

## **BTEC Tech Award in Enterprise - Curriculum Rationale**

### **Intent**

The BTEC Tech Award in Enterprise enables students to explore the world of business and what makes or breaks an enterprise. Students apply their learning to work-related contexts and the gain the knowledge and skills they need for further study and employment.

The main learning focus for students is to:

- examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs
- explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.
- explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market

The course is assessed primarily through practical tasks where students apply their knowledge. Components 1 and 2 are assessed through Pearson Set Assignments, projects completed in exam conditions. Components are sequenced in order as they build on each other allowing students to develop in confidence. Firstly students 'explore', then 'develop', lastly 'apply' their knowledge to real life scenarios. Interleaving supports students in applying knowledge in different contexts. Component three is a synoptic unit, assessed by examination drawing together knowledge from the entire course.

More than the specification is taught to students, giving a depth of learning that will engage students and prepare them for study and employment beyond level 2. Students will develop employability skills, participate in enterprise challenges and keep up to date with the local and national business environment.

Students will be given opportunities to work with local businesses discovering first-hand what makes a successful enterprise.

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### **Implementation:**

In all lessons teachers follow the 'Teaching for Excellence' model, using a direct instructional method of teaching where the teacher is the expert.

At the beginning of each component a Knowledge Organiser will be given to students to give them a big picture overview of the main learning content and to emphasise key knowledge. These will include key vocabulary.

Every lesson starts with a 'DO NOW' activity designed to settle students, to engage them with the topic of the day or to recap prior learning. Knowledge tests with immediate feedback are a regular feature at the start of lessons.

During the teacher explanation, students are asked to take notes. Modelling of high-quality coursework is beneficial to students at this point. Questioning based on the explanation tests

students understanding. Structured talk as part of the questioning phase encourages all students to consider and think, leading to higher quality responses.

Students will work in silence during the practice phase and this is usually based on meeting assessment criteria for their coursework. Tasks are differentiated, with opportunities for students to progress to distinction level. Support for lower ability students is provided with scaffolds, sentence starters and through personal teacher guidance.

Coursework practice tasks are assessed using WWW/EBI. The teacher reads and assesses the work, explaining what the student has done well and what they should do to improve work. Students then respond to teacher feedback creating an improved version. This process continues until the student is ready to complete the Pearson Set Assignment. For Component 3, where assessment is by examination, there will be an emphasis on marking practice examination questions to include live feedback using a visualiser.

Homework will be set fortnightly on SMHW. Students will be given topic related tasks from the text book to support learning in the classroom, research to conduct for coursework or knowledge to learn.

The Award should be brought to life for students with the inclusion of real-life examples using videos, speakers and visits to local enterprises.

Literacy development is supported with an emphasis on key vocabulary and scaffolds which support effective structure to written reports. FBV and SMSC are linked to Business Studies. Topics related to business ethics and corporate social responsibility teach students about how businesses and employees should behave and prepares students to succeed in the workplace.

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**Impact:**

Following the school monitoring and evaluating school planning document, there will be regular reviews to ensure implementation is taking place consistently and to good effect. This will include:

- Lesson visits
- Student voice
- Faculty review
- Work scrutiny
- Milestone results
- Exam results
- BTEC internal and external verification processes