

EMMANUEL COLLEGE
THE BUSINESS AND COMPUTING DEPARTMENT
 Year 10 BTEC Enterprise



Year 10 BTEC Enterprise	Autumn Term and Spring, Half Term 1
Unit Title	Component 1: Exploring Enterprises. (Assessed by coursework).
Key Question(s)?	What is an enterprise? What are the key features of successful enterprises? What are the skills needed by entrepreneurs?
Threshold Concepts	<p>Types and characteristics of small- and medium-sized enterprises (SMEs). Type of ownership, including sole trader, partnership and private limited company (Ltd). Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customers in comparison to their competition. Enterprises have several aims including making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, and being ethical.</p> <ul style="list-style-type: none"> • Why do entrepreneurs start their own business? • What are the characteristics of a successful entrepreneur? • What skills do entrepreneurs need? <p>The importance of anticipating, identifying and meeting customer needs using market research to understand customers.</p> <ul style="list-style-type: none"> • Quantitative vs. qualitative research • Primary vs. secondary research <p>Identifying and understanding competitors.</p> <ul style="list-style-type: none"> • How do SMEs stand out from their competitors?
Link to Prior Learning	This is a new topic subject. However, if they have followed the Year 9 unit on business, they will have considered what makes a successful small business. They will also have considered the questions that entrepreneurs need to ask when thinking of starting a new enterprise. Students will have been introduced to the basics of market research.
	Spring, Half Term 2 and Summer Term
Unit Title	Component 2: Planning for and Pitching an Enterprise Activity. (Assessed by coursework).
Key Question(s)?	How do you plan for and develop a realistic micro-enterprise activity?
Threshold Concepts	<p>Generating ideas for a micro-enterprise activity.</p> <p>What factors need to be considered when selecting the final enterprise activity? This includes, financial and physical resources. A skills audit of the student will also be undertaken to select the suitable business idea to match their skills.</p> <p>Develop a plan for a successful, micro-enterprise activity. This plan will include:</p> <ul style="list-style-type: none"> • Aims of the enterprise, both financial and non-financial.

	<ul style="list-style-type: none"> • Product of service to be sold • Methods of communication with the customers • Resources required • Risk assessment and contingency plans <p>Students will present their business plan to an audience.</p> <p>Students will respond to feedback and reflect on both their plan and their pitch. Students will evaluate to see how they could have improved both their plan and their pitch.</p>
Link to Prior Learning	<p>In this component students will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. For example:</p> <ul style="list-style-type: none"> • Types of enterprise • How to fund businesses • Characteristics of successful enterprises and entrepreneurs • Skills needed by entrepreneurs • The importance of meeting customer needs. • Market research • Identifying competitors • Target markets
Knowledge and Sequencing Rationale	<p>Students start by discovering why selected small businesses are a success and the skills of the entrepreneurs behind them that contribute to their success. The importance of customer focus is then learnt. Students will then consider the importance of market research in contributing to the enterprises understanding of their customers and their needs. The final step is to look at factors impacting on the success of the businesses that business can and cannot control. This leads on to a consideration of how to analyse factors impacting on success and using this analysis to develop strategies to try and ensure further success in the future.</p> <p>Component 2 applies the knowledge that students learnt in Component 1. The unit starts with identifying very general ideas. Students have to evaluate these ideas and select the most likely to be successful for them. Students then conduct market research to identify what customers want and what competitors already provide. Once this has been done students can plan the financial and non-financial resources that will be needed. Next is the marketing strategy.</p> <p>Students will identify skills that they will need to improve and evaluate their business idea.</p> <p>The pitch and final evaluation help students reflect on their business planning decisions and what they could have done better.</p>

