

BTEC Tech Award in ENTERPRISE

(Edexcel) Level 1/Level 2

EXAM BOARD: PEARSON/Edexcel



The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving.
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise.
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

BTEC Tech Award in Enterprise Delivery Plan 2019/2021 YEAR 10-11



Programme Title				
Year 10				
Unit No & Title	Learning Aim	Targeted Learning Aim/s or Outcome/s	Evidence/Assessment	Planned Delivery Months
Unit 1 - Exploring Enterprises: Success or Failure?	A: Examine the characteristics of enterprises	Learners will investigate two real contrasting SMEs, e.g. a service provider or supplier of goods locally and a larger SME. Learners will consider the characteristics of the SMEs and their owners, and the importance of these characteristics in achieving success	Written report	Year 1 Sept - Feb

Unit 1 Exploring Enterprises: Success or Failure?		<p>Describe the purpose of the SMEs and how they achieve their purpose.</p> <p>Describe the characteristics of the SMEs, including size, ownership type, products or services, location.</p> <p>Describe the characteristics of the entrepreneurs.</p> <p>Analyse the importance of the SMEs and entrepreneurs' characteristics in meeting their purpose.</p> <p>Assess how far these characteristics contribute to the levels of success.</p>		
Unit 1 Exploring Enterprises: Success or Failure?	<p>B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour</p>	<p>Learners will examine how market research is carried out in two SMEs, they can use the same SMEs as used for the report in learning aim A.</p> <ul style="list-style-type: none"> Learners will then discuss how data is collected and how market research methods are designed to meet customer needs, they will understand competitor behaviour in two enterprises. <p>Explain how the selected SMEs use both primary and secondary research and how the data can be presented following research; clearly differentiating between qualitative and quantitative research.</p> <p>Discuss how well the methods selected by the SMEs have been designed to meet customer needs and how competitor behaviour can affect SMEs.</p> <p>For one of the SMEs assess how effectively the methods selected have been in meeting the needs of the customer and understanding competitor behaviour.</p>	<p>A presentation with speaker notes on the range of research methods</p>	<p>Year 1 Feb – Apr</p>
Unit 1 Exploring Enterprises: Success or Failure?	<p>C: Investigate the factors that contribute to the success of an enterprise</p>	<p>Learners will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and how they affect the success of two SMEs;</p>	<p>An article for a local magazine or newspaper on the success of a local SME.</p>	<p>Year 1 May – July</p>

		<p>these can be the same as used in learning aims A and B.</p> <ul style="list-style-type: none"> • They will then use situational analysis: SWOT and PEST to apply their investigation of internal and external factors. • Learners will analyse the factors that measure success applied to their chosen SME. <p>Explain the internal and external factors affecting the success of the selected SMEs, which can be those used in learning aims A and B. When looking at external factors, the laws protecting both the SME and the customer should be considered. Situational analysis will be used to identify the range of success factors. For one chosen SME, analyse the internal and external factors and evaluate which are the most significant factors currently affecting the success of the chosen SME.</p>		
<p>Unit 3: Promotion and Finance for Enterprise</p>	<p>Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success</p>	<p>Demonstrate knowledge and understanding of elements of promotion and financial records Interpret and use promotional and financial information in relation to a given enterprise Make connections between different factors influencing a given enterprise. Be able to advise and provide recommendations to a given enterprise on ways to improve its performance</p>	<p>This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The number of marks for the assessment is 60</p>	<p>Year 1 Nov - May</p>

Year 11

<p>Unit 2: Planning for and Pitching an Enterprise Activity</p>	<p>Planning a Micro-Enterprise Activity : A: Explore ideas and plan for a micro-enterprise activity</p>	<p>Research three possible ideas for micro-enterprise activities and choose one idea to take forward. Prepare a plan supported by research, to include:</p> <ul style="list-style-type: none"> • the product or service to be sold and its selling price • setting appropriate aims • identification of the target market • an estimation of the resources needed and how to obtain them • an appropriate timescale for the activity • selecting an appropriate method of promotion communication • carrying out a risk assessment and identifying contingency plans to overcome any issues identified • producing initial financial forecasts to include break-even, forecast profit/loss and cash flow forecasts. 	<p>A realistic plan that covers all the key elements and allows the micro-enterprise activity to function effectively.</p>	<p align="center">Year 2 Sept – Oct</p>
<p>2: Planning for and Running an Enterprise</p>	<p>Pitching to Potential Investors B: Pitch a micro-enterprise activity</p>	<p>Learners will carry out an individual pitch of their final plan to an audience. The audience could include teachers and peers. Prepare a pitch of a final plan, to include:</p> <ul style="list-style-type: none"> • a summary of the final plan, clearly showing all elements of the plan • speaker notes • handouts for the audience. <p>Rehearsal of the pitch:</p> <ul style="list-style-type: none"> • anticipating audience questions and preparing potential replies. 	<p>Presentation slides and speaker notes, audience handouts. Learners must demonstrate a range of presentation and communication when pitching their plan. Evidence of these skills could include teacher observations and visual recordings, supported by presentation slides, speaker notes and audience handouts</p>	<p align="center">Year 2 Nov – Feb</p>
<p>2: Planning for and Running an Enterprise</p>	<p>How Did I Do? C: Review own pitch for a micro-enterprise activity.</p>	<p>Review of:</p> <ul style="list-style-type: none"> • the plan and its contents • the pitch, to include the skills demonstrated 	<p>The review will be based on learners' opinions, supported by the feedback they receive from the audience, for example peers and tutors. The review will include learners' strengths and development needs.</p>	<p align="center">Year 2 Feb-Apr</p>
<p align="center">Unit 3 External Assessment Retakes</p>				<p align="center">Year 2: MAY/JUNE</p>