Scheme of Learning- BTEC Enterprise 2022

Autumn Term - Component 1 Exploring Enterprises

| Week | Curriculum area- Learning Outcome | Teaching content |
| --- | --- | --- |
| 1 | A1- Understand howand why enterprisesand entrepreneursare successful | Introductory activities on different enterprises/ entrepreneurs pages 2-4 in work booklet. Size and features of SME’s- Micro, Small, Medium - Pause cat cafe case study pages 5-6 in work booklet.  |
| 2 | A2: Sectors andbusiness models inwhich enterprisesoperate | Learners work in pairs to research Nuoi Foods and Munchy Seeds. Learners note the similarities and differences between the enterprises and, as a pair, try to think of ideas for a new food enterprise for their local area.  |
| 3-4 | A2: Sectors andbusiness models inwhich enterprisesoperate | Ownership i.e., sole trader, partnership, LLP, Ltd, social enterprise. Discuss the reasons why an entrepreneur might operate as a limited company or as a sole trader.How do businesses grow- ([www.femalebootcamp.co.uk](http://www.femalebootcamp.co.uk))  |
| 5 | A3: Aims andactivities ofenterprises | Financial and non-financial objectives. Use of case studies to discuss different aims and objectives of businesses. Learners research the community interest group Your Own Place (Your Own Place – preventinghomelessness) what arethe enterprise’s aims? What makes it different from other social enterprises? What type of liability does ithave?  |
| 6 | A: Understand howand why enterprisesand entrepreneursare successfulA2: Sectors andbusiness models inwhich enterprisesoperate | Learners research a B2C and B2B enterprise, such as Virtu Conservation Housekeeping (Virtu Cleaningand Housekeeping (conservation-housekeeping.co.uk)to find out about the enterprise’s history and theservices it offers. Learners work in pairs to research Century IT Services (IT Support Services inSouthampton, Winchester, Portsmouth, Eastleigh (century-it.co.uk), discussing the advantages of having a limited liability partnership as an IT consultancy enterprise.  |
| 7 | A4: Skills andcharacteristics ofentrepreneurs | Teacher-led discussion to decide the main reasons why someone would wish to run their own enterprise.Learners research different types of enterprises they would set up if given the opportunity.Learners identify their own mind-set and the characteristics they demonstrate on the BTEC programme and in their personal lives (for example, interpersonal, communication,presentation, time management, motivation, confidence). Teacher-led discussion on how learners could apply these skills and characteristics to becoming an entrepreneur. They should explain how these skills and characteristics help them to achieve certain activities, either in their personal lives or in school. |
| 8 | A4: Skills andcharacteristics ofentrepreneurs | Peter Jones case study Research task- Debs Pantry  |
| 9 | All content inLearning Outcome A | Revision session - learners should use this lesson to revise the topics covered in Learning Outcome A.They should independently research and prepare notes for the Pearson Set Assignment on this topic. |
| 10 | All content inLearning Outcome A | Mock assignment- Task 1 |
|  |  |  |
| 11 | B: Understandcustomer needs andcompetitors’behaviour throughmarket researchB1: Market researchmethods | Learners list types of primary and secondary market research and how they believe it is collected. The teacher explains the importance of understanding customer needs for enterprises. Learners list the information required to work out the number of customers a retail shop would need atChristmas time and how the information could be collected. Learners choose an enterprise and try toestablish how the needs of customers could be understood.Learners to select an SME that they are familiar with and consider what primary and secondary researchthe enterprise could undertake to try and understand their customers. |
| 12 | B: Understandcustomer needs andcompetitors’behaviour throughmarket researchB2: Understandingcustomer needs | Introductory activity: Learners consider why they buy a particular brand or type of product compared to another – for example a mobile phone. They discuss the features and price of theproduct that they choose. Teacher explains how different features make products unique and that being different is why some consumers choose them. The teacher leads a discussion on price and states that being cheaper is not always what customers want. This can lead to a class discussion on the importance ofchecking prices against what competitors are charging for enterprises and the messages this sends to customers on quality – you get what you pay for. |
| 13 | B: Understandcustomer needs andcompetitors’behaviour throughmarket researchB3: Understandingcompetitorbehaviour | Learners research where they can buy a specific product, such as second-hand furniture, and how much competition exists in the area. Using the product they have chosen, learners list how different enterprises can be compared – location, delivery, websites to understand more about competition and competitors. |
| 14 | B: Understandcustomer needs andcompetitors’behaviour throughmarket researchB4: Suitability ofmarket researchmethods | Learners to be given a case study of an enterprise and the research they undertake. They are then tomake recommendations on other forms of research they could undertake to help them further understand their customer needs and competitor behaviour. |

Spring Term- Component 1

| Week | Curriculum area- Learning Outcome | Teaching Content  |
| --- | --- | --- |
| 1 | All content in Learning Outcome B | Assessment - learners will be given the sample Pearson Set Assignment Task 2 as a mock assessment for Learning Outcome B.  |
| 2 | C: Understand how the outcomes of situational analyses may affect enterprises C1: PEST (Political, Economic, Social, Technological) Analysis | Explain the concept of a PEST analysis. Learners to give an example of each aspect. Learners research the impact on enterprises of a change in government. Class discussion on why different governments affect enterprises in different ways, using examples to illustrate. Learners undertake a practical PEST analysis on two chosen SMEs. |
| 3 | C: Understand how the outcomes of situational analyses may affect enterprises C2: SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis | Explain what a SWOT analysis, asks learners to give examples. In groups, learners undertake a practical SWOT analysis of two enterprises and make judgements about these enterprises. Learners could be given a large piece of paper and pens to complete their SWOTs and share and compare their ideas with another group.  |
| 4 | All content in learning aim C | Assessment - learners should be given the sample Pearson Set Assignment Task 3 as a mock assessment for Learning Outcome C. They should use this lesson to produce the assessment. |
| 5-10 | Pre-release coursework assignment preparation and supervised write up.  | Component 1 assessment- February release. Externally moderated 6 hours of monitored preparation and 5 hours of supervised sessions.  |

Useful links

[Enterprise (2022) | BTEC Tech Award | Pearson qualifications](https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html)