



Year 10 & 11 Curriculum Map

Subject: BTEC Enterprise

Exam board: Pearson Level 2 BTEC

<u>Unit 1-Exploring Enterprise</u>	<u>Unit 2- Planning for and pitching an enterprise</u> <u>Activity</u>	<u>Unit 3 – Finance and Promotion for Enterprise</u>
<i>Examining the characteristics of an Enterprise</i> ✓ Customer Service ✓ Types of Enterprise ✓ Types of Ownership ✓ Entrepreneurs ✓ Types of Market Research ✓ Competitor behaviour ✓ Impact of Internal and External Factors ✓ SWOT and PEST analysis	✓ Generating and Selecting ideas ✓ Planning a Micro Enterprise ✓ Identifying a Target Market ✓ Communicating with customer ✓ Risk assessment ✓ Contents of a pitch ✓ Presentations skills ✓ Giving and receiving feedback	✓ Promotional mix ✓ Advertising ✓ Sales Promotion ✓ Public relations ✓ Types of markets ✓ Market Segmentation ✓ Financial records ✓ Methods of payment, revenue and cost ✓ Turnover and Profit ✓ Assets and Liabilities ✓ Financial statements ✓ Liquidity ratios ✓ Cash flow and forecasting ✓ Breakeven and analysis
Intent behind the unit: In this component, Students will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Students will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for	Intent behind the unit: If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding. In this component, Students use the research knowledge gained from Component 1 to consider a	Intent behind the unit: The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, students need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats. In this Unit, students will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. Students will



students to develop relevant skills in market research and to analyse and be able to interpret your 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 analysis can be used to support decision making. Students will discover how success can be monitored in an SME. This Unit will give them an understanding of the factors that contribute to a successful enterprise. They will develop transferable skills, such as research and data analysis, which will support your progression to Level 3 study.	number of ideas before developing a plan for a realistic micro-enterprise activity. Students will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for their developed idea to an audience using their knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component students will use feedback to review their plan and pitch for the micro-enterprise activity, reflecting on their plan, their pitch and the skills they demonstrated when pitching. Developing their planning and research, presentation, communication and self-reflection skills	investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. Students will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.
• Assessment Focus Units 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on: • the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success • the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving	• Assessment Focus See Unit 1	• Assessment Focus There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts. <i>Component 3: Promotion and Finance for Enterprise</i> requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. The external assessment is based on a context that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.



- reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.