Business Department - BTEC Enterprise and Entrepreneurship – Year 13 (Extended Certificate)

Shirley High Curriculum Map	*To provide the students with an insight to how businesses operate within the real world and understand the integration of every functional area within a business. In addition, to nurture students to have a lifelong interest in the development of businesses locally, nationally and internationally.*		
	Autumn	**Spring**	**Summer**
	Theme/Topic/Skill:	Theme/Topic/Skill:	
	UNIT 3 – PERSONAL AND BUSINESS FINANCE - (120)	UNIT 8 – ENTERPRISE & INTRAPRENEURSHIP IN PRACTICE – (60)	
Why Now?	Unit 3 will be sat by pupils in the May/June of the 1st year of the course. This is to spread the load of the examined units over the 2 year course and to give them the opportunity to resit it if necessary.	This is last unit for this course and links to Unit 1: Enterprise and Entrepreneurs so follows on from that unit of work.	
Fundamental Concepts	UNIT 3 – Study the purpose and importance of personal and business finance.	Unit 8 – Learners study the characteristics of successful entrepreneurs and consider the strategies that can influence the development of intrapreneurship in an organisation.	
Students will	UNIT 3 – Pupils will have the knowledge and understanding to manage their personal finances and they will have a background in business finance and accounting.	Unit 8 – Explore the environment in which an entrepreneur operates. Investigate how intrapreneurship can be developed and promoted within an enterprise. Examine the ways in which an intrapreneur can contribute to the success of an enterprise.	

Language for Life (Key terms /Vocabulary)	**Unit 3 – Analyse** - can be through activity, practice, written or verbal presentation. **Assess** Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion. **Discuss** Learners consider different aspects of: • a theme or topic; • how they interrelate; and • the extent to which they are important. **Evaluate -** Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. **Identify -** Learners indicate the main features or purpose of something by recognising it.	**Unit 8 – Explain –** how the features of the environment have affected a specific entrepreneur. How stakeholders have influenced a specific entrepreneur's decisions. How the management and leadership styles used in a specific enterprise have helped in the development of intrapreneurship. How the organisational approach adopted by a specific enterprise has helped in the development of intrapreneurship. How a specific enterprise has improved its processes by using an intrapreneurial approach. How the qualities and skills of an intrapreneur have contributed to the success of a specific enterprise. **Analyse** – how the impact of the environment and the influence of stakeholders have affected the decisions of a specific entrepreneurship. How team structures and management/leadership styles have promoted intrapreneurship in a specific enterprise, How important adopting an intrapreneurial approach has been to a specific enterprise. **Evaluation** – how the risks faced by a specific entrepreneur have impacted the operation and performance of the enterprise. The impact the organisational approach and leadership styles in a specific enterprise have had on the development of intrapreneurship. The effectiveness of promoting an intrapreneurial culture in a specific enterprise.	
Extended writing Opportunities	**Unit 3 –** 2 hour written external exam paper.	**Unit 8** - A report analysing how best practice in developing an intrapreneurial culture could be implemented in a local enterprise. The best practice will be based on research conducted on an established enterprise which has a reputation for its intrapreneurial approach.	
Maths Across the Curriculum	**Unit 3 –** Risk assessment / Understanding financial statements e.g. Balance sheets / P&L a/c.	**Unit 8 –** The financial risks faced by the enterprise. The potential impact of these risks on the financial security and performance of the enterprise.	
Links to careers/ aspirations	**Unit 2 & Unit 3** - Guest speakers / work experience / business material as examples / visits to appropriate businesses.	**Unit 8 –** guest speakers / participation in audience assessment of presentations / design/ideas to contribute to unit assignment/case study/project materials / own business materials as examples / support from local business staff as mentors.	
Cultural Capital	**Unit 3 –** Money management (In lessons be aware of inequality in different social classes). Risk assessment for employees and visitors and be aware of any special needs of people. Understanding of financial statements. Be aware that different cultures have different opinions about how finance is managed. **Book** – Broke Millenial **Place** – Local Banks **TV** – Mad Money	**Unit 8 –** Learners will have access to a local enterprise on which to base their research and consultancy project. **Book** – The effects of intrapreneurship on corporate performance. **Places** – Visit local enterprise/business. **TV** – Entrepreneurship in the creative industries	
Practical Application of Skills	**Unit 3 –** Gives the knowledge and understanding to manage own personal finances and will give pupils a background to business Finance and accounting as they progress to employment or further training.	**Unit 8 –** Participation in a consultancy project.	