



INTENT: A powerful, knowledge-rich curriculum

By the end of their education, a student of BTEC Enterprise at Dixons Fazakerley Academy:

- Will know the key concepts of business, why people become entrepreneurs, the risks and rewards involved in starting up your own business. The importance of market research, the different types and methods as well as the advantages and disadvantages of the different types of data collected.
- Will have an understanding of the local economic environment as this depth of knowledge is applied to real business contexts. They will also consider the impact of the wider world on the decisions that a business makes as it grows.
- Will have developed their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios.
- Will have gained knowledge in knowing how to calculate revenue, costs and profit, break-even, cashflow and financial accounts for a small enterprise. Students will know the different types of business ownership, internal and external influences that affect small enterprises and sources of finance suitable for small/medium size businesses.
- Will be able to apply business knowledge to produce two assignments and answer exam questions, understand key knowledge about the risks and rewards of starting up a new business as well as being able to apply the knowledge to real life examples and case studies.
- Will be able to understand how to analyse and interpret different types of business data and understand the benefits and drawbacks of the key concepts in business.
- Will know the key concepts of business ownership, marketing, aims and objectives, marketing, market research and resources required to set up a new small enterprise.
- Will have developed their own personal skills (such as monitoring their own performance, time management, problem solving and decision-making), through a practical and skills-based approach.
- Will know how to present their plan to an audience and judge the viability of the plan.
- Overall to develop as effective, independent and enterprising individuals, as critical and reflective thinkers with enquiring minds with the ability to think commercially and creatively to demonstrate business acumen. Enterprise provides them with the essential knowledge to prepare them for their future success.

Our unifying 'sentence' is:

"We provide students with a curriculum that developed their enterprise skills, improving their life chances and providing inspiration to develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen to become the successful entrepreneurs of the future".

In order to deliver a powerful, knowledge-rich curriculum we have selected knowledge by:

- We convene with subject specialists at cross cutting teams from various schools within our trust to deliberate and exchange ideas on the content that must be incorporated into our curriculum.
- We utilised the resources provided by BTEC and Pearson the relevant exam board for the subject. We use the subject specialists for BTEC Enterprise provided by BTEC and attend regular training to ensure that all aspects of the course are successfully delivered.

The threshold concepts in our subject are:

- Students will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Students will explore how enterprises use market research to find out about their customers' needs and competitor behaviour and how internal and external factors may affect enterprises. This will allow students to understand the factors that contribute to a successful enterprise.
- Students will explore the activities enterprises undertake the characteristics and skills of the entrepreneurs that run them. Students will understand the size and features of SMEs, the different types of markets, sectors and industries that enterprises operate within. Students will understand how aims and activities of the enterprise help the enterprise become successful, students will be able to evaluate the success of enterprises in meeting their aims. Students will evaluate the reasons why entrepreneurs start their own business and evaluate how the impact of the skills and characteristics of the entrepreneur help support the aims of the business and help it be successful.
- Students will explore customer needs and competitor behaviour through market research, this gives an understanding of how enterprises use market research to produce goods and services to meet the needs of their customers. Students will understand the types of market research used by enterprises and the benefits and drawbacks of each for their selected enterprise. This will allow them to see how market research can help understand the needs of customers and how competitors behave. This allows students to evaluate the suitability of market research for their chosen enterprise and make suitable recommendations for alternative types of market research for their chosen enterprise.
- Students will understand how the outcomes of situational analyses may affect enterprises. They will carry out research into internal and external factors for use in PEST and SWOT analysis to help them understand how these factors affect enterprises. This helps students to understand how internal and external factors have an impact on the success of an enterprise.
- Students will plan and present a micro-enterprise idea. Students will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. This allows students to use the knowledge learnt in component 1 and 3 to produce a realistic business plan for their enterprise. Students will have responsibility for producing and delivering a presentation for their idea using their knowledge learnt and demonstrating entrepreneurial characteristics, qualities and skills. This allows students to develop their business acumen and evaluate their own performance in delivering the presentation.
- Students will develop their knowledge and understanding of the skills required to plan for a micro-enterprise idea. It is vital that learners draw on their research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget. They need to establish the ownership of the business, aims and objectives of the business, features of the product or service, the price charged, the appropriate promotion, identified target market, identified resources required to begin trading, produce relevant financial information and assess the viability of the business plan.
- Students will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Students will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success.
- Students will explore how and why enterprises may target the markets. They will explore the marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises and the factors that influence the choice of marketing methods for enterprises.
- Students will develop and understanding of financial documents and statements, this will be achieved through the completion and interpretation of financial documents. Students will learn the importance of costs and revenues to the success of an enterprise, also understanding the profitability and liquidity of an enterprise. They will understand how to calculate profitability of a business and evaluate the impact of those on enterprises. Students will also understand the importance of setting budgets.

In order to achieve a true understanding of Enterprise, topics have been intelligently sequenced based on the following rationale:

- The curriculum has clear literacy links to embed key terminology, so students are speaking as future entrepreneurs at a young age.
- To develop enterprising minds – to inspire students to become enterprising and commercially minded individuals, particularly when having to plan their own enterprise idea.
- To design engaging themes that will inspire our students' imagination as they develop their enterprise knowledge.
- The course covers three components of work, two of which are internally assessed by completing assignments throughout their course of study and one component is an externally assessed examination.

- There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We will use spaced practice in developing the skills to the exam component and preparing for answering exam questions. These components use Level one / two Pass, Merit and Distinction grading criteria.
- BTEC Tech Enterprise is a vocational subject, which therefore means through the majority of the time, it provides students with the opportunity to demonstrate their skills in assignment-based tasks, rather the traditional preparation for examinations as would be with GCSE subjects. The course does have one examination element, which is completed in year 11.

The Enterprise curriculum will address social disadvantage and actively seeks to tell the stories of the marginalised by:

- BTEC Tech Enterprise is a vocational subject, this means that students have the opportunity to develop their knowledge and skills and apply it to everyday and work contexts. It gives the opportunity to build skills that show an aptitude for further learning both in the sector (e.g. Enterprise) and more widely. This includes allowing students to build on and embed their knowledge, allowing them to grow in confidence and put into practice what they have learned.
- The curriculum places an emphasis on well-known entrepreneurs, who have derived from many different backgrounds, demonstrating to students the opportunities that they can access and that are available to them. This includes using real-world contexts and examples of modern business practice to make the content relevant to the business world.
- Develop an understanding of social enterprise, a business with social objectives whose extra money is reinvested in the business or in the community, rather than being driven by the need to maximise profits for shareholders and owners.
- We ensure that intervention is proactive, and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data to offer provision to eradicate these differences.
- Lessons also use computers and a range of software that students otherwise may not be able to access.
- Students will have access to knowledge navigators and revision materials to complete at home. Students in KS4 are provided with resources to reduce the 'digital divide' including revision guides, topic-based exam workbooks, flash cards and vocabulary booklets. Homework is set using carousel for knowledge retrieval students have access to computers after school to complete their homework.

We fully believe Enterprise can contribute to the personal development of students at Dixons Fazakerley Academy by:

- Enterprise introduces students to the role and life of an entrepreneur, and how much time, money and risk is involved in setting up your own business.
- Enterprise allows students to learn life skills such as working out revenue and costs, cash flow and understand how they need to manage costs to pay for certain things.
- Enterprise provides students with the opportunity to develop their planning skills in developing their own idea of an enterprise that they could realistically set up as soon as they leave education. This incorporates market research skills as well as developing their own ideas of an enterprise that they believe could be a success.
- Allows students to develop their own entrepreneurial characteristics in initially understanding what is meant by mind-sets demonstrated by entrepreneurs such as technical skills, interpersonal communications skills, planning, time management, negotiation, prioritising tasks, problem solving and managing risk.
- Presentation, communication and self-reflection skills. This is demonstrated through students having the opportunity to develop and deliver a pitch to an audience based on their own business idea, demonstrating their developed entrepreneurial characteristics, qualities and skills. This also brings in the opportunity for students to think creatively and use lateral thinking. They will then self-reflect on their performance as well as their business idea and its likelihood of success in the local market.

Our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- The curriculum provides opportunities for students to consider the world of work as the skills developed by our students provide a fantastic progression into a number of roles in an organisation and are transferable into all businesses. Students will explore, develop and apply their knowledge helping to develop key transferable skills such as research and data analysis to support their progression to further learning and the workplace.
- It provides a framework for students to explore core concepts through the lens of the entrepreneur running a business This includes developing an understanding of how local and national contexts affect business behaviour. The local contexts include information from local businesses that our students may recognise.
- There are opportunities to research local small enterprises, focusing on how and why they developed, the entrepreneurs who operate them and what has contributed to their success.
- This highly motivating, creative approach to enterprise encourages students to explore the world of business and what makes or breaks an enterprise.

A true love of Enterprise involves learning about various cultural domains. We teach beyond the specification, but do ensure students are well prepared to be successful in their studies:

- Presentations, interaction and liaison from local entrepreneurs to talk to students about their enterprise, this gives students the opportunity to hear from real people about how their enterprise operates, students can ask them questions and they can use the information to apply it to their own assignments. It can also provide inspiration to students to further their own enterprise aspirations.
- Students can demonstrate their presentation skills in front of an audience in providing a pitch of their enterprise ideas are transferable skills that could be used in many other areas.
- The practical transferable skills students master during studying Enterprise such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and the future. It also enables them to make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.
- An understanding will be embedded that enterprise is a systematic activity that involves transferable skills; taking risks, showing initiative and innovation, a willingness to undertake new ventures, and organising production.
- Students are provided with a recent news article for them to be aware of what is currently happening in the world of Enterprise at the present time. Students read the article and answer questions about what they have read.