



## Business & Enterprise

### Key Stage 4 Framework for Learning

#### Year 11 2016-2017: I am Creative, Successful and Happy

**Syllabus:**

NCFE Level 2 Certificate in Business & Enterprise (601/0048/5)

Unit 04 (Y/505/2818) Plan, develop and participate in a business or enterprise project

### Autumn 1

<p><b>Knowledge</b></p>	<p><b>Unit 4</b> aims to develop a [project plan and implement the project. The learner will then go on to evaluate the overall success of the project. <i>(Students can use one of the projects identified in Unit 01. Students may include aims and objectives, costing, timings and milestones, production, research.)</i></p> <p><b>1. The learner will:</b> Be able to identify and research a project</p> <p><b>1.1 The learner can:</b> Select an appropriate project</p> <p><b>1.2 The learner can:</b> Identify aims and objectives of the project</p> <p><b>1.3 The learner can:</b> Conduct appropriate market <u>research</u> for your project <i>(Research: minimum of one method of primary research and 2 methods of secondary research. This could include competitors, suppliers, location, customers, and industry. It could include local publications if possible, rather than reliance on the internet.)</i></p> <p><b>1.4 The learner can:</b> Assess findings against the <u>aims and objectives</u>, amending if required <i>(Aims and objectives: objectives must be SMART. A minimum of one aim and 3 objectives should be covered. A mission statement should also be included as the main focused aim.)</i></p>
<p><b>Skills</b></p>	<p>Additional subject skills:</p> <ul style="list-style-type: none"> <li>• Identify and research a project</li> <li>• Select a project</li> <li>• Conduct market research</li> <li>• Assess findings against aims and objectives</li> </ul>
<p><b>Assessment</b></p>	<p><b>Internal Assessment:</b></p> <p><b>1.1-1.4</b> <i>(E.g. via report, presentation, project plan template)</i></p> <p><b>1.1</b> <b>Pass:</b> Students will select an appropriate project <b>Merit:</b> Students will select an appropriate project justifying choices <b>Distinction:</b> No Distinction criteria for this AC</p> <p><b>1.2</b> <b>Pass:</b> Students will identify aims and SMART objectives of the project <b>Merit:</b> Students will identify coherent aims and objectives of the project <b>Distinction:</b> Students will identify sophisticated aims and objectives of the project showing originality</p> <p><b>1.3</b> <b>Pass:</b> Students will conduct appropriate market research for the project <b>Merit:</b> Students will conduct a range of appropriate market research for the project using initiative <b>Distinction:</b> Students will conduct comprehensive market research for the project</p> <p><b>1.4</b> <b>Pass:</b> Students will assess findings against the aims and objectives, amending if required <b>Merit:</b> Students will assess findings showing critical understanding against the aims and objectives, amending if required <b>Distinction:</b> Students will assess findings showing critical judgment against the aims and objectives, amending if required</p>
<p><b>Reward &amp; enrichment</b></p>	<p>Students will participate in an off timetable lesson or half day to help them develop their project ideas. (BIMA/STEM/Media City or a similar company could be approached to lead the day).</p>
<p><b>Character</b></p>	<p>Qofs – Curiosity &amp; Responsibility <i>(Students will start to research markets and will learn how to truly get a picture of a market.)</i></p>



CV- Self Help, Self-Responsibility & Democracy  
(Students have a responsibility to learn about the Market Research Code of Conduct, to ensure that research is carried out responsibly)



## Autumn 2

<b>Knowledge</b>	<p><b>Unit 4</b> aims to develop a [project plan and implement the project. The learner will then go on to evaluate the overall success of the project.</p> <p><b>2. The learner will:</b> Be able to develop a project plan</p> <p><b>2.1 The learner can:</b> Develop a project plan to include:</p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• summary of research</li> <li>• marketing plan</li> <li>• financial plan</li> <li>• production/service plan</li> <li>• the balance of potential risks against potential rewards</li> </ul> <p><b>2.2 The learner can:</b> Present the plan in a clear and appropriate way</p>
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<b>Skills</b>	<p>Additional subject skills:</p> <ul style="list-style-type: none"> <li>• Develop a project plan</li> <li>• Present a creative plan</li> </ul>
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<b>Assessment</b>	<p><b>Internal Assessment:</b></p> <p><b>2.1-2.4</b> (Project plan. NB: 2.2 does not need to be a presentation)</p> <p><b>2.1</b> <b>Pass:</b> Students will develop a project plan <b>Merit:</b> Students will develop a project plan showing critical understanding <b>Distinction:</b> Students will develop a project plan showing critical judgment</p> <p><b>2.2</b> <b>Pass:</b> Students will present the plan in a clear and appropriate way <b>Merit:</b> Students will present the plan confidently <b>Distinction:</b> Students will present the plan showing creativity</p> <p><b>College Entry Exams – students should be exempt and use current grade from coursework.</b></p>
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<b>Reward &amp; enrichment</b>	<p>Students will be asked to make an application to appear on Dragons den, by way of preparation to develop a project. A panel of Dragons will be set up where students will be asked to pitch their ideas. (If possible this will be linked in with the company who worked with the students in Autumn 1 if possible or it could be a new company.)</p>
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<b>Character</b>	<p>Qofs – Creativity &amp; Motivation &amp; Practice (Students will be starting their journey on project planning, so need to be on the lookout for inspiration to inspire their own project plans as part of the big picture of this unit. This is an important time for students to map how they will be using the project skills they are identifying)</p> <p>CV – Equality &amp; Equity (Students will need to think about the value of their project plans.)</p>
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## Spring 1

<b>Knowledge</b>	<p><b>Unit 4</b> aims to develop a [project plan and implement the project. The learner will then go on to evaluate the overall success of the project.</p> <p><b>3. The learner will:</b> Be able to participate in a project</p> <p><b>3.1 The learner can:</b> <u>Participate</u> in the project as planned</p>
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	<p>(<b>Participate</b>: this could be completed individually or in a team. If this is done in a team, AC 4.1 to 4.3 should be individually assessed and marked due to their own evaluation.)</p> <p><b>3.2 The learner can:</b> Demonstrate effective communication skills</p> <p><b>3.3 The learner can:</b> Demonstrate effective working relationships with others</p>
<b>Skills</b>	<p>Additional subject skills:</p> <ul style="list-style-type: none"> <li>• Project participation (Group work)</li> <li>• Communication skills</li> <li>• Participation and effective working relationships</li> </ul>
<b>Assessment</b>	<p><b>Internal Assessment:</b></p> <p><b>3.1-3.3</b> (E.g. witness testimonies, video, observation, reflective account, presentation. Secondary evidence: presentation, templates, peer assessment forms and witness testimony. The individual learner's contributions should be clearly identified)</p> <p><b>3.1</b>  <b>Pass:</b> Students will participate in the project as planned  <b>Merit:</b> Students will participate in the project as planned showing initiative  <b>Distinction:</b> Students will participate in the project as planned showing enthusiasm, initiative and creativity</p> <p><b>3.2</b>  <b>Pass:</b> Students will demonstrate effective communication skills  <b>Merit:</b> Students will demonstrate clear communication skills  <b>Distinction:</b> Students will demonstrate effective communication skills with fluency</p> <p><b>3.3</b>  <b>Pass:</b> Students will demonstrate effective working relationships with others  <b>Merit:</b> Students will confidently demonstrate effective working relationships with others  <b>Distinction:</b> Students will demonstrate effective working relationships with others perceptively</p>
<b>Reward &amp; enrichment</b>	As outlined in the knowledge and assessment section for this half term, students will actually rolling out their projects.
<b>Character</b>	<p>Qofs – Empathy &amp; Resiliency          Students will need to learn how to work together to maximize the strengths of the group and will need to be empathetic to peoples strengths and weaknesses.          CV – Solidarity &amp; Social Responsibilities          (Students must show solidarity with team members and support each other, so they can be successful in their project.)</p> 
<b>Spring 2</b>	
<b>Knowledge</b>	<p><b>Unit 4</b> aims to develop a [project plan and implement the project. The learner will then go on to evaluate the overall success of the project.</p> <p><b>4. The learner will:</b>          Be able to evaluate their business or enterprise project.</p> <p><b>4.1 The learner can:</b>          Evaluate the success of the project against the aims and objectives</p> <p><b>4.2 The learner can:</b> Assess the strengths and areas for development of your contribution to the project</p> <p><b>4.3 The learner can:</b> Present the evaluation in a clear and appropriate way</p> <p>Students could complete a final presentation of all work covered in the units. For example, explain why it is a viable business and how it meets the requirements of all the assessment criteria in the final report. The presentation could bring together all the units not just the project. A framework could also be included so they evaluate their contribution, what they have learned in total, if they think the business is viable (and why) and what the future holds for the business.</p>
<b>Skills</b>	<p>Additional subject skills:</p> <ul style="list-style-type: none"> <li>• Project evaluation</li> <li>• Identify strengths, weaknesses and opportunities for development</li> <li>• Present evaluation</li> </ul>
<b>Assessment</b>	<p><b>Internal Assessment:</b></p> <p><b>4.1-4.3</b> (E.g. via reflective account, presentation, questionnaires, accounts, peer assessment. NB: 4.3 does not need to be a presentation)</p>



	<p><b>4.1</b>  <b>Pass:</b> Students will independently evaluate the success of the project against the aims and objectives  <b>Merit:</b> Students will coherently link the success of the project against the aims and objectives  <b>Distinction:</b> Students will evaluate the success of the project against the aims and objectives showing critical judgment</p> <p><b>4.2</b>  <b>Pass:</b> Students will independently assess the strengths and areas for development of their contribution to the project  <b>Merit:</b> Students will assess the strengths and areas for development of their contribution to the project in detail  <b>Distinction:</b> Students will convincingly assess the strengths and areas for development of their contribution to the project</p> <p><b>4.3</b>  <b>Pass:</b> Students will independently present the evaluation in a clear and appropriate way – independent work – if rest is part of a group  <b>Merit:</b> Students will present the evaluation confidently  <b>Distinction:</b> Students will present the evaluation showing creativity</p>
<b>Reward &amp; enrichment</b>	Students will work with a partner throughout intervention periods. They will learn to review others work and provide feedback and motivation to complete outstanding elements or to prepare for the re-sit.
<b>Character</b>	<p>Qofs – Optimism          (Students will be looking at what has been successful in their project, as they identify its strengths.)</p> <p>CV – Equality &amp; Equity          (Students should reflect on how they worked as a team and what was successful here and what they would do differently in the future.)</p> 
<b>Summer 1</b>	
<b>Knowledge</b>	The remainder of this term will be dedicated to closing the gaps on outstanding coursework for Unit 1, 3 and 4. See Year 9 to 11 Framework for knowledge. Students will recap on gaps in knowledge using feedback and PLC's to complete outstanding work from units 1, 3 and 4.
<b>Skills</b>	Additional subject skills: <ul style="list-style-type: none"> <li>Independent Students</li> </ul>
<b>Assessment</b>	<b>Internal Assessment:</b> See Year 9 to 11 Framework for assessment criteria.
<b>Reward &amp; enrichment</b>	Students will work with a partner throughout intervention periods. They will learn to review others work and provide feedback and motivation to complete outstanding elements or to prepare for the re-sit.
<b>Character</b>	<p>Qofs – Reflection          (Students will be using this time to reflect on gaps in their work and will close these gaps to secure their qualification.)</p> <p>CV- Self Help, Self-Responsibility &amp; Democracy          (Students have a responsibility to themselves now, to use feedback to achieve or progress beyond their target grade.)</p> 