



BTEC Business Studies

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations


Syllabus:

Person BTEC Level 1/ Level 2 Tech Award in Enterprise


Autumn 1

<p>Knowledge</p>	<p>Component 1: A1 What is an enterprise? A2 Types and characteristics of small and medium enterprises (SMEs) A3 The purpose of enterprise</p>
<p>Skills</p>	<p>Learners should organisation how Enterprises carry out one or more activities, such as being involved with goods, services or both</p> <ul style="list-style-type: none"> • Most enterprises face some kind of competition • Enterprises need to attract and keep customers happy and often face the difficulties of capturing and retaining customers • The role of customer service in attracting new customers, securing repeat purchase, customer loyalty <p>and an improved reputation</p> <ul style="list-style-type: none"> • Enterprises use creativity and innovation to meet customers’ needs by identifying gaps in the market for goods or services, or identifying a market for new goods or services. • Reasons why some enterprises fail. <p>Definition of SMEs: o micro – up to 10 people o small – between 11-49 staff o medium – between 50-249 staff.</p> <ul style="list-style-type: none"> • Characteristics of SMEs: o run by single individual or small team of people o small number of employees o type of ownership - sole trader, partnership, Ltd o physical location and/or operate online. <p>Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical</p>
<p>Assessment</p>	<p><i>Marking Point 1</i> A.1P1 Identify the purpose, activities and aims of two contrasting local enterprises A.1M1 Outline in detail how the activities and aims meet the purpose of two contrasting local enterprises A.2P1 Compare the purpose, activities and aims of two contrasting local enterprises A.2M1 Analyse how entrepreneurial characteristics and skills support the purpose of a selected local enterprise</p>





	<p><i>Marking Point 2</i></p> <p>A.2D1 Assess how successful a selected local enterprise has been in achieving its main purpose</p> <p>A.1P2 Identify entrepreneurial characteristic and skills demonstrated in each selected local enterprise</p> <p>A.1M2 Outline how entrepreneurial characteristics and skills support the purpose of each selected local enterprise</p> <p>A.2P2 Describe the entrepreneurial characteristics and skills demonstrated in each selected local enterprise</p> <p>Marking Point 2: Doddle X 2 (Enterprise, Business Activity)</p> <p>Marking Point 3: Written homework – Entrepreneur</p>
Cultural enrichment	Students can go to speak to small local and independent businesses to deepen their understanding of entrepreneurs.
Character	 <p>QoS – Optimism</p> <p>Students should start the new year with a good optimism for their outcome this year. They should write a statement with the grade they want and how they plan to achieve it.</p>
Autumn 2	
Knowledge	<p>Component 1:</p> <p>A3 The purpose of enterprise</p> <p>A4 Entrepreneurs</p> <p>B1 Customer needs</p> <p>B2 Using Market research to understand customers</p>
Skills	<p>Learners should organisation how Objectives which can provide challenges and targets over a defined period of time</p> <ul style="list-style-type: none"> • How social and political pressures can influence enterprises to consider wider ethical responsibilities • Range of the types of products and services provided by enterprises e.g. cleaning, fitness instruction, IT consultancies, financial consultancies, <p>selling products such as a food stall, news agents, artists selling work online.</p> <p>Reasons for starting own enterprise – to be own boss, to pursue a hobby, flexibility.</p> <ul style="list-style-type: none"> • Mind-set: focus, passion, motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire • Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk. <p>The importance of anticipating and identifying customer needs</p> <ul style="list-style-type: none"> • Identifying customer expectations: <ul style="list-style-type: none"> o Good-value products o Rapid response to enquiries





	<ul style="list-style-type: none"> o Clear and honest information • After-sales service • The ways in which different products can be linked to different <p>kinds of customers according to age, gender, income, lifestyle and location</p> <p>Qualitative research – based on individual customer responses, open ended questions.</p> <ul style="list-style-type: none"> • Quantitative research – based on numerical and statistical data. • Primary research – research carried out directly with potential customers
Assessment	<p><i>Marking Point 1</i> B.1P3 Identify how two local selected enterprises use market research to meet customer needs and understand competitor behaviour</p> <p><i>Marking Point 2</i> B.1M3 Outline how two local selected enterprises use market research to meet customer needs and understand competitor behaviour</p> <p>Marking Point 2: Doddle X 3 (Training, customer service, protection customers)</p> <p>Marking Point 3: Progress Test (1 hour covered content from first few weeks in Aut 1)</p>
Cultural enrichment	The school could invite a local entrepreneur to speak to the class. (Only 1 group initially)
Character	 <p>QofS – Empathy</p> <p>Students should consider the ethical and environment impact businesses can create. Discuss how this might affect a range of different people and the environment and how it can be reduced.</p>
Spring 1	
Knowledge	<p>Component 1: B2 Using Market research to understand customers B3 Understanding competitors</p>
Skills	<p>Learners should organisation how</p> <p>Types of primary research e.g.:</p> <ul style="list-style-type: none"> o questionnaires - using a set of qualitative and quantitative questions e.g. face-to-face, telephone, post, on a website/social media site o visits or observation - looking at and recording how people behave in situations in a structured way o interviews or focus groups - talking to people to find out their views and experiences o surveys - a quantitative method that involves asking people to fill in a paper or online questionnaires. • Secondary research – using existing research from third parties. • Sources of secondary research e.g.: o online research, internet searches, websites o company materials o market reports o government reports.





	<p>The main features which make products competitive</p> <ul style="list-style-type: none"> o price o quality o availability o unique features and selling points (USP)
Assessment	<p><i>Marking Point 1</i> B.2P3 Explain how two selected enterprises use market research to meet customer needs and understand competitor behaviour</p> <p><i>Marking Point 2</i> B.2M2 Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in two selected enterprises B.2D2 Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise</p> <p>Marking Point 2: Doddle X 2 (source of finance, finance and accounts)</p> <p>Marking Point 3: Written homework – Projects</p>
Cultural enrichment	<p>Students will have an ELE style lesson where they role play running a business that will run risks to gain rewards. The theme would be styled like the Monopoly, to embed topics with the students and does not necessarily need to take place in the classroom.</p>
Character	<p style="text-align: center;">QoFS – Creativity & Curiosity</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div> <p>Students should be allowed the opportunity to be creative when creating business documents. To ensure they meet the target audience and purpose using a range of digital tools.</p>
Spring 2	
Knowledge	<p>Component 1: C1 Internal factors C2 External factors</p>
Skills	<p>Learners should organisation how Identifying competitors</p> <ul style="list-style-type: none"> • How products stand out from similar products in the market. <p>Factors within the control of the enterprise that can impact positively or negatively on costs, to include:</p> <ul style="list-style-type: none"> o understanding the market - who the competition is, what customers want o keeping customers satisfied - the ability to meet customer needs better than its competitors <p>on quality, price, features, customer service, availability, convenience</p> <ul style="list-style-type: none"> o effective planning and financing o marketing and promoting the enterprise o unforeseen human resources costs, e.g. staff illness




	<p>Factors outside the control of the enterprise that can impact positively or negatively on costs, to include:</p> <ul style="list-style-type: none"> o changes in the cost of energy, raw materials, borrowing, premises o changes in costs of marketing or selling o governmental changes - new regulations, changes in taxation <p>• Factors outside the control of the enterprise that can impact positively or negatively on revenues, to include:</p> <ul style="list-style-type: none"> o competitors - new competitors, changes made by existing competitors o consumer confidence in the economy - growth/recession, level of employment o changing consumer behaviour - social trends, taste
Assessment	<p><i>Marking Point 1</i></p> <p>C.1P4 Identify some ways in which internal factors are important for business success</p> <p>C.1P5 Identify some ways in which external factors are important for business success</p> <p><i>Marking Point 2</i></p> <p>C.1M4 Outline ways in which internal factors are important for business success</p> <p>C.1M5 Outline ways in which external factors are important for business success</p> <p>Marking Point 2: Doddle X 3 (cash flow, balance sheet, profit and loss)</p> <p>Marking Point 3: Progress Test (1 hour covered content from first few weeks in spring 1)</p>
Cultural enrichment	As outlined in the knowledge requirements this evidence can be completed through <u>group</u> or individual work. The students could participate in a mini project or trade fair, or a Dragon's Den style role play.
Character	<p>QoFS – Responsibility & Reflection</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Students should reflect on their progress test results and update their PLC's and personal action plans.</p>
Summer 1	
Knowledge	<p>Component 1:</p> <p>C2 External factors</p> <p>C3 Situational analysis</p> <p>C4 Measuring the success of an SME</p>
Skills	<p>Learners should organisation how changes in consumer legislation, sales and labelling of products the misuse of information</p> <p>Using situational analysis to identify how internal and external factors might affect an enterprise, to include:</p> <ul style="list-style-type: none"> o SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis – draws together everything that could affect the success of an enterprise, including competitive advantage and disadvantage, usually <p>presented in form of table with bulleted points</p> <ul style="list-style-type: none"> o PEST (Political, Economic, Social and Technological) analysis – identifies all political, economic, social and technological factors that might affect an enterprise, usually presented in form of a



	<p>table with bulleted points</p> <ul style="list-style-type: none"> • Measures of success of SMEs - how far they meet business aims - surviving, breaking even, making a profit, meeting customer needs. • Reasons for the success of SMEs: <ul style="list-style-type: none"> o skills, hard work, determination, resilience and the ability of entrepreneur o ability to develop/motivate/train employees o level of customer service/satisfaction and the ability to meet customer needs o years of experience operating in this or similar markets. • Methods of measuring success e.g. <ul style="list-style-type: none"> o surviving o making a living o sales volume/value o market share o profit o customer satisfaction/reputation
Assessment	<p><i>Marking Point 1</i></p> <p>C.2P4 Explain ways in which internal factors are important for business success</p> <p>C.2P5 Explain ways in which external factors are important for business success</p> <p><i>Marking Point 2</i></p> <p>C.2M3 Analyse how the internal and external factors determine the success of a selected enterprise</p> <p>C.2D3 Evaluate the most significant internal and external factors currently affecting a selected enterprise.</p> <p>Marking Point 2: Doddle X 2 (break even, break even skills)</p> <p>Marking Point 3: Written homework – Marketing</p>
Cultural enrichment	Students can conduct a market research project with members of the school, to embed knowledge for the exam. This could be conducted either via pupil voice that the students themselves set out and facilitate, or via focus groups.
Character	<p>QoS – Practice & Resiliency</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Student should be practicing a range of skills when create business documents using a range of different software and acting on their practice through referring to their PLCS.</p>
<h2>Summer 2</h2>	
Knowledge	<p>Component 2:</p> <p>A1: Generating ideas for a micro enterprise activity</p> <p>Planning for a micro enterprise activity</p>
Skills	<p>Learners should organisation how Ideas could involve:</p> <ul style="list-style-type: none"> o innovation of products/services o provision of products/services in new contexts o provision of products/services to new markets. <ul style="list-style-type: none"> • Selection of final idea should consider factors such as resources available, financial



	<p>forecasts, costing and pricing, methods of communication and promotion, potential customers, skills of people in group</p> <ul style="list-style-type: none"> • Skills audit by learner to consider: <ul style="list-style-type: none"> o Leadership, personal and communication skills required o Technical and practical skills required. <p>Aims of the micro enterprise:</p> <ul style="list-style-type: none"> o financial aims, e.g. to make a profit, break even o non-financial aims e.g. customer satisfaction, social aims such as meeting a need in the community. <ul style="list-style-type: none"> • Product or service to be sold including: <ul style="list-style-type: none"> o features, benefits and unique selling points o costing and pricing o competitors.
Assessment	<p><i>Marking Point 1</i> A.1P1 Prepare an outline plan for a micro enterprise activity</p> <p><i>Marking Point 2</i> A.1P2 Briefly pitch the final outline plan with some reasons for choice of idea</p> <p>Marking Point 2: Doddle X 3 (product method, operations and production, business communication)</p> <p>Marking Point 3: Progress Test (1 hour covered content from first few weeks in summer 1)</p>
Cultural enrichment	<p>Students could develop materials on social media to be shared across the school, to raise awareness, to educate on resources and to embed knowledge. This could be completed by a poster campaign and other strategies.</p>
Character	<div style="text-align: center;">  </div> <p>QoS – Motivation Students should be trying to meet or exceed their target through assess pieces.</p>