of 3 separate internally assessed assignments.

Live marking and low stakes quizzing

**Autumn Term Assessments**

**Unit 3:**  
Mock 1 – AO - A,B & E  
Mock 2 – All AO’s

**Spring Term Assessments**

Unit 3 – Real exam  
Unit 1 – Assignment 1

**Summer term Assessments**

Unit 1 – Assignment 2  
Unit 1 – Assignment 3

Completing Unit 3 will give students the knowledge, understanding and confidence to manage their own personal finances whilst giving them a background into business finance and accounting as they progress into future education, training, or employment. It’s expected that students will be able to confidently analyse key financial performance measures including profitability, liquidity and business efficiency within a business using subject specific language and accounting terminology accurately. Completing Unit 1 students will develop an understanding of local, national, and global businesses (looking at charities, social enterprises, and business ethics) and become independent learners through the collection & collation of their research to complete their 3 assignments. They will be able to develop and apply quantitative and qualitative data relevant to business, including using and interpreting data alongside analysing real business opportunities and issues, to construct well-evidenced, balanced, and structured essays, demonstrating their depth and breadth of business acumen.

**Golden Threads: Accounting & Finance**

**Unit – 3 – Personal Business Finance – Mr Reeve (6 hours every 2 weeks)**

**Learning aim D – Sources of Finance**

- Sources of finance – advantages & disadvantages of short & long term, internal & external sources of finance

**Learning aim E – Break even and Cash flow forecasts**

- Cash flow forecasts – inflows, outflows, cash low forecast calculation, use and benefits
- Break even analysis – costs, sales, revenue, break-even point, margin of safety, completion of break-even charts, calculation and use if total contribution and contribution per unit, use of break-even analysis for planning, monitoring, control and target setting.

**Learning aim A – Understanding the importance of managing personal finance**

- Functions and role of money
- Different ways to pay
- Current Accounts
- Managing personal finance

**Learning aim B - Explore the personal finance sectors**

- Features of financial institutions
- Communicating with customers
- Consumer protection in relation to personal finance
- Financial information, guidance and advice

**Unit – 3 – Personal Business Finance – Mr Gregory (3 hours every 2 weeks)**

**Learning aim C – Understanding the purpose of accounting**

- Purpose of accounting
- Types of income
- Types of expenditure

**Learning aim F**

- Statement of comprehensive income – contents, purpose and use
- Statement of financial position – contents, purpose and use
- Measuring profitability – calculation, interpretation, analysis and evaluation of ratio's including gross & profit margins, ROCE and mark-up
- Measuring liquidity – calculation, interpretation, analysis and evaluation of ratio's current ratio & liquid capital ratio
- Measuring efficiency - calculation, interpretation, analysis and evaluation of ratio's including trade receivables days, trade payable days and inventory turnover
- Limitations of ratios

**Golden Threads: Business Objectives and strategy, people in organisations, accounting & finance, operations management, marketing**

**Unit – 3 – Personal Business Finance**

Revision and exam preparation

Sitting external examination

**Unit 1 – Exploring Business**

**Learning aim A – Explore the features of different businesses and what makes them successful**

- Features of businesses – Ownership and liability, purposes, sectors, scope & size and reasons for success
- Stakeholders – Internal and external stakeholders and their influences
- Effective business communication

**Learning aim B – Investigate how businesses are organised**

- Structure and organisation – organisational structures and functional areas
- Aims and objectives

**Unit 1 – Exploring Business**

Completion of Unit 1 assignment 1

Resubmission of Unit 1 assignment 1

**Golden Threads: External influences, change, Business objectives and strategy, change**

**Unit 1 – Exploring Business**

**Learning aim C – Examine the environment in which businesses operate**

- External environment– political, legal, social, technological, environmental & ethical, economic
- Internal environment – corporate culture, corporate social responsibility (CSR)
- Competitive environment
- Situational analysis – SWOT, PESTLE, 5c's, Porter's five forces

**Learning aim D – Investigate how businesses are organised**

- Different market structures – perfect and imperfect competition
- Relationship between demand, supply and price – influences on demand & supply and Price elasticity of demand
- Pricing and output decisions

**Unit 1 – Assignment 2 completion**

**Unit 1 – Exploring Business**

**Unit 1 – Assignment 2 resubmission**

**Learning aim E – Investigate the role of innovation and enterprise**

- Role of innovation and enterprise
- Benefits and risks associated with innovation and enterprise

**Unit 1 – Assignment 3 completion**

**Unit 1 – Assignment 3 resubmission**

**Intent** - Students continue their BTEC qualification by firstly completing the externally assessed examination Unit 2 (Developing a Marketing Campaign) followed by the internally assessed Unit 8 (Recruitment & Selection). Completing Unit 2 will provide an insight of how a marketing campaign is developed. Students will explore different stages of the process that a business goes through when developing its campaign and will develop their own campaign for a given product/service. Unit 8 involves students gaining an overview of the processes and procedures involved in recruitment and selection process. Students through role play will take part in interview selections.

**Unit 2 – Developing a Marketing Campaign** – this consists of the following 3 areas of study:

- **Learning Aim - A** – Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign
- **Learning Aim - B** – Using information to develop the rationale for a marketing campaign
- **Learning Aim - C** – Planning and developing a marketing campaign

**Unit 8 – Recruitment and Selection Process** – this consists of the following 5 areas of study:

- **Learning Aim - A** – Examine how effective recruitment and selection contribute to business success (Part of assignment 1)
- **Learning Aim - B** – Undertake a recruitment activity to demonstrate the processes leading to a successful job offer (Part of assignment 2)
- **Learning Aim - C** – Reflect on the recruitment and selection process and your individual performance (Part of assignment 2)

**Implementation**

- Students will start the year working through unit 2 – developing a marketing campaign. This is an externally assessed unit based on a pre-released case study and will sit their exam in the January series of year 13.
- The unit is split into 3 learning aims and provides opportunities to build up skills through firstly theoretical activities and then the application of that knowledge in order to produce a written marketing campaign. Students will regularly practice applying their knowledge to an exemplar marketing campaign as a class, they will then independently complete a full marketing campaign as a mock in preparation for their real assessment in the January window.
- During both the Autumn and spring term students will commence the study of unit 8. Students will build up their knowledge and understanding of various business concepts relating to recruitment and selection before completing two pieces of coursework. Learning Aim A will be delivered in the autumn term with students completing their first piece of coursework then also. Learning Aim B & C will be delivered in the Spring Term with their final coursework assignment being completed in the Spring Term.

**Key Summative Assessments:**

Four assessments will be completed. Unit 2 will include 1 practice mock papers and the real January exam. Unit 8 will consist of 3 separate internally assessed assignments.

Live marking and low stakes quizzing

**Autumn Term Assessments**

**Assessment 1** – Unit 8 Assignment 1

**Assessment 2**– Unit 2 Mock

**Spring Term Assessments**

**Assessment 3** – Unit 2 External Examination

**Assessment 4** – Unit 8 Assignment 2

Completing Unit 2 will give students the knowledge and understanding of the importance of relevant, valid, and appropriate research in relation to customers’ needs and wants. Students will be able to use given market research data and other information to make confident recommendations about the type of marketing campaign that a business should undertake. Completion of this unit will give students an insight into how important marketing is to a business and will enable students to make informed decisions about whether they want to specialise in marketing in employment, training, or higher education. Through completing Unit 8 recruitment activities students will not only develop their understand of the recruitment and selection process they will improve their communication and organisational skills needed in an interview situation. Within this work-related competence students will be given the opportunity to reflect on their own individual performance and analyse future skills for development through the creation of their own thorough individualised personal development plan.

**Golden Threads: Marketing, business objectives and strategy, change, people in organisations**

**Unit – 3 – Developing a Marketing campaign**

**Learning aim A – Roles and principles of marketing**

- The role of marketing
- Influences on marketing activity

**Learning aim B – Using information to develop the rationale for a marketing campaign**

- Purpose of researching information to identify the needs and wants of customers
- Market research methods and use
- Developing the rational preparation

**Learning aim C – Planning and developing a marketing campaign**

- Marketing campaign activity preparation
- Marketing mix
- Complete the marketing campaign

**Student to complete 2 practice marketing campaigns**

**Unit - 8 – Recruitment and Selection**

**Learning aim A – Examine how effective recruitment and selection contribute to business success**

- Recruitment of staff – workforce planning, job centres & agencies, how effective recruitment leads to success and successful staff integration
- Recruitment and selection process – internal vs external recruitment, recruitment documents, assessment centres, testing, shortlisting, CV's and application forms, use of technology
- Ethical and legal considerations in the recruitment process

**Unit - 8 – Recruitment and Selection**

**Assignment 1 completion and resubmission**

**Unit – 3 – Developing a Marketing campaign**

**Practice mock**

**Final mock**

**Golden Threads: Marketing, business objectives and strategy, change, people in organisations**

**Unit – 3 – Developing a Marketing campaign**

**External assessment**

**Unit - 8 – Recruitment and Selection**

**Learning aim B – Understake a recruitment activity to demonstrate the processes leading to a successful job offer**

- Job applications
- Interviews and skills

**Learning aim C – Reflect on the recruitment and selection process and your individual performance**

- Review and evaluation
- SWOT Analysis and action plan

**Unit - 8 – Recruitment and Selection**

**Take on the role of both interviewer and interviewee**

**Complete unit 8 assignment 2**

**Golden Threads: People in organisations**

**Unit - 8 – Recruitment and Selection**

**Resubmission of unit 8 assignment 2**