



Enterprise

Learning Journey

Intent • Implementation • Impact



Curriculum Intent

The world of business is extremely relevant to all pupils at Parkside. Our Enterprise Learning Journey aims to develop and prepare pupils for when they will enter the world of work whether being employed or owning their own business.

The Chesterfield catchment area at Parkside serves high levels of deprivation, therefore Enterprise is a crucial subject at Parkside, it is vital that pupils develop and enhance their employability skills and are equipped with the knowledge and skills in order for them to stand out in a competitive working environment.

The intent of the Enterprise curriculum at Parkside is to provide an interesting, relevant and challenging curriculum which keeps up to date with the latest business developments and trends which is engaging for students. It is a curriculum that enables all pupils to meet their aspirations. The Enterprise Learning Journey is a combination of practical, theoretical, individual and group learning in order to cater for a variety of learning styles. Our curriculum is committed to extending our pupils learning offering a range of extracurricular opportunities which include Enterprise challenges, working with our local businesses to provide a real world and local setting and business trips to Alton Towers and Cadburys World.

Enterprise at Parkside enables pupils to develop a range of life skills including: creativity and innovation, communication, digital skills, financial, leadership, teamwork, problem-solving, self-management and resilience. These skills are transferable across many careers whilst instilling confidence in our pupils to excel in whatever career choice they progress into.

The Enterprise curriculum at Parkside is enhanced with the integration of the international award winning programme: Inspiring Digital Enterprise (iDEA) Award. This Award enhances students digital, enterprise and employability skills which is fundamental throughout the Enterprise curriculum. The curriculum intent is for all students to end their Enterprise Learning Journey with the Bronze iDEA Award which will put them at a competitive advance over others.

We are committed to ensuring our pupils develop their passion and excitement for Enterprise and, by the end of their Enterprise Curriculum Learning journey, are able to use the transferable skills to allow a smooth transition from an educational environment to a work environment, by providing an insight into how the business world works.

V Wheeldon – Teacher of Enterprise





Curriculum Implementation

All lessons across the Enterprise Learning Journey are carefully planned and facilitated to engage all learners whilst embedding core skills and knowledge.

At Parkside we offer a three-year Enterprise Learning Journey which starts in Year 9 for all pupils. The Year 9 Learning Journey provides solid foundations to ensure pupils are ready to take on their next step in Level 2 learning, whichever path this maybe.

The Year 9 Learning Journey is divided into five topics, with each topic containing a number of knowledge concepts that all pupils are expected to build, retain, recall and apply. For each topic covered pupils create a Learning Portfolio which documents the progress they are making in lesson.

Learning is then sequenced throughout years 10 and 11 to build on prior learning and skills, becoming progressively challenging and ensuring that students can commit all knowledge to long term memory.

Responsive Sequencing and Interleaved curriculum implementation

The sequence and structure of lessons has been carefully considered when creating our Learning Journey. Topics have been sequenced logically and recognised where necessary to allow learners to build on prior knowledge.

We understand that pupils are individuals and, at times, they build, retain and recall knowledge at different rates. As a result, we ensure contingency time is built into each topic to revisit and address common misconceptions and promote recall to determine if knowledge has been retained. Should an entire topic require further teaching, the entire scheme of learning will be restructured to accommodate this. It is, therefore, not in our pupils' interests to plan a scheme of learning and implementation timeline at the beginning of an academic year and not adjust it throughout the year to address misconceptions and/or promote recall.

Clear links have been made throughout the scheme of learning which highlight interleaving opportunities to revisit prior knowledge outside the unit currently being delivered. There are frequent retrieval opportunities in lessons to ensure knowledge and understanding of key topics are recapped to help embed understanding and ensure pupils achieve their best at key assessment points.

The use of assessment to inform responsive Sequencing, Interleaving and Teaching of the curriculum.

Formative and Summative assessments underpin this decision-making process.

Formative Assessments are used in every lesson and through homework to promote recall and assess retention of knowledge. Questioning through discussion, online quizzes, Memory Platforms and written examination style questions are used throughout each scheme of learning.

Summative Assessments are deep assessments that take place at the end of each Unit Topic at Key Stage 3 and at the end of each Learning Objective at Key Stage 4 and follow the format of the



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Key Stage 4 exam.

The mid-point and end-of-year summative assessments are written to assess the student outcomes and knowledge concepts delivered throughout the Learning Journey.

Disciplinary Literacy

Literacy skills will continually be developed across the key stages. We are evolving the curriculum to develop the knowledge of specialised vocabulary through Disciplinary Literacy. We have developed our approach using “Word Power” which sees essential vocabulary shared with pupils at the start of topics and referred to throughout Students Learning Portfolios and classroom resources.

Please see Annex 1: Key Stage 3 and Key Stage 4 Learning Journeys Parkside pupils undertake when studying Enterprise.



Curriculum Impact

The impact of our Enterprise Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

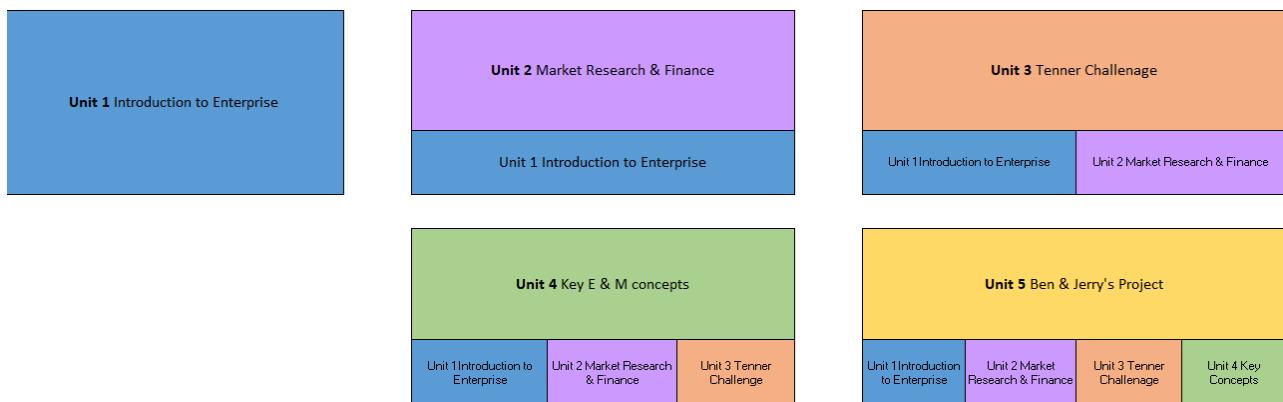
- Formative Reporting of Pupil Progress** are assessments that take place each lesson and include pupil questioning, discussion, online quizzes, the completion of examination style questions and the completion of homework.
- Summative Reporting of Pupil Progress** will take place at Key Stage 3 through end of Topic assessments and the assessment of pupil outcomes at the end of each topic. At Key Stage 4, year 10 pupils will be assessed at the end of each Learning Objective through an exam style exam paper. Year 11 pupils are assessed on their coursework outcomes for each of the coursework tasks set by the examining board.
Parents/Carers receive a report following each mid and end point assessment to understand their child's current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.
- In-lesson learning, participation and belonging** is measured by continually monitoring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, our Enterprise Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.
- KS4 Enterprise & Marketing Outcomes** demonstrate the overall impact of our pupils' Enterprise Learning Journey. We are delighted to report that the progress of our pupils are well above the national average.
- iDEA Award Impact** online tracking enables us to monitor the progress made by Parkside pupils, view the number of badges achieved and determine how close they are to achieving their Award.
- Post-16 Progression** has demonstrated a year-on-year increase in the amount of pupils moving on to study Business or Business related courses at sixth form schools and colleges.





KS3 Year 9 Enterprise Topic Descriptors

KS3 Year 9 SOL Enterprise - Interleaving Approach



Unit 1 Introduction to Enterprise

This SOL introduces students to Enterprise & Marketing. Throughout this SOL students are developing their own key entrepreneurial skills. Students will understand some key business terms and understand the skills of becoming an entrepreneur. Students will know what a brand is, the importance and impact of brands in business. Students will complete a marketing challenge which looks at creating their own brands. Students will have the opportunity to see what their own personality type is in order to understand themselves so they can self-reflect and think about skills which will be useful for their future. This gives students the opportunity to think about future careers. Students develop their problem-solving skills by completing a campaign challenge and develop team building skills when solving a physical challenge. Students will be introduced to theory of Maslow's hierarchy of needs and will put the theories into practice using real life business examples. Students will work as part of a team to deliver a Dragons Den style business pitch.



Unit 2 Market Research & Finance



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This SOL enables students to develop the basic key concepts in Enterprise & Marketing. The unit will introduce primary and secondary market research, the different methods and the advantages and disadvantages of the methods and types of market research. Students will use market research for a given task. Students will look at business costs, how to calculate costs, revenue and profit and loss.

Unit 3 Tenner challenge

This SOL is adapted from the Young Enterprise Tenner Challenge. Students work in teams to research and decide on a product or service to invest £10 in order to make as much profit as possible. Teams need to source materials or products, prepare sales pitches and plan selling events. Students will look at creating their own business logos, writing business plans and creating their own marketing material. If students can persuade the “Dragons” that they have a viable business option then students will have the potential to run their business venture.



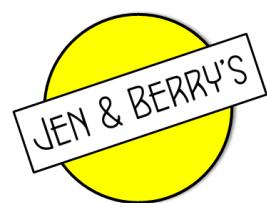
Unit 4 Enterprise & Marketing Concepts

This SOL enables students to develop the basic key concepts in Enterprise & Marketing. This unit builds on the knowledge of Unit 2 and develops business finance further by introducing break-even using graphs and calculating break-even using formulas. Students will look at the different forms of business ownership and how a business can source capital. Students will be introduced to key business concepts and motivational theories and look at carrying out SWOT analysis for well-known businesses.



Unit 5 Ben & Jerry's Business Project

This SOL brings together the knowledge and understanding of key business concepts throughout the units already studied in Year 9 and lets students demonstrate their skills in a business project. Students have to conduct Market research, create customer profiles, product development and design and business finance.



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KS3 Year 9 Enterprise Topic Outcomes

Unit	Student Outcomes	Disciplinary Literacy Word Power
Unit 1 Introduction to Enterprise 	<ul style="list-style-type: none"> I can explain the importance of developing my enterprise skills I know the key skills in enterprise I understand the purpose of businesses and what makes them successful I know what an entrepreneur is and the key characteristics they have I know what a brand is I understand the different branding methods and techniques I can compare a brand to a non-branded product I know the advantages to branding I can create a brand name and logo which reflects the type of goods being sold I can consider the target market for the clothing range in terms of where my audience look and purchase their goods I can consider the best ways to attract the attention of my audience I can recognise how a business uses branding I can recognise my areas of strengths and my weaknesses I can reflect on my experiences and how this relates to my identified skills I can identify skills I want to develop and work on I can create a campaign for a given purpose I can identify appropriate social media platforms to help with my campaign I can create a poster to persuade people I can give and receive peer feedback and act upon this I can work as part of a team to solve a problem I can play an active part of a team I can work under specific deadlines I can self-reflect on my own performance when working as part of a team I can plan a pitch for a proposal I can deliver a pitch to an audience I can play a vital role in a team I can self-reflect on my own performance when working as part of a team and pitching a business idea 	Enterprise Entrepreneur Business Employee Employer Brand Advertise Slogan Pitch Audience
Unit 2 Market Research & Finance 	<ul style="list-style-type: none"> I understand the difference between a product and service I understand the different types of research methods I can recall the different types of research methods and the advantages and disadvantages of each method I can use at least two different research methods to find information for a given task I can complete at least two badges towards my iDEA Award I understand the difference between fixed and variable costs I can calculate total costs for a business I can use my knowledge in a business situation I understand the difference between revenue and profit I understand how revenue is generated by sales of a product or service I can calculate total revenue and profit/loss I can use Excel to calculate the costs for a business scenario 	Product Service Market research Primary Secondary Costs Fixed Variable Production Revenue Profit Loss

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Unit	Student Outcomes	Disciplinary Literacy Word Power
Unit 3 Tenner Challenge 	<ul style="list-style-type: none"> I understand the difference between a product and service I can create a business name and logo I can justify my reasons for my logo design and improve my logo from feedback I receive I can create an effective logo using Fireworks I can brainstorm a variety of business ideas which are realistic based on certain constraints I understand the difference between primary and secondary research I can give examples of primary and secondary research methods I can create a questionnaire to get people's opinions about my business idea I understand the advantages and disadvantages of using questionnaires I understand the purpose of a business plan I can set clear goals for my business I can create a business plan for my business I know the different types of marketing which businesses can use I understand there are advantages and disadvantages of different types of marketing tools I can create a range of marketing materials for my business I can improve my marketing material based on feedback I understand the importance of a business pitch I understand what information should go in a pitch I can plan and present a pitch based on my business idea 	Product Service Objectives Market research Persuade Communicate Promote Advertise Purpose Audience Finance Profit
Unit 4 Enterprise & Marketing Concepts 	<ul style="list-style-type: none"> I understand the term "breakeven" I can calculate breakeven using a formula I can read graphs to understand breakeven I understand how breakeven information is used by a business I understand different forms of ownership for business start ups I can give examples of different forms of business ownership I can explain the advantages and disadvantages of different forms of ownership I understand the difference between limited and unlimited liability I understand the term "capital" I understand why a business will require capital I know the different ways a business can source capital I can explain the advantages and disadvantages of using different forms of capital I understand the motivations to why people work I can list the different ways to motivate people in work I understand and know how Maslow's Hierarchy of Needs can be applied to employees in a business situation I can suggest ways in which a business could help motivate staff in a business situation 	Breakeven Liability Sole trader Partnership Franchise Capital Source Loans Interest Grant Motivation Employer Employee Hierarchy
	<ul style="list-style-type: none"> I understand the term market research and the different market research methods I understand why businesses conduct market research 	Customer Product

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Unit	Student Outcomes	Disciplinary Literacy Word Power
Unit 5 Ben & Jerry's Business Project 	<ul style="list-style-type: none"> • I understand the advantages and disadvantages of using a questionnaire • I can create an effective questionnaire for a specific purpose • I understand the term target market • I understand why businesses have target markets • I can identify products which target specific types of customers • I can create my own customer profile for Jen & Berry's • I understand key business terms • I understand why businesses use interviews and focus groups • I can plan a range of suitable questions for an interview and focus group • I understand the advantages and disadvantages of using primary research methods • I understand the importance of to a business of knowing its competitors • I can research the competitors of Jen & Berry's and find useful information to help me make business decisions • To complete badges towards the IDEA Award • I can use market research to inform my product ideas • I can design suitable product ideas for the business need • I can explain how my designs are suitable for the customer profile • I can amend and improve my designs based on self-reflection and peer evaluation • I know the different pricing strategies a business can use • I can identify the type of pricing strategies businesses use and suggest a suitable strategy for my product • I understand the business terms sales, revenue and profit/loss • I can calculate the costs for my business idea • I understand the 4 P's of marketing • I can identify the marketing type of an existing business • I can identify the 4 P's for my own product • I can justify my reasons for my choices 	Market research Primary research Secondary research Questionnaire Competitor Revenue Profit



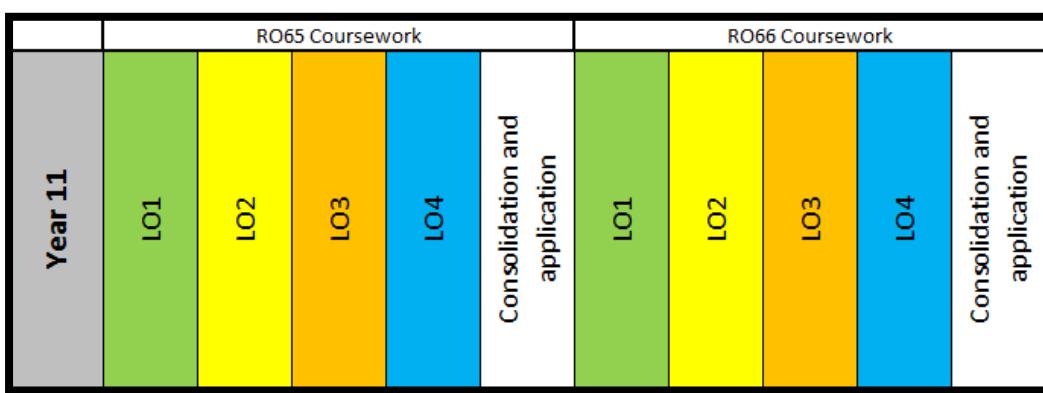
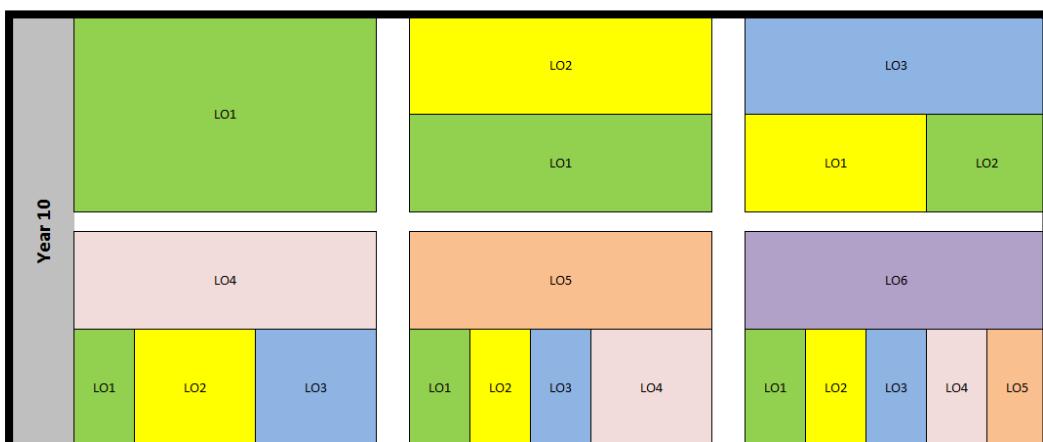


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Year 10 ^{DEMO} 11 Scheme of work; interleaved approach

OCR Cambridge Nationals Enterprise and Marketing

- Y10 sit their GCSE exam at the end of Y10 (RO64)
- Y11 will be completing two units of coursework (RO65 & RO66)



Y10 RO64 Exam Enterprise & Marketing concepts

The exam content is split into 6 Learning Outcomes



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This unit provides an overview and introduction to the key concepts. It will look at how a business markets its products and services to its customers, and review the internal areas that enable a business to operate successfully.

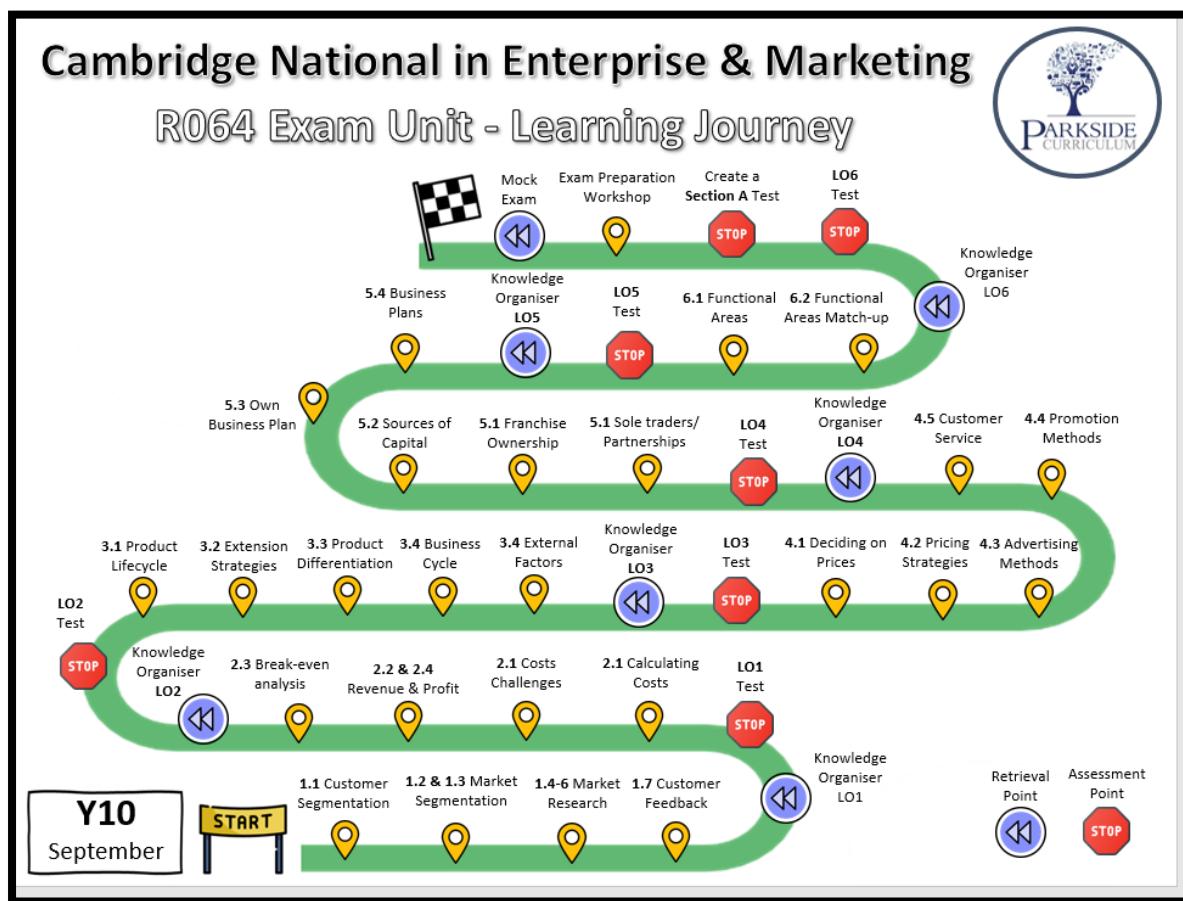
LO1 Understand how to target a market

LO2 Understand what makes a product or service financial viable

LO3 Understand product development

LO4 Understand how to attract and retain customers

LO5 Understad factors for consideration when starting up a buisness



Learning Outcome	Student Outcomes Students must know:
LO1	1.1 The need for customer segmentation, i.e. customers vary because of the: <ul style="list-style-type: none"> • Benefits they require • Amount of money they are able/willing to pay • Quantity of goods they require



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	<ul style="list-style-type: none">• Quality of goods they require• Time and location they wish to purchase the goods <p>1.2 Types of market segmentation, i.e.</p> <ul style="list-style-type: none">• Age• Gender• Occupation• Income• Geographic• Lifestyle <p>1.3 The benefits of market segmentation, i.e.</p> <ul style="list-style-type: none">• Ensures customer needs are matched and met• Potential for increased profits/profitability• Increased customer retention• Allows for targeted marketing• Potential for an increase in market share <p>1.4 The purpose of market research, i.e.</p> <ul style="list-style-type: none">• To reduce risk• To understand the market• To promote the organisation• To aid decision making• To gain customers' views and understand their needs• To inform product development <p>1.5 Primary (field) market research methods (physical or digital) and their benefits, i.e.</p> <ul style="list-style-type: none">• Observations• Questionnaires• Surveys• Focus groups• Consumer trials <p>1.6 Secondary (desk) market research sources and their benefits, i.e.</p> <ul style="list-style-type: none">• Internal data• Books/newspapers/trade magazines• Competitors' data• Government publications and statistics• Purchased research material (e.g. Mintel) <p>1.7 The types of customer feedback techniques available to business start-ups, i.e.</p> <ul style="list-style-type: none">• Social media/online communities with reviews and comments• Online surveys• Customer comment cards• Comments made to staff members• Telephone/email surveys• Email contact forms
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LO2	<p>A range of factors that affect the viability of products or services, i.e.</p> <p>2.1 Cost of producing the product or service, i.e.</p> <ul style="list-style-type: none"> • Fixed costs AG4 i.e. costs that do not vary with output, i.e. - rent - loan repayment - insurance - advertising - salaries - utilities <p>Variable costs i.e. costs that do vary with output i.e.</p> <ul style="list-style-type: none"> - raw materials - components - stock - packaging <ul style="list-style-type: none"> • Total costs i.e. fixed costs + variable costs <p>2.2 Revenue generated by sales of the product or service, i.e.</p> <ul style="list-style-type: none"> • How to calculate total revenue (Selling price x Number of sales) <p>2.3 Use of break-even as an aid to decision making, i.e.</p> <ul style="list-style-type: none"> • Definition of break-even - i.e. the level of output where Total revenue = Total costs • Break-even formula - i.e. Fixed costs <p>Selling price per unit – Variable cost per unit</p> <ul style="list-style-type: none"> • Break-even graphs - interpretation of a break-even graph in order to identify the break-even point • How break-even information is used <p>2.4 Profit level, i.e.</p> <ul style="list-style-type: none"> • How profit per unit is calculated - i.e. Revenue (selling price) per unit - Total costs per unit • How profit is calculated for a given level of output - i.e. Sales revenue - Total costs
LO3	<p>3.1 The product lifecycle, i.e.</p> <ul style="list-style-type: none"> • Development • Introduction • Growth • Maturity • Decline <p>3.2 Extension strategies for products in the product lifecycle and the appropriateness of each, i.e.</p> <ul style="list-style-type: none"> • Advertising



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	<ul style="list-style-type: none"> • Price changes • Adding value (e.g. improving the specification of an existing product) • Exploration of new markets (e.g. new geographic market, new target markets) • New packaging <p>3.3 How to create product differentiation, i.e.</p> <ul style="list-style-type: none"> • Establishing a strong brand image for goods or services • Design mix model <ul style="list-style-type: none"> - i.e. the variables that contribute to successful product design - function, cost and appearance • Identifying a clear unique selling point (USP) • Offering improved: <ul style="list-style-type: none"> - Location - Features - Functions - Design - Appearance - Selling price <p>3.4 The impact of external factors on product development, i.e.</p> <ul style="list-style-type: none"> • Technological developments (e.g. developments in technology that affect production capabilities and consumer preferences) • Economic issues (e.g. recession, boom and their effects) • Legal issues (e.g. copyright and patent, product safety standards)
LO4	<p>4.1 Factors to consider when pricing a product to attract and retain customers, i.e.</p> <ul style="list-style-type: none"> • Income levels of target customers • Price of competitor products • Cost of production <p>4.2 Types of pricing strategies and the appropriateness of each, i.e.</p> <ul style="list-style-type: none"> • Competitive pricing • Psychological pricing • Price skimming • Price penetration <p>4.3 Types of advertising methods used to attract and retain customers and the appropriateness of each, i.e.</p> <ul style="list-style-type: none"> • Leaflets • Social Media • Websites • Newspapers • Magazines • Radio <p>4.4 Sales promotion techniques used to attract and retain customers and the appropriateness of each, i.e.</p> <ul style="list-style-type: none"> • Discounts



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	<ul style="list-style-type: none"> • Competitions • Buy one get one free (BOGOF) • Point of sale advertising • Free gifts/product trials • Loyalty schemes <p>4.5 How customer service is used to attract and retain customers, i.e.</p> <ul style="list-style-type: none"> • Product knowledge • Customer engagement (e.g. presentation, communication skills) • After sales service
LO5	<p>5.1 Appropriate forms of ownership for business start-ups, i.e.</p> <ul style="list-style-type: none"> • Sole trader • Partnership, including limited liability partnerships • Franchise • Features of each form of ownership, i.e. - Owners - Basic legal requirements to start the business (e.g. business registration, HMRC) - Liability, i.e. <ul style="list-style-type: none"> • limited • unlimited - Responsibility for decision making - Distribution of profit to the owners <p>5.2 Source(s) of capital for business start-ups, i.e.</p> <ul style="list-style-type: none"> • own savings • friends and family • loans • crowdfunding • small business grants • business angels <p>5.3 The importance of a business plan, i.e.</p> <ul style="list-style-type: none"> • Why a business plan is needed, i.e. - to clarify a business idea to others (e.g. to secure funding) - to measure progress towards goals (e.g. timescales, sales forecasts) - to help manage cash flow - to help identify potential problems (e.g. financial shortages) <p>What the business plan should detail, i.e.</p> <ul style="list-style-type: none"> - business objectives - business strategies - sales plan - marketing plan - financial forecasts
LO6	6.1 The purpose of each of the main functional activities that may be needed in a new



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	<p>business , i.e.</p> <ul style="list-style-type: none">• Human Resources, i.e.- responsible for all aspects of managing individuals who work within a business• Marketing, i.e.- responsible for identifying the needs and wants of business customers and developing products/services to meet those needs• Operations, i.e.- organising the process that turns inputs into outputs/finished goods that can be sold to customers• Finance, i.e.- managing the financial resources in a small business and reporting on financial performance <p>6.2 The main activities of each functional area, i.e.</p> <ul style="list-style-type: none">• Human Resources, i.e.<ul style="list-style-type: none">- Recruitment and selection of employees- Training and development of employees- Performance management of employees- Responsibility for health and safety in the workplace- Ensuring compliance with employment legislation• Marketing, i.e.<ul style="list-style-type: none">- Market research<i>e.g. to research the market and find out customer opinions</i>- Developing a marketing mix: Product, Price, Place, Promotion (4Ps)• Operations, i.e.<ul style="list-style-type: none">- Production planning- Producing the product or service- Quality control- Stock control- LogisticsFinance, i.e.<ul style="list-style-type: none">- Organisation and allocation of financial resources- Financial performance reporting- Monitoring of cash flow
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RO65 Design a business proposal

This unit will provide learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own



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product design, develop market research tools and use these to complete market research for their product.

Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

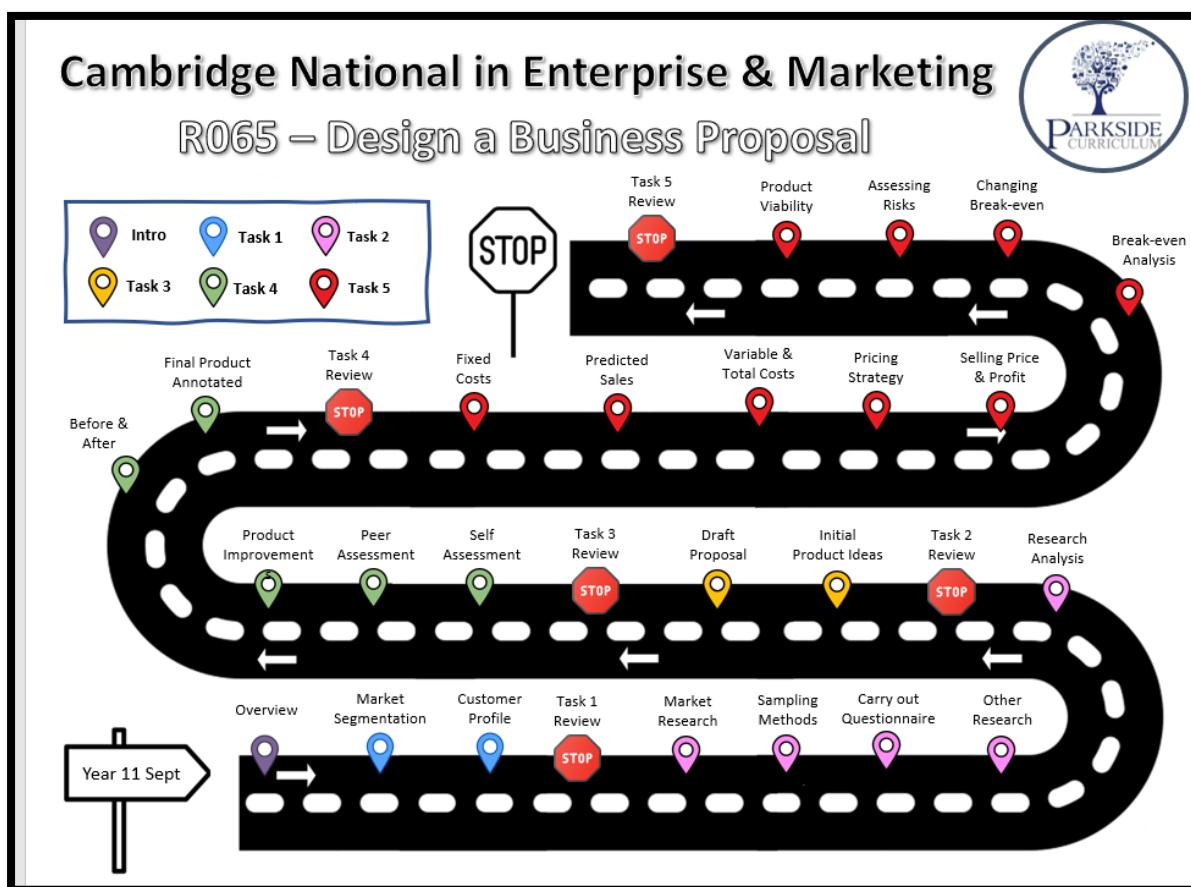
This unit is split into 4 Learning Outcomes

LO1 Be able to identify the customer profile for a business challenge

LO2 Be able to complete market research to aid decisions relating to the business challenge

LO3 Be able to develop a design proposal for a business challenge

LO4 Be able to review whether a business proposal is viable



Learning Outcome	Students need to know	What students need to produce
LO1	1.1 Identify potential customers and build a customer profile, i.e. • Benefits of market segmentation (e.g. increased future sales, greater knowledge of	<ul style="list-style-type: none"> An explanation of market segmentation and its benefits, using real business examples.



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	<p>the market, ability to target particular groups, prevent losses)</p> <ul style="list-style-type: none"> • Apply market segmentation, i.e. - Age - Gender - Occupation - Income - Lifestyle 	<ul style="list-style-type: none"> • Customer profile for the business challenge product and a description of its key features.
LO2	<p>2.1 Carry out market research, i.e.</p> <ul style="list-style-type: none"> • How to select appropriate primary and secondary research methods and types in order to complete meaningful research, i.e. - Identify the overall purpose of the research - Identify suitable research methods/types - What businesses need to consider when completing research (e.g. customer profile, location, cost, time) <p>Use appropriate market research tools (physical or digital) for a business challenge, i.e.</p> <ul style="list-style-type: none"> - Survey - Focus groups - Observations - Competitor research - Interviews - Test marketing - Government publications - Published literature • Use sampling methods, i.e. - Random - Cluster - Quota - Convenience <p>2.2 Review the results of market research, i.e.</p> <ul style="list-style-type: none"> • Collating the data • Methods of presentation (e.g. graphs) • Analysing the results of the data • Using the results to develop a proposal 	<ul style="list-style-type: none"> • A description of the importance of market research, including examples of different methods. • An explanation of the market research tools they will use, including the advantages and disadvantages of each tool. • An explanation of the sampling methods they will use. • Market research tools and evidence of completed market research using their chosen tools. • A presentation of their findings after reviewing their market research.
LO3	<p>3.1 Produce product designs for a business challenge, i.e.</p> <ul style="list-style-type: none"> • Why draft product designs are produced • How to produce designs for a business challenge to meet the market need, i.e. 	<ul style="list-style-type: none"> • Different product design ideas with an explanation of their strengths and weaknesses in relation to their customer profiles.



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	<ul style="list-style-type: none"> - Relating designs to market research findings - Relating designs to the business challenge brief - Identifying and using creative techniques (e.g. mind map, mood board, SCAMPER model, deliberate creativity) <p>3.2 Review product designs, i.e.</p> <ul style="list-style-type: none"> • How to review designs for a business challenge, i.e. - Gaining feedback (e.g. peer assessment, external parties) - Self-assessment, i.e. reviewing own designs - Strengths and weaknesses of design proposals relating to customer profile - The importance of finalising a design after feedback (e.g. modifications to product and, if appropriate, the packaging to meet the needs of the customer profile) 	<ul style="list-style-type: none"> • A selection of one design from their design ideas, with identification of how it incorporates the findings of their market research.
LO4	<p>4.1 Calculate the costs involved in a business challenge, i.e.</p> <ul style="list-style-type: none"> • The realistic costs relating to a business challenge, i.e. - Cost per unit to make - Proposed selling price per unit - Profit per unit - Total costs - Total profit <p>4.2 Apply an appropriate pricing strategy, i.e.</p> <ul style="list-style-type: none"> • Types of different pricing strategies, i.e. - Competitive pricing - Psychological pricing - Price skimming - Price penetration <p>4.3 Review the likely success of a business challenge, i.e.</p> <ul style="list-style-type: none"> • Pricing decision • Predicted number of sales • Predicted sales revenue • Predicted profit i.e. total revenue – total costs • Use break-even analysis in a business challenge, i.e. 	<ul style="list-style-type: none"> • Evidence of calculations showing their predicted total costs and total profit for the first month. • Application of break-even analysis • Analysis on the impact of changing the price relating to the break-even point. • An assessment of the risks involved with producing their product. • An evaluation of the viability of their design • Identification of fixed and variable costs for their proposed design. • Identification of the pricing strategy they will apply, the proposed selling price per unit for their product and the predicted number of units their design will sell in the first month.



	<ul style="list-style-type: none"> - Break-even point, i.e. the level of sales/output where total costs are exactly the same as total revenue - Ways of calculating the break-even point (e.g. formula calculation and/or break-even graph) - Break-even analysis <p>4.4 Identify the challenges when launching a new product, i.e.</p> <ul style="list-style-type: none"> • Risks (e.g. losing money, overspending a budget, loss of investment) • Importance of customer demand for the product • Importance of copyright and patenting 	
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RO66 Market and pitch a business proposal

This unit will provide learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.

This unit is split into 4 Learning Outcomes

LO1 Be able to develop a brand identity and promotional plan to target a customer profile

LO2 Be able to plan a pitch for a proposal

LO3 Be able to pitch a proposal to an audience

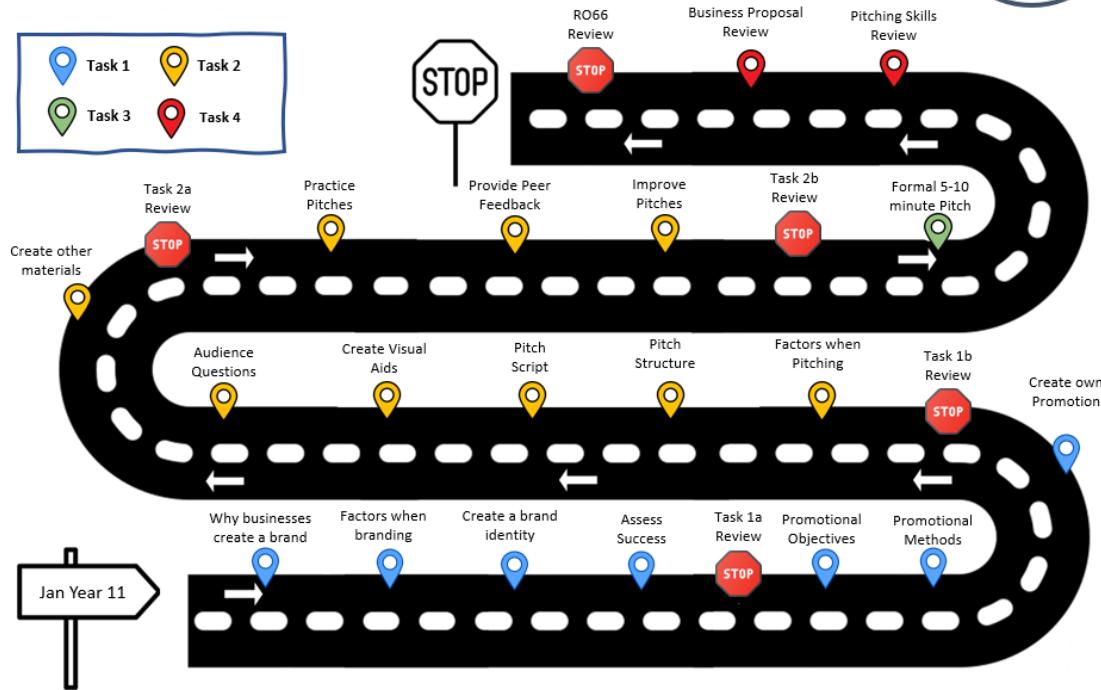
LO4 Be able to review the strengths and weaknesses of a proposal and pitch



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Cambridge National in Enterprise & Marketing R066 – Design a Business Proposal



Learning Outcome	Students Outcomes Students need to know	What students need to produce
LO1	<p>1.1 Build a brand identity</p> <ul style="list-style-type: none"> • What is a brand? i.e. - Strategy (e.g. purpose, plans) - Brand personality (e.g. excitement, sophistication, reliability) - An identity (e.g. a visual look, colours, design, typeface, logo placement) - An image (e.g. customers' perceptions, low cost, quality, lifestyle) <ul style="list-style-type: none"> • Why branding is used i.e. - Trust - Recognition - Image - Quality - Differentiation - Adding value - Build customer loyalty <ul style="list-style-type: none"> • Branding methods and techniques, i.e. - A logo (e.g. a graphical symbol, colour, name) 	<ul style="list-style-type: none"> • An explanation, using examples, of why businesses use branding. • An explanation of the key factors to consider when developing a brand identity. • A brand identity using 2-3 branding methods or techniques, one of which must be a logo, and a rationale for the combination of methods/techniques chosen. • An assessment of the likely success of the brand identity, with reference to their customer profile findings (from Unit R065).

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<ul style="list-style-type: none"> - Sounds/jingles - Straplines/catchphrases/slogans - Celebrity endorsements - Characters (e.g. animated character, animal) <p>1.2 Plan brand ideas for a business challenge, i.e.</p> <ul style="list-style-type: none"> • Assess the appeal to the customer profile • Research other brands, i.e. - Strengths - Weaknesses - USPs <ul style="list-style-type: none"> • Formulate brand designs for a proposal, i.e. - Relate to research findings for other brands - Assess the likelihood of success or failure of different options (e.g. appeal to customer profile, design elements) <p>1.3 Promote a product, i.e.</p> <ul style="list-style-type: none"> • Promotional objectives, i.e. - to raise awareness of a product or service - to remind - to differentiate - to persuade or inform - to create market presence - to boost market share • Methods of promotion, i.e. - Digital promotion, i.e. □ Web page □ Social media (e.g. Twitter, Facebook, Instagram, Google+, Pinterest, LinkedIn, YouTube) □ SMS texts □ Podcasts □ Blogs/vlogs □ Online advertisements (e.g. banners, pop-ups) - Offline/traditional promotion, i.e. □ Flyers □ Advertisements (e.g. television, newspapers, magazines/journals, cinema, DVD, billboards, direct mail, bus and taxi sides, radio) □ Events (e.g. brand launch, attendance at trade fairs/festivals/shows, customer VIP events) □ Sponsorship (e.g. sport/music events, TV shows) 	<ul style="list-style-type: none"> • An explanation of the promotional objectives for their product design. • A description of at least 3 different promotional methods recommended for their product, with an explanation as to how they complement each other and appeal to their customer profile (identified in Unit R065).
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	<ul style="list-style-type: none"> • Select and justify appropriate promotional methods, i.e. - Key factors that influence the selection of methods - Appeal to customer profile - How different methods complement each other 	
	<p>Learners must be taught how to:</p> <p>2.1 Plan a pitch, i.e.</p> <ul style="list-style-type: none"> • Consider audience (e.g. needs/interests, accessibility of content, convincing them of the likely success) • Establish objectives of pitch (e.g. to inform, to persuade, keep to timeframes, communicate effectively) • Consider venue AG1, i.e. <ul style="list-style-type: none"> - Convenience (e.g. accessible location) - Appropriate size - Room layout, props - Equipment required • Identify appropriate media to deliver a pitch (e.g. PowerPoint, handouts, verbal prompts) • Structure of pitch, i.e. <ul style="list-style-type: none"> - Introduction - Content presented in logical order - Conclusion (e.g. memorable closure) - Use and value of visual aids (e.g. use of graphics, multimedia resources) • Consider personal appearance • Anticipate potential questions and plan responses 	<ul style="list-style-type: none"> • An explanation of the key factors that must be considered when preparing for a pitch. • Support materials/resources to be used when delivering pitch.
	<p>3.1 Use and develop personal and presentation skills to deliver a professional pitch, i.e.</p> <ul style="list-style-type: none"> • Personal presentation to demonstrate the intended image • Professionalism • Verbal (e.g. clarity, tone of voice, voice projection, formal/informal language, persuasiveness) • Non-verbal (e.g. body language, posture, eye contact, confidence, visual aids, gestures) 	<ul style="list-style-type: none"> • Evidence of a practice pitch and of their view/refinement of it in order to finalise a professional pitch. • Evidence of support/feedback provided by, and to, a peer(s)



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<ul style="list-style-type: none"> • Use of notes/cues • Use of appropriate visual aids/media • Self-confidence, enthusiasm, self-belief • Target the needs and desires of audience • Time management • Rehearse in advance of a pitch • Deliver a practice pitch • Answer questions from the audience <p>3.2 Support peers, i.e.</p> <ul style="list-style-type: none"> • Give and respond to constructive peer feedback (e.g. feedback sandwich, phrasing feedback constructively, sharing opinions, encouragement) • Establish ideas for further refinement <p>3.3 Review a practice pitch in order to plan for a professional pitch to an external audience</p> <p>3.4 Deliver a professional pitch to an external audience</p>	<ul style="list-style-type: none"> • Evidence of a professional pitch to an external audience.
<p>4.1 Review a professional pitch to an external audience, i.e.</p> <ul style="list-style-type: none"> • Review pitch, using a range of sources of evidence, i.e. <ul style="list-style-type: none"> - Self-assessment - Feedback from others - Lessons learnt from the practice pitch - Lessons learnt from the professional pitch • Compare the outcomes of the pitch with objectives, i.e. <ul style="list-style-type: none"> - What went well - What could have been improved - Format of presentation - Visual aids selected - Timing of presentation - Anticipation and preparation of responses to potential questions • Personal presentation skills, i.e. <ul style="list-style-type: none"> - Communication skills (e.g. verbal and non-verbal skills) - Professionalism - Ability to answer questions from the audience • Future developments/recommendations for further refinement 	<ul style="list-style-type: none"> • A review of their pitching skills, identifying relevant strengths and areas for development. • A review of their overall business proposal/idea, identifying relevant strengths and areas for development.



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	<p>4.2 Review a business proposal, i.e.</p> <ul style="list-style-type: none">•The product proposal•The pricing strategy•The brand•The promotional plan•Its relevance and appeal to the identified customer profile <p>•Review proposal, using a range of sources of evidence, i.e.</p> <ul style="list-style-type: none">- Self-assessment- Feedback from others (e.g. target customers, pitching panel, peers, commercial contacts)- Lessons learnt from practice and professional pitch <p>•Future developments/recommendations for further refinement of a business proposal</p>	
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