One-year course planner

This course planner provides a possible one-year course model. These are suggestions only and there are a number of valid ways of structuring courses.

The example course planner below is based on the following assumptions.

* There are 39 weeks in an academic year.
* There are three terms in an academic year, split into 14 weeks, 12 weeks and 13 weeks. The final half term of the third term has been left free for study leave and assessment.
* There are five hours of lesson time per week.
* Time will be lost due to, for example, visits out and other enhancement activities, so time has been left at the end of Term 1 to allow for this.
* The planner is presented in standard linear sequencing, with each component taught in order.
* If a centre wishes to teach components in parallel or in a different order, the planner can be adapted accordingly to suit the centre, the number of teachers delivering the course and access to resources.
* It will be the decision of the centre as to when Component 2 (Planning for and Pitching an Enterprise Activity) best fits into the school’s and the teacher's annual schedule. The planner can then be adapted accordingly.

Year 1

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| Week | Component | Learning aim | Teaching content or assignment work |
| Term 1 |
| 1–2 | 1: Exploring Enterprises | A: Examine the characteristics of enterprisesA1 What is an enterprise? A2 Types and characteristics of small and medium enterprises (SMEs) | Introduction to contrasting enterprises, how their provision fills a gap in the market and why. Looking at a range of contrasting local enterprises to identify their characteristics, including:* size; the number of people employed
* ownership, and the people who run them
* location: physical, online, or both.
 |
| 3 | 1: Exploring Enterprises | A: Examine the characteristics of enterprisesA3 The purpose of enterprises | Looking at a range of contrasting local enterprises to identify their purpose, including:* aim(s) and objectives
* range of products/services provided.

Looking at the approaches to wider ethical responsibilities by a range of local enterprises, and the impact of social and political pressures. |
| 4 | 1: Exploring Enterprises | A: Examine the characteristics of enterprisesA2 Types and characteristics of small and medium enterprises (SMEs)A4 Entrepreneurs | Looking at a range of local entrepreneurs, including: * reasons for starting own enterprise
* mind set
* skills for success.

Looking at a range of enterprises to see how:* the characteristics of an enterprise
* the characteristics of an entrepreneur

contribute to its level of success or failure. |
| 5 | 1: Exploring Enterprises | B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviourB1 Customer needs | How local enterprises identify and anticipate customer needs and expectations regarding:* value
* rapid response to enquiries
* clear and honest information
* after-sales service.
 |
| 6 | 1: Exploring Enterprises | B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviourB1 Customer needs | How the products and services of a range of enterprises can be linked to target markets and a market segment:* demographic
* geographic
* psychographic
* behavioural.
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| 7 | 1: Exploring Enterprises | B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviourB2 Using market research to understand customers B3 Understanding competitors | How a range of enterprises conduct market research, using:* primary and secondary research and their uses
* methods of collection.

How a range of enterprises use the qualitative and quantitative data gathered to ensure they meet customer needs and to understand competitor behaviour. |
| 8 | 1: Exploring Enterprises | B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviourB3 Understanding competitors | How a range of enterprises use the qualitative and quantitative data gathered to ensure they understand competitor behaviour. |
| 9 | 1: Exploring Enterprises | C: Investigate the factors that contribute to the success of an enterpriseC1 Internal factorsC3 Situational analysis C4 Measuring the success of an SME | Analysing internal factors affecting a range of enterprises, their strengths and weaknesses (SWOT analysis), including:* understanding their markets (competition and customers)
* keeping customers satisfied
* planning and financing effectively, and coping with unforeseen costs
* marketing and promoting the enterprise
* unforeseen human resources costs.

How internal factors determine the success or failure of an enterprise. |
| 10 | 1: Exploring Enterprises | C: Investigate the factors that contribute to the success of an enterpriseC2 External factors C3 Situational analysis | Analysing external factors affecting a range of enterprises, their opportunities and threats (SWOT analysis) such as:* changes in consumer legislation, sales and labelling of products and the misuse of information
* competitors (new and existing)
* changes in costs of marketing or selling.
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| 11 | 1: Exploring Enterprises | C: Investigate the factors that contribute to the success of an enterpriseC2 External factors C3 Situational analysis C4 Measuring the success of an SME | Analysing external factors affecting a range of enterprises using PEST analysis:* Political – governmental changes, new regulations, changes in taxation.
* Economic – consumer confidence in the economy, growth/recession, level of employment.
* Social – changing consumer behaviour, social trends, taste.
* Technological – automation, internet, rate of technological change.

How external factors determine the success or failure of an enterprise. |
| 12 | 1: Exploring Enterprises | C: Investigate the factors that contribute to the success of an enterpriseC4 Measuring the success of an SME | How internal and external factors can help or prevent an enterprise from meeting its business aims relating to:* surviving
* making a living
* breaking even
* making a profit
* maintaining/increasing sales volume/value
* maintaining/increasing market share
* meeting customer needs
* maintaining/increasing customer satisfaction/reputation.
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| 13–14 |  |  | *Leeway for time lost due to, for example, visits out and other enhancement activities.*  |
| **Term 2** |
| 1 | 2: Planning for and Pitching an Enterprise Activity | A: Explore ideas, plan and pitch for a micro-enterprise activityA1 Generating ideas for a micro-enterprise activity | Generating ideas for a realistic micro-enterprise, considering:* innovation of products or services
* new contexts for products or services
* new markets for products or services.

Finalising an idea for a realistic micro-enterprise considering:* resources available
* financial forecasts
* costing and pricing
* methods of communication and promotion
* potential customers
* leadership, personal and communication skills
* technical and practical skills.
 |
| 2 | 2: Planning for and Pitching an Enterprise Activity | A: Explore ideas, plan and pitch for a micro-enterprise activityA1 Generating ideas for a micro-enterprise activity | Carrying out a skills audit, including:* leadership, personal and communication skills
* technical and practical skills

that are identified, evidenced and linked to the requirements of the micro-enterprise. |
| 3 | 2: Planning for and Pitching an Enterprise Activity | A: Explore ideas, plan and pitch for a micro-enterprise activityA2 Planning for a micro-enterprise activity | Drawing up a realistic implementation plan for a chosen idea to include:* financial and non-financial aims of the micro-enterprise
* product or service to be sold
* identifying the target market
* methods of communication with the customer, and why certain promotional methods are appropriate
* physical and financial resources, how these will be obtained and financial forecasts
* human resources needed
* a risk assessment and contingency plan to overcome any issues identified and ensure quality of the product or service.
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| 4 | 2: Planning for and Pitching an Enterprise Activity | B: Pitch a micro-enterprise activity B1 Pitching a micro-enterprise activity | Preparing to pitch a logical summary of a business plan, incorporating key elements and including:* presentation and communication skills
* rehearsal and preparation.
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| 5 | 2: Planning for and Pitching an Enterprise Activity | B: Pitch a micro-enterprise activityB2 Presenting a business pitch | Preparing an individual pitch to an audience, summarising the micro-enterprise plan, and displaying good:* presentation skills
* communication skills.
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| 6 | 2: Planning for and Pitching an Enterprise Activity | B: Pitch a micro-enterprise activityB2 Presenting a business pitchC1 Review own pitch for a micro-enterprise activity | Preparing to collect and give feedback on a presentation for a micro-enterprise activity, including* how to give constructive feedback
* preparing records of activity and feedback forms.
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| 7 | 2: Planning for and Pitching an Enterprise Activity | B: Pitch a micro-enterprise activityB2 Presenting a business pitch | Individual presentations of a pitch to an audience, summarising the micro-enterprise plan, and showing:* clear presentation skills to pitch the micro-enterprise
* clear communication of the developed idea
* logical structure of content of the plan
* consideration of the audience, e.g. needs, interests.
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| 8 | 2: Planning for and Pitching an Enterprise Activity | C: Review own pitch for a micro-enterprise activity C1 Using feedback and review to identify possible changes to the pitch  | Receiving feedback from audience on:* the business content of the pitch
* the presentation and communication skills demonstrated.

Reviewing the plan and personal performance, reflecting on feedback gathered from others, such as:* what went well, e.g. clear synopsis of plan, demonstration of skills
* what went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills.
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| 9 | 2: Planning for and Pitching an Enterprise Activity | C: Review own pitch for a micro-enterprise activity C1 Using feedback and review to identify possible changes to the pitch | Recommending improvements to:* the contents of the plan
* own performance.
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| 10  |  |  | *Leeway for time lost due to, for example, visits out and other enhancement activities.**Time to consolidate and collate evidence ready for internal assessment.* |
| 11–12 | 3: Promotion and Finance for Enterprise | A: PromotionA1 Elements of the promotional mix and their purposes A2 Targeting and segmenting the marketA3 Factors influencing the choice of promotional methods | Different methods of promotion used by enterprises, their suitability for different sizes of enterprise, and the factors to consider when choosing the most appropriate, including:* types of market – business to business (B2B), business to consumer (B2C)
* size of enterprise
* budgetary constraints
* appropriateness for the product or service
* effect of promotional incentives on gross and net profit
* recap on why an enterprise targets and segments the market
* the impact on promotion of targeting and segmenting the market.
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| **Term 3** |
| 1–2 | 3: Promotion and Finance for Enterprise | B: Financial records B1 Financial documents B2 Payment methodsB3 Sources of revenue and costs B4 Terminology in financial statements | Understanding the flow of financial documents, and the importance of accurately completing, interpreting and checking financial documents and statements, such as:* invoices
* delivery notes
* purchase orders
* credit notes
* receipts
* statements of accounts.

Adding VAT and subtracting discounts.The impact on customers and enterprises of using different payment methods.Understanding sources of revenue and costs, including:* income from sales and from assets
* start-up costs and running costs.

Understanding the terminology in financial statements. |
| 3–4 | 3: Promotion and Finance for Enterprise | B: Financial records B5 Statement of comprehensive incomeB6 Statement of financial positionB7 Profitability and liquidity | Calculate profit/loss using a simple statement of comprehensive income using given figures.Interpret a statement of comprehensive income and suggest appropriate actions for an enterprise. Complete a statement of financial position using given figures.Interpret a statement of financial position, and suggest appropriate actions for an enterprise.Interpret statements of comprehensive income and of financial position to calculate ratios, such as:* the difference between cash and profit
* the difference between liquidity and profitability
* GPM and NPM ratios from given formulae
* current ratio and liquid capital ratio from given formulae.
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| 5–8 | 3: Promotion and Finance for Enterprise | C: Financial planning and forecastingC1 Using cash flow data C2 Financial forecastingC3 Suggesting improvements to cash flow problemsC4 Break-even analysis and break-even pointC5 Sources of business finance | Using cash flow data and financial forecasting, including:* liquid assets of the business and bank balance plus cash
* inflows and outflows
* positive and negative liquidity
* difference between sales and purchases
* cash flow statements
* the difference between forecasts and statements.

Analysis of cash flow information, including:* considering changes in inflows and outflows over a period and how this affects the enterprise
* considering differences between predicted and actual cash flow
* cash flow problems – not having enough cash to pay employees and suppliers
* impact of timings of inflows and outflows
* suggested solutions to problems.

Understanding break-even analysis and break-even points, including:* the break-even point, and factors that may cause it to change
* constructing and interpreting a break-even chart
* margin of safety
* limitations of break-even analysis.

Why enterprises may plan different sources of finance for different purposes or at different stages, including:* different sources of finance
* the relevance of each source
* advantages and disadvantages of each source.
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| 9–13 | 3: Promotion and Finance for Enterprise |  | *Leeway for time lost due to, for example, visits out and other enhancement activities.**Study leave.**Time to consolidate and collate evidence ready for internal assessment.* |