BTEC Level 2 Technical Certificate in
BUSINESS ENTERPRISE

BTEC

SPECIFICATION

First teaching: September 2017 | First certification: Summer 2018
ISSUE 4

Pearson

BTEC

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BTEC Level 2 Technical Certificate in Business Enterprise

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Edexcel, BTEC and LCCI qualifications

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About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 4. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website:qualifications.pearson.com

Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

Chartered Institute of Personnel and Development (CIPD)

Chartered Institute of Procurement & Supply (CIPS)

Peter Jones Foundation.

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Technical Certificate in Business Enterprise specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in *Section 8 Teacher/centre malpractice* has been updated to clarify suspension of certification in certain circumstances.	Pages 73, 74
The wording under *Section 10 Understanding the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 78

Contents

Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19 year olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Certificate in Business Enterprise (603/0482/0). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 2 Technicals suite for the business sector. Other BTEC Level 2 Technicals available for this sector currently include the:

- Pearson BTEC Level 2 Technical Certificate in Business Administration (603/0481/9)

1 Pearson BTEC Level 2 Technical Certificate in Business Enterprise

Purpose

What is business enterprise?

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. People with enterprising skills can be a real asset to an organisation and these skills provide the basis for developing the entrepreneurial skills needed to run an enterprise. Enterprise is a key government focus, and is set to form an important part of the UK's global economic status, both now and in the future.

Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation, and are transferable into all businesses.

Who is the qualification for?

This qualification is for learners who want to start a career in business. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress directly to employment in a business, or to a Level 3 Technical qualification or an Apprenticeship.

What does the qualification cover?

This qualification has been developed in consultation with employers in the business enterprise sector to ensure it enables learners to develop the skills and behaviours that will give them the best opportunity to be successful when applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in this sector. The areas covered include:

- enterprise skills
- marketing
- business planning
- pitching an enterprise idea.

Learners will also enhance their broader skills in literacy and numeracy, which will be invaluable in supporting progression in other areas. In addition, they will develop transferable technical and practical skills in communication (working with colleagues, employers and clients), and research and project work (providing learners with an opportunity to demonstrate their reflective practice by suggesting alternative approaches to a problem).

Qualification concept

The units are designed to enable learners to develop their enterprise skills through experiential technical learning. This requires them to engage in the development, research and review of an enterprise idea. Learners develop underpinning knowledge and understanding in *Unit 1: The Business Enterprise Environment*. In *Unit 2: Researching a Concept for a New or Revised Product or Service* and *Unit 3: Promoting and Financing an Enterprise Idea*, learners investigate an enterprise idea from a range of technical perspectives. The skills and knowledge gained in this qualification are drawn together in the synoptic unit, which is *Unit 4: Planning and Pitching an Enterprise Idea*.

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in business, or when starting their own business. The types of jobs they will be ready for are:

- marketing research assistant
- business development advisor
- junior business account assistant.

When studied as part of a full study programme, this qualification also gives learners a sound basis to progress further in the business sector or to a Level 3 Technical qualification.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Certificate in Business Enterprise is a qualification that has:

- Total Qualification Time: 320 hours
- Guided Learning: 240 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Technical Certificate in Business Enterprise				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
1	The Business Enterprise Environment	**60**	Mandatory	External
2	Researching a Concept for a New or Revised Product or Service	**60**	Mandatory	Internal
3	Promoting and Financing an Enterprise Idea	**60**	Mandatory	Internal
4	Planning and Pitching an Enterprise Idea	**60**	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 25% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

External assessment

In this qualification, there is one external assessment, which assesses a unit that contributes 25% of the total qualification GLH. The external assessment is linked to a specific unit as indicated in the qualification structure on the previous page.

This method has been used to externally assess the identified unit because it is best suited to draw out the evidence to exemplify the expectations of the unit.

The external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve the external unit at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 2, 3 and *4* are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is in *Unit 4* and takes the form of a practical project that requires learners to consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way to develop a business plan and present it.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

* structured work experience visits to workplaces where enterprise skills have been used to develop a business – these could include start-up ventures or established businesses
* project(s), exercise(s) and/or assessments/examination(s) set with input from businesses
* units delivered or co-delivered by those working in business; this could take the form of masterclasses or guest lectures
* business enterprise practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must contribute significantly to at least one mandatory unit.

We have provided suggestions in some units on how employers could become involved in the delivery and/or assessment of this qualification. These units are listed below.

* Unit 2: Researching a Concept for a New or Revised Product or Service
* Unit 3: Promoting and Financing an Enterprise Idea
* Unit 4: Planning and Pitching an Enterprise Idea

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 9 Quality assurance*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See *Section 2 Qualification structure* for details.
GLH	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.' Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 11 Resources and support*.
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See *Section 2 Qualification structure* for details.
GLH	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: The Business Enterprise Environment

Level: **2**
Unit type: **Mandatory**
Assessment type: **External**
Guided learning hours: **60**

Unit in brief

Learners examine the environment and context in which businesses operate, to inform their understanding of how to be enterprising in business.

Unit introduction

A successful enterprise or business of any size is one that manages to satisfy its customers by selling products and/or providing services. When working in an enterprise or business, it is very important to know and understand the characteristics and factors that make entrepreneurs and enterprises successful.

In this unit, you will gain an understanding of how enterprise and business works. You will examine enterprise activities in existing businesses of various sizes and consider the processes needed to set up a new business in the current environment.

Businesses need employees who are enterprising to help contribute to business growth and success. This unit will give you the foundation knowledge and understanding for developing enterprise and entrepreneurial skills and finding employment in the small to medium-sized enterprise (SME) sector.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and recall of business and enterprise principles, key terms and definitions

Command words: complete, explain, give, identify, match, name, outline, state

Marks: ranges from 1 to 2 marks

AO2 Demonstrate understanding and application of business and enterprise principles, financial processes, features and data sources relating to business enterprise success factors, business organisations and the environment in which they operate, and the role of enterprise and innovation

Command words: calculate, complete, explain, identify, outline

Marks: ranges from 1 to 5 marks

AO3 Be able to assess or analyse business information and data, demonstrating the ability to identify and compare relevant information or data, make connections, predict probable consequences and provide reasonable alternatives

Command words: analyse, assess, discuss, explain

Marks: ranges from 1 to 6 marks

AO4 Be able to evaluate or assess business and finance information and data suggesting/providing solutions and making informed judgements, including synthesising ideas and evidence from several sources to support arguments and form conclusions

Command words: assess, discuss, evaluate, explain

Marks: ranges from 1 to 6 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A   The features of different enterprises

A1 Ownership, liability and size

Knowledge, understanding and evaluation of the impact that choice of ownership, liability and size have on a business.

- Ownership:
  - o private – sole trader, partnership, private limited company (Ltd), public limited company (plc), cooperative
  - o public – government department, public corporation
  - o not-for-profit charitable trust, voluntary sector business, community interest companies (CIC).
- Liability: limited and unlimited.
- Size:
  - o micro – up to nine staff
  - o SMEs – small (between 10 and 49 staff), medium (between 50 and 249 staff)
  - o large – more than 250 staff.

A2 Purposes, sectors and scope

Knowledge and understanding of the following features.

- Purposes: supply of products or services, difference between for profit and not-for-profit businesses.
- Sectors: primary, secondary, tertiary, quaternary.
- Scope of business activities: local, national, international.
- Functional/operational areas: human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration, security, distribution, logistics.
- Reasons for business success: strong customer service, clarity of vision, innovative products or processes, meeting customer needs.
- Forms of enterprise businesses:
  - o start-up
  - o lifestyle business
  - o social enterprise
  - o franchise.

A3 Stakeholders and their influence

Knowledge, understanding and analysis of the influence that different stakeholders have on a business.

- Stakeholders:
  - o internal – managers, employees, owners
  - o external – shareholders (plc), suppliers, lenders (financial institutions, venture capitalists/business angels), competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups.

B   Impact of the environment on the success of an enterprise

B1 The operational environment

Knowledge, understanding and evaluation of the impact of external and internal factors on the success of an enterprise.

* Political and economic: government support, inflation, can affect availability of sources of finance for new ventures.
* Social: attitudes to saving, spending and debt; social responsibility requirements; demographic trend changes; consumers' tastes/preferences change.
* Technological: change, automation, improved communications, the internet, use of internet marketing and social media.
* Environmental factors and ethical trends: carbon emissions, waste, recycling, pollution, impact on corporate social responsibility (CSR).
* Legal issues: new laws and regulations.
* Techniques used to make decisions: PESTEL (above) and SWOT:
  o S – strengths
  o W – weaknesses
  o O – opportunities
  o T – threats.
* Physical and human resources, costs and availability of premises, machinery and staff, employment levels.

B2 Legal framework

Knowledge, understanding and application of legal principles, and the outcomes of compliance and non-compliance on a business and its customers and be able to apply these in context.

Consumer protection

The principles of the Consumer Rights Act 2015 and their impact.

* Goods and digital content must be of satisfactory quality, fit for a particular purpose and match the description given.
* Services must be carried out with reasonable care and skill, within a reasonable time and for a reasonable price.
* Consumer rights and consumer protection, including a 30-day right to obtain a refund, tiered remedies, digital content rights, protection from unfair terms in consumer contracts, provision of pre-contract information and remedies for failed repairs.

Data protection

Principles of data protection legislation and their impact on business.

* Keeping personal information.
* Processing information in line with customers' rights.
* Keeping information safe and secure.
* Processing information fairly, lawfully, for limited purposes and in line with consumer rights.
* Ensuring information is accurate and up to date and is not kept for longer than is necessary.

Consumer credit

Principles of the Consumer Credit Act 1974 and its impact on business.

* Offering credit to customers.
* Credit agreements.
* Terms, including the amount of credit, the deposit paid, the number of payments and the total charge for credit.
* Cancellation and cooling-off period.

Health and safety

Principles of the Health and Safety at Work etc. Act 1974 and its impact on business, employers and employees.

- The maintenance of a healthy and safe work environment.
- Ensuring safe working practices by specifying suitable procedures.
- Identifying and assessing risks and hazards.
- Manual handling.
- Use of equipment.
- Personal protective equipment (PPE).
- Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Provision of instruction, training and guidance.
- Labelling of products.
- Reporting hazards, injuries, diseases and dangerous incidents.
- The role of the Health and Safety Executive (HSE) when there is a breach of health and safety.

Equality

The Equality Act 2010 legally protects people from discrimination in the workplace, replacing previous anti-discrimination laws with a single act. It protects from discrimination on grounds of:

- race
- sex
- sexual orientation
- disability
- religion or belief
- pregnancy, maternity and paternity rights
- age (this applies only at work or if someone is being trained for work).

C   The contribution of enterprise to business success

C1 Enterprise and entrepreneurship

Understand the creative processes of enterprise, innovation and entrepreneurship.

- Enterprise:
  - identifying and creating a market need for a product or service
  - identifying gaps in the market for existing products and services
  - creating products and services and identifying a market for them
  - adapting techniques to use products/services to increase business efficiency and improve profitability
  - adding value to products and services to differentiate the business from the competitors
  - developing new products or services
  - identifying new ways to increase business efficiency or improve profitability.
- Entrepreneurship is the capacity and willingness to:
  - develop, organise and manage a business venture along with any of its risks, in order to make a profit.

C2 Benefits and risks associated with enterprise and entrepreneurship

Discussion of the benefits and risks associated with enterprise, innovation and entrepreneurship.

- Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points (USPs), improved recognition and reputation, smarter working.

- Risks: failing to meet operational and commercial requirements, failing to break even, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management).

C3 The skills required to be a successful entrepreneur

Understand the skills and attributes of an entrepreneur.

- Skills:
  - practical/technical skills for making a product or providing a service
  - interpersonal communication skills – effective listening, questioning, body language, assertiveness
  - written communication skills
  - ability to deal with stress
  - negotiation and problem-solving skills
  - time-management skills, planning, objective setting, prioritising, delegating
  - managing risk.

D Business enterprise ideas

D1 The suitability of a business idea

Knowledge, understanding and evaluation of the importance of researching and selecting a suitable business idea.

- Researching an idea for a product or service, benefits and features, reasons for selection.

- Resources required: human, financial, physical.

- Likelihood of success or failure.

- Access to customers, estimating demand.

- Barriers to enterprise: high start-up cost, cash flow issues, licences required, skills required, personal commitment required.

- Plan and vision:
  - possible customers – their age, location, interests, concerns
  - place and distribution
  - strategy for dealing with competitors
  - ideas for financing
  - ideas for implementation.

D2 Sources of advice and finance

Knowledge, understanding and assessment of availability of sources of advice and finance.

- Sources of finance: owner's funds, government funding, grants, loans, selling shares, crowdfunding, venture capitalists/business angels, trade credit, hiring and leasing.

- Sources of advice: support networks, trade associations, professional bodies, enterprise programmes, charities, government and voluntary organisations.

D3 Finance and success of a business idea

Evaluation of the success of a business based on calculation, interpretation and analysis.

- Costs: start-up costs, operating (running) costs, direct and indirect costs, fixed and variable costs, total costs (fixed costs + variable costs).
- Revenue: sources, calculation of revenue (number of sales × price per unit).
- Profitability: gross profit, net profit, gross profit margin (gross profit as a percentage of turnover), net profit margin (net profit as a percentage of turnover).
- Liquidity: liquid capital ratio (acid test), current ratio, the importance of liquidity.
- Capital: working capital (net current assets) or current assets minus current liabilities.
- Break-even:
  o use of break-even analysis to estimate the likely profitability of a business activity and to help make decisions about changing costs or revenue, risks of not completing a break-even analysis, limitations of break-even analysis
  o identification and interpretation of information shown graphically on a break-even chart – break-even point, variable costs, fixed costs, total revenue, total costs, margin of safety, area of profit, area of loss
  o calculation of break-even by formula (fixed costs ÷ (selling price – variable costs))
  o effect on break-even point if sales or costs change, and the impact of these changes.
- Cash flow forecasting:
  o the purpose and importance of cash flow forecasting
  o inflows, outflows, and the impact of timings of them
  o the benefits and the associated risks of not completing a cash flow forecast
  o completion of a cash flow forecast from given information
  o interpretation of a cash flow forecast for a period of time, identifying issues.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners are able to demonstrate knowledge that underpins the key tasks and roles in a micro or small business and apply it in context. They have a sound understanding of procedures, considerations, responsibilities and implications associated with the principles and are able to apply this to familiar situations/contexts. They are able to recall, interpret and apply information about the importance of the role, responsibilities and procedures.

Level 2 Distinction

Learners demonstrate thorough knowledge and understanding of key responsibilities in a micro or small business, applying this to a range of familiar and unfamiliar situations. Learners are able to assess the application of these principles and relate them to the role of a business assistant and the skills required to support the business.

Learners will be able to interpret information about the importance of the role, responsibilities and procedures, and make reasoned judgements in a range of different contexts, demonstrating understanding of the interrelationships between the role, responsibilities and procedures and the requirements for demonstrating the range of necessary skills.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners examine in detail the meaning or essential features of a topic or situation, or break something down methodically into its components to say how they are related and explain how each one contributes to the topic or situation.
Assess	Learners present a careful consideration of a variety of factors that apply to a specific situation, or identify those which are the most important or relevant in order to arrive at a conclusion.
Calculate	Learners determine something via mathematical processes.
Complete	Learners provide the item(s) necessary to make a list or order full or entire.
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Learners draw on varied information to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance, and come to a conclusion.
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
Give	Learners provide examples, justifications and/or reasons to a context.
Identify	Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.
Match	Learners choose a thing that resembles or corresponds to another, to make a similar or complementary pair.
Name	Learners give the term by which the object of the question is identified.
Outline	Learners provide a general description, showing the essential features of something but not the detail.
State	Learners give a definition or example.

Links to other units

This unit assesses the underpinning knowledge in:
- Unit 2: Researching a Concept for a New or Revised Product or Service
- Unit 3: Promoting and Financing an Enterprise Idea
- Unit 4: Planning and Pitching an Enterprise Idea.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 2: Researching a Concept for a New or Revised Product or Service

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners investigate how enterprise ideas are generated and developed, and they develop their own ideas. Learners analyse and interpret their own market research data to test the feasibility of one enterprise idea.

Unit introduction

Many people use enterprise skills to start their enterprise through inventing or designing a completely new product or service. Others may use enterprise skills within an existing business, creating a related product or service, or improving an existing one. Being enterprising involves understanding the role of creativity in spotting an opportunity to develop an enterprise idea.

In this unit, you will find out how people use enterprise skills to develop new businesses or new ideas within a business, and you will gain an understanding of the types of skills they have used. You will use a range of techniques to unlock and develop your own creativity to develop enterprise ideas. You will develop the skills to generate your own ideas and you will select one idea to research. This idea will become the basis of your learning journey and you will investigate and develop it through this qualification. You will learn how to plan and carry out market research, and analyse and interpret the data collected from this research to determine the likely success of an enterprise idea. You will discover that your ideas change and evolve as you research your market, and sometimes you will develop a new idea. This is all part of the creative process.

This unit will enable you to develop your own personal toolkit of skills and techniques, which you can use to generate your own creative enterprise ideas. The knowledge and skills you develop in this unit are essential for developing your enterprise skill set.

Learning aims

In this unit you will:

A Investigate how enterprise skills contribute to business success

B Generate enterprise ideas using creativity techniques

C Investigate market research for a selected enterprise idea.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate how enterprise skills contribute to business success	**A1** Enterprise ideas **A2** Features of successful enterprise ideas **A3** Types of enterprise **A4** Enterprise skills **A5** The risks of lack of enterprise	A written report of how case study businesses encouraged and fostered enterprise and how the risks were managed.
B Generate enterprise ideas using creativity techniques	**B1** Creativity techniques **B2** Refining enterprise ideas	A presentation on a new idea to show how market research was carried out, the results obtained and the recommendations for the idea.
C Investigate market research for a selected enterprise idea	**C1** Develop research based on the four Ps **C2** Market research methods **C3** Data presentation and interpretation	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Entrepreneurial aptitude • Leadership skills • Personal drive and initiative • Commercial acumen • Self-awareness	• Enterprise skills • Ways to generate ideas • Financial and non-financial performance measures • Data collection and analysis techniques • Marketing terminology	• Communication • Thinking skills/adaptability • Problem solving • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Investigate how enterprise skills contribute to business success

A1 Enterprise ideas

- Idea:
  - o new product or service
  - o revised existing product or service
  - o redeveloped existing product or service.
- Product life cycle:
  - o appropriate points for the revision, redevelopment or withdrawal of a product or service.

A2 Features of successful enterprise ideas

Features, e.g.:

- meeting market needs
- meeting needs of the business environment
- increased turnover
- increased brand awareness
- meeting business objectives
- meeting customer needs
- filling a gap in the market
- meeting social aims
- meeting charitable aims.

A3 Types of enterprise

- A new business start-up (entrepreneurship).
- A new idea or revised idea within an existing business (intrapreneurship).

A4 Enterprise skills

Skills:

- identifying gaps in the market
- identifying problems
- developing solutions to problems.

A5 The risks of lack of enterprise

- Reduced turnover.
- Reduced market penetration.
- Reduced brand awareness.
- Not meeting social/charitable aims.

Learning aim B: Generate enterprise ideas using creativity techniques

B1 Creativity techniques

Different techniques to stimulate creativity, e.g.:

- TGROW (topic, goal, reality, options, will)
- imagine and visualise success
- crystallise the vision through using, e.g. the journalistic six: asking who, why, what, where, when, how; SWOT (strengths, weaknesses, opportunities, threats) analysis
- mind mapping
- visualisation
- storytelling
- lateral thinking
- encouraging others to offer suggestions and ideas.

B2 Refining enterprise ideas

Assessing whether an idea will contribute to, e.g.

- meeting market needs
- meeting needs of the business environment
- increased turnover
- increased brand awareness
- increased social capital.

Learning aim C: Investigate market research for a selected enterprise idea

C1 Develop research based on the four Ps

- The four Ps – Price, Promotion, Place, Product.
- The four aspects of the marketing mix:
  - price and pricing strategies – price of products and/or services, pricing strategies (penetration, skimming, competitor based, cost plus, mark up)
  - promotion – how you reach your customers (advertising, public relations (PR), sponsorship, social and other media, personal selling, digital marketing, bricks and clicks (physical and internet presence))
  - place – how and where to sell, using distribution channels, e.g. retail, wholesale, the internet, business to business (B2B), business to consumer (B2C)
  - product/service – unique selling point (USP), packaging, brand image and personality.

C2 Market research methods

- Primary research:
  - visits
  - questionnaires
  - observation
  - interviews
  - focus groups
  - surveys.

- Secondary research:
  - o online research
  - o websites
  - o company materials
  - o market reports
  - o government reports.
- Types of questions, to include open questions, closed questions, Likert scale questions.
- Qualitative research: how people feel, what they think and why they make certain choices.
- Quantitative research: a measure of what people think from a statistical and numerical point of view.
- The relationship between qualitative and quantitative research.
- The relationship between primary and secondary research.
- Whether sample size will give reliable evidence.
- Whether the sample will be biased and actions that can be taken to reduce bias.

C3 Data presentation and interpretation

- Use appropriate presentation methods to present findings:
  - o introduction, methods used, findings and conclusions
  - o presentation of findings, e.g. charts, graphs as appropriate.
- Interpret trends and relationships between different variables in data sets.

Transferable skills

Communication
- Carrying out market research: questionnaires, interviews, surveys; presenting ideas, research results and recommendations.

Thinking skills/adaptability
- Generating creative enterprise ideas, developing a critical approach to enterprise ideas.

Problem solving
- Generating enterprise ideas, adapting current business model to changing circumstances/new markets.

Managing information
- Researching: collection, analysis, interpretation.

Self-management and development
- Encouraging creativity in self, impact of own mindset on development of an idea: giving feedback to others.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate how enterprise skills contribute to business success		
A.P1 Explain the features of successful enterprise ideas and how they were generated. **A.P2** Identify the benefits and risks of enterprise.	**A.M1** Analyse how enterprise ideas have been developed and implemented.	**A.D1** Evaluate the features that make enterprise ideas successful.
Learning aim B: Generate enterprise ideas using creativity techniques		
B.P3 Develop a new credible enterprise idea. **B.P4** Give reasons why ideas should be discounted. **Learning aim C: Investigate market research for a selected enterprise idea** **C.P5** Use a range of market research methods to investigate an enterprise idea.	**BC.M2** Refine a selected enterprise idea using market research methods appropriate for the target market.	**BC.D2** Assess a selected enterprise idea using high-quality market research methods tailored to the target market.

Essential information for assessment decisions

Learning aim A

Learners must consider two case studies of enterprise. One must be a start-up and one must involve enterprise within an existing business.

For distinction standard, learners will:

- demonstrate understanding of the features of successful enterprise ideas, including how well the enterprise idea has met market needs and responded to the particular circumstances of the business environment. Learners will show awareness of the reasons why a successful enterprise impacts on turnover and consider the relative importance of this for a profit-making enterprise compared to social enterprise, depending on the examples they review. They will also show understanding of the impact of enterprise on brand awareness. At distinction level, learners will evaluate these features, giving an assessment of how successful an enterprise has been

- evaluate the features that make an enterprise successful in both a start-up and an existing business

- demonstrate understanding of the enterprise skills that have been shown in the case studies to develop ideas and show how they are manifested in developing a business

- assess the potential outcome on business where enterprise is not developed, encouraged or supported.

For merit standard, learners will:

- demonstrate understanding of key features of successful enterprises and give reasons why an enterprise has been successful. Their analysis will focus on the enterprise idea and there will be less focus on evaluation of the critical features in relation to the context of the enterprise, e.g. the business environment

- demonstrate understanding of enterprise skills and their contribution to the enterprise idea, with analytical focus on the role of skills in developing the enterprise idea, with less focus on the impact of enterprise on the business.

For pass standard, learners will:

- explain the features of successful enterprise ideas for at least two ideas, one of which will be a business start-up and one which will be an existing business. Learners will provide an overview of the key features, briefly explaining how the product or service has developed the business

- identify benefits and risks, which could relate to the case studies in terms of the risks that case study businesses accepted before engaging in enterprise, and the benefits that they achieved.

Learning aims B and C

Learners must generate three or more enterprise ideas.

For distinction standard, learners will:

- use creativity techniques to generate new ideas, critiquing these ideas and selecting one idea for further market research. The critique of ideas will enable a discriminating choice to be made based on the content for assessing and developing enterprise ideas

- engage in market research that is fully appropriate for the target market for the idea and that enables learners to derive findings that are informative, and which allow them to fully assess the idea. Learners will reference issues of sample size and possible bias in their assessment, stating that they have considered these issues and made adjustments to their market research methods as appropriate

- present market research in an appropriate manner that allows them to show fully the quality of their assessment and that gives sufficient evidence for the assessment of the idea.

For merit standard, learners will:

- use creativity techniques to generate ideas, discounting other ideas. They will either select one of their own ideas or draw on a provided idea. They should refine this idea using market research, making minor changes but may not use the market research to critically assess the idea

- engage in market research that is sufficient to enable them to refine the idea but may not be sufficient to enable them to fully assess it. The market research may not, for example, give indication of new markets, or may be insufficient to enable the idea to be radically revised. There will be acknowledgement of the issues of sample size and bias, and there may be evidence of changes made as a result of this assessment.

- present their research sufficiently to show how they have refined the idea.

For pass standard, learners will:

- use creativity techniques to develop new ideas, providing brief reasons for discounting ideas. They will use market research that will allow them to gather some information on an idea and will give some indications on possible changes. There may be identification of issues of sample size and bias

- present their research, showing links between their research and changes in their idea.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learning aim A

Learners should investigate one case study of a start-up business and one case study of enterprise activity within an existing business.

Learning aims B and C

Learners should be encouraged to undertake market research of an idea they have generated themselves. However, they could also be given a scenario if they discount the ideas they have generated in learning aim B.

Suggested scenario (for learning aim C)

You have been working with your local taxi firm to improve the services they offer. The taxi firm is a small business with five cab drivers and they offer a range of services such as local collections, airport pick-ups, as well as party services for late night clubbers. They would like to grow their business and take advantage of newer technologies such as downloadable applications (apps) for customers. You have heard of the new 'Hail-a-Cab' app but need to look at other competitors and opportunities available locally and nationally to build up your knowledge.

The taxi firm have asked you to research and investigate two similar sized taxi companies and present information as to what they offer, how they use the marketing mix to advertise their products and services, as well as highlight the strengths and weaknesses of their marketing strategies. Your local taxi firm is interested in new ideas that can help the business to develop.

You should:

- develop the new idea to help the business to grow
- identify the target market
- design appropriate market research
- carry out the market research
- review findings and use these to inform your idea.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity for learning aim C.

Gateway Books is situated in a busy shopping precinct in a large town. It has been open for five years and the targets for both sales turnover and profits have been achieved for the last three years. Sales turnover has increased by 10% in each of the last three years.

Sam Glover, the owner of Gateway Books, wants to open a new business, for example a coffee shop or a restaurant, in vacant premises that adjoin the bookshop. The premises include a ground floor commercial space and a first-floor flat that is currently unoccupied. The property is on the market for £300,000.

You work as an assistant to a small business advisor who Sam has approached to help put together a business plan for the new venture.

You should:

- develop the new idea to help the business to grow
- identify the target market
- design appropriate market research
- carry out the market research
- review findings and use these to inform your idea.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit
A presentation by a local business leader describing a new enterprise activity or idea that they have been engaged in, or a class presentation on types of businesses and how they use skills to generate enterprise ideas.
Suggested time: about 3 hours.

Activity: Enterprise ideas in action
Initial tutor input on types of enterprise ideas, types of businesses and the objectives of enterprise. In groups, learners research case studies and share outcomes, discussing the benefits and risks of different enterprise ideas. Learners could visit a new business workplace and discuss the business with the business owner to understand the skills that supported start-up.
Suggested time: about 8 hours.

Activity: Idea generation
Using selected techniques, learners are given case study businesses that require the input of enterprise skills. They work on developing new ideas to support the development of these businesses, using some of the creativity techniques listed. Learners should be encouraged to share their ideas, and if possible.
Suggested time: about 5 hours.

Activity: The four Ps
Input on the ways in which business can manipulate the 4Ps marketing model in relation to the product and target market – learners to consider implications before commencing their research activities.
Suggested time: about 6 hours.

Activity: Developing market research
Teacher input on types of market research. Learner workshops to select appropriate types for their idea. Learners to develop appropriate market research tools to carry out the market research. This could be supported by a professional market researcher, and learners could carry out some market research in a local shopping centre with the market researcher acting as a mentor.
Suggested time: about 8 hours.

Activity: Research presentation
Input on types of presentation, including the use of presentation software and awareness of the needs and interests of the audience – learners to consider this before carrying out research to ensure that their research activities are suitably focused.
Suggested time: about 5 hours.

Activity: Undertake market research
Learners carry out their market research in groups and feed back outcomes to the group.

Suggested time: about 10 hours.

Activity: Discussing outcomes and refining ideas
Learners discuss their research outcomes and consider ways in which their ideas could be refined. This will need some tutor input on examples of how market research has resulted in the refinement of ideas.
Suggested time: about 5 hours.

Essential resources

There are no specific additional requirements for this unit.

Links to other units

This unit has links to *Unit 1: The Business Enterprise Environment* as it provides underpinning knowledge to support this unit.

Both this unit and *Unit 3: Promoting and Financing an Enterprise Idea* enable learners to develop and refine an enterprise idea that is then synoptically assessed in *Unit 4: Planning and Pitching an Enterprise Idea*.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers who have used enterprise skills to develop new start-ups or revise existing businesses
- professional market researchers to support the market research aspects of the unit
- visits to local businesses to understand the importance of the four Ps
- support from local business staff as mentors.

Unit 3: Promoting and Financing an Enterprise Idea

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners cover the essential knowledge and skills required to design promotional activities for an enterprise idea and to develop a financial plan.

Unit introduction

Promotion and finance are key activities for any new enterprise or for any enterprising activity within an existing business. It's important to consider both promotion and finance as you plan your enterprise idea as they both contribute to a business plan.

Different methods of promotion are appropriate for different ideas. For example, a promotional method needs to be appropriate for the people to whom you hope to sell your product or service. Promotional methods can have a huge impact, for example websites and television campaigns, but most promotional methods, particularly for smaller markets, are much more specific and localised, for example pop-up stands, leaflets and emails. In this unit, you will learn about these methods and which ones will be most appropriate for the enterprising idea you are developing.

Anyone starting a new enterprise, or revising an idea in an existing business, must ensure that they have the necessary finance, together with a clear understanding of how to manage the future revenue and expenditure generated by the business. Effective financial planning will ensure that a business is generating sufficient cash to meet its obligations.

In this unit, you will learn how to create a financial plan either for a new enterprise or an enterprising idea within an existing business. You will consider budget costs along with estimates of revenue generated from planned sales. You will also learn how a supply chain can contribute to controlling costs and ensuring the continuity of supplies required by the business.

Learning aims

In this unit you will:

A Investigate the appropriateness of promotional methods for the enterprise idea

B Produce a promotional plan for the enterprise idea

C Produce a financial plan for the enterprise idea.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the appropriateness of promotional methods for the enterprise idea	**A1** Promotional methods, including digital and online media resources as well as traditional methods **A2** Strengths and weaknesses of different promotional methods in relation to the enterprise idea	A plan for a promotional campaign for a product/service of a specific business using SMART (specific, measureable, achievable, realistic, time-bound) objectives and justifying the choice of the promotional methods used in the plan (digital, paper-based, social media etc.)
B Produce a promotional plan for the enterprise idea	**B1** Developing an idea for test/field marketing **B2** Developing strategies for the promotional campaign **B3** Planning a costed promotional campaign	
C Produce a financial plan for the enterprise idea	**C1** Financial plan **C2** The supply chain for the enterprise idea	A financial plan with a commentary

Key teaching areas in this unit include:		
Sector skills	**Knowledge**	**Transferable skills/behaviours**
• Entrepreneurial aptitude • Commercial acumen	• Financial planning • Interpretation of financial statements • Cash flow forecasting • Understanding the importance of the supply chain • Promotional methods • Components of a promotional plan	• Communication • Numeracy • Thinking skills • Problem solving • Managing information • Self-management

Unit content

Knowledge and sector skills

Learning aim A: Investigate the appropriateness of promotional methods for the enterprise idea

A1 Promotional methods, including digital and online media resources as well as traditional methods

• Selection of appropriate techniques from the following groups.
  o Advertising – directing attention to a product/service through different media, e.g.:
    – internet/websites – banners, cookies and pop-ups
    – social media
    – applications (apps) and links to other promoters
    – newspapers/magazines
    – television
    – radio
    – outdoor advertising.
  o Promotional marketing – the use of any special offer intended to raise a customer's interest and influence a purchase, and to make a particular product or company stand out among its competitors, e.g.:
    – short-term special offers
    – point of sale displays
    – samples
    – free trials
    – multi-buys
    – competitions.
  o Public relations (PR) – communication with an aim to create and maintain a positive image and create a strong relationship with the audience, e.g.:
    – press releases/e-alerts
    – celebrity gifting/product placement
    – sponsorship
    – hospitality.
  o Personal selling – using people to sell the product, meeting face to face with the customer, e.g.:
    – sales assistants in shops
    – pop-up stands
    – door to door
    – product demonstrations.
  o Direct marketing – communicating directly with customers through a variety of media, e.g.:
    – emails
    – SMS
    – direct mail
    – leafleting/flyers
    – telesales.
  o Traditional marketing materials – printed pieces used to market a business, usually including a logo, e.g.:
    – flyers/leaflets
    – brochures
    – catalogues
    – posters
    – business cards.

A2 Strengths and weaknesses of different promotional methods in relation to the enterprise idea

• Targets the target market.

• Supports sales.

• Increases sales volume.

• Appropriateness for customer base.

• Cost.

• Effect on brand.

Learning aim B: Produce a promotional plan for the enterprise idea

B1 Developing an idea for test/field marketing

Test/field marketing plan, to include:

• identifying a small subset of the market

• identifying a representative sample size

• establishing an appropriate method for the test

• assessment of validity and reliability of findings

• drawing conclusions to inform promotion and planning.

B2 Developing strategies for the promotional campaign

Using various marketing tools that share the same message and ideas to promote products or services to a target audience in order to:

• raise awareness of new or existing products and/or services

• remind customers about existing products and/or services

• demonstrate how the product and/or service differs from that offered by competitors

• persuade customers of the benefits of purchasing the product and/or service

• inform customers about the features of the product and/or service

• create market presence by delivering a clear message about the product and/or service.

B3 Planning a costed promotional campaign

• SMART promotional objectives:
  o specific – what you are going to achieve, e.g. increase awareness
  o measurable – quantify the objective, e.g. from 2% to 5%
  o achievable – not attempting too much
  o realistic – do you have the resources to do this
  o time-bound – when will the objective be achieved, e.g. within a month, by the end of the year.
• Selection of appropriate promotional methods and marketing materials, considering:
  o campaign objectives
  o appropriateness for product and/or service
  o audience
  o budget.

Learning aim C: Produce a financial plan for the enterprise idea

C1 Financial plan

- Classification of fixed and variable costs.
- The break-even point: calculation and interpretation, including contribution.
- Appropriate sources of business finance to support the financial plan.
- Cash flow forecast.
- The predicted income statement (profit and loss account) and its interpretation.
- Costs of promotion/marketing of the idea.
- Estimating: viability, contributing factors, requirement to update as situation changes.
- Timescales to launch and financial commitments – short term (6 months), long term (2 years).

C2 The supply chain for the enterprise idea

- Supply chain: definition; simple diagrammatic representation (buying, making, moving, selling).
- Factors to be taken into consideration in an effective supply chain, e.g.:
  o quality of source of product/service
  o accessibility
  o prices
  o workable cash flow
  o service and support for customers
  o quantities
  o delivery arrangements
  o reliability of supply and relationship with suppliers
  o credit terms
  o ethical considerations
  o purchasing process: order, delivery, lead time, payment.

Transferable skills

Communication

- Communication: report writing.

Numeracy

- Calculating business costs and estimating revenue to determine profit levels at different levels of output and sales.

Thinking skills

- Considering approaches taken by different small business.
- Suitability of promotional methods and materials for a small business.

Problem solving

- Finding out about and deciding on: marketing methods, types of promotion.

Managing information

- Selecting information to create a report and a plan.

Self–management

- Working to deadlines.

UNIT 3: PROMOTING AND FINANCING AN ENTERPRISE IDEA

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the appropriateness of promotional methods for an enterprise idea		
A.P1 Identify the strengths and weaknesses of different promotional methods for an enterprise idea.	**A.M1** Analyse the strengths and weaknesses of different promotional methods for an enterprise idea.	**AB.D1** Produce a detailed promotional plan for an enterprise idea that explains how promotional objectives will be achieved.
Learning aim B: Produce a promotional plan for the enterprise idea		
B.P2 Produce an outline promotional plan, selecting appropriate promotional methods for the enterprise idea.	**B.M2** Produce a promotional plan for the enterprise idea that links promotional methods to promotional objectives.	
Learning aim C: Produce a financial plan for the enterprise idea		
C.P3 Prepare an outline financial plan for the enterprise idea using estimates of costs and projected sales.	**C.M3** Analyse the impact of costs and revenue on cash flow and profit for the enterprise idea.	**C.D2** Evaluate the viability of the financial plan for the enterprise idea.
C.P4 Explain the factors included in an effective supply chain for the enterprise idea.		

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will produce a detailed promotional plan that:

- demonstrates selection of promotional methods that are clearly appropriate for the target market and include a rationale for the use of them, plus a brief rationale for why some types of promotional activity are considered inappropriate in relation to the idea and market
- details the plan for test/field marketing – to test out an element of the promotional plan that requires additional refinement. The test plan will include specified objectives and an indication of how the conclusions will inform ongoing plans
- includes clear links to objectives, including an explanation of how the planned promotion will enable objectives to be met and the timeframe under consideration.

For merit standard, learners will produce a promotional plan that:

- demonstrates selection of methods that are appropriate for the target market. This will include a brief rationale of why selected promotion types are appropriate and reasons why others may be inappropriate
- shows links between promotional methods and objectives but there may not be a clear explanation of how objectives will be achieved.

For pass standard, learners will produce an outline promotional plan that:

- demonstrates selection of promotional methods based on identification of their strengths and weaknesses
- shows limited links between the promotional methods and objectives but are sufficient enough so that they can be considered appropriate for the enterprise idea.

Learning aim C

For distinction standard, learners will produce a financial plan that:

- is complete and accurate, including all the listed assessments and predictions. The plan will include figures for the stated timescales and estimates for difference in relation to potential situation changes
- that includes an outline supply chain. The features of the supply chain will contribute to the costings of the financial plan and allow a full assessment of the viability of the proposal.

For merit standard, learners will produce a financial plan that:

- is complete and accurate and includes an analysis of the predicted impact of costs and revenue on cash flow and profit
- includes an outline supply chain but without sufficient analysis of the supply chain or the factors influencing finance to allow for evaluation of the viability of the financial plan.

For pass standard, learners will produce:

- an outline financial plan with the content included to an accurate standard
- a brief explanation of the supply chain, with the explanation focused on how the supply chain will be effective for the enterprise idea that is proposed.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learners may draw on scenarios provided in *Unit 2* or new scenarios could be developed.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit
This could focus on previously covered case study enterprises reviewing the types of promotional activities that they have used to launch new ideas. The introduction could then focus on finance with a review of what happens to a business if finances have not been suitably planned.
Suggested time: about 2 hours.

Activity: Looking at promotional materials and marketing methods
This could entail a brief overview of different types of promotional material and a discussion of what types of promotion are appropriate to specific types of business. Learners should be encouraged to understand the diversity of types of promotion rather than to focus on national media.
Suggested time: about 6 hours.

Activity: Looking at why some promotional materials and marketing materials are more suitable than others
Learners could take part in a workshop with their enterprise idea to select types of promotional methods – this could involve group work and presentations of appropriate methods to peers to allow for challenge.
Suggested time: about 6 hours.

Activity: Creating a promotional plan for a small business
Workshop activity to show learners how to structure their promotional plan.
Suggested time: about 8 hours.

Activity: Learners work in groups on balance sheet analysis for an enterprise
Learners analyse balance sheets and develop estimates for cash potential. Case study examples should be from the same case studies as used throughout the programme. Learners should explore how issues with enterprises become evident in the balance sheet. Learners start to work on the predictions for their own financial plans. This learning could be supported by an accountant.
Suggested time: about 6 hours.

Activity: Profit and loss/break-even
Tutor delivery on profit and loss accounts and understanding issues of break-even in financial plans, learners experiment with case studies to develop their understanding. Learners start to work on the predictions for their own financial plans. This learning could be supported by an accountant.
Suggested time: about 8 hours.

Activity: Supply chain

Tutor delivery on the main constituents. In groups, learners discuss case study supply chains and develop their understanding on the impacts of different decisions on the financial plan. In groups, learners develop outline supply chains for their ideas and discuss with others.

Suggested time: about 8 hours.

Activity: Viability

Using sample plans and issues raised through their own enterprise ideas, learners should be encouraged to make an assessment of the viability of businesses through sample financial plans. Learners are then encouraged to apply their thinking to their financial plan and its potential viability.

Suggested time: about 8 hours.

Essential resources

There are no specific additional requirements for this unit.

Links to other units

This unit has links to *Unit 1: The Business Enterprise Environment*. Unit 1 provides underpinning knowledge to support this unit.

Both this unit and *Unit 2: Researching a Concept for a New or Revised Product or Service* enables learners to develop and refine an enterprise idea that is then synoptically assessed in *Unit 4: Planning and Pitching an Enterprise Idea*.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers who have used enterprise skills to develop new start-ups or revise existing businesses
- financial analysts – those working in banking finance to support delivery of the financial elements of this unit
- professional marketing personnel to give support on different forms of promotion – particularly those more available to smaller businesses
- support from local business staff as mentors.

Unit 4: Planning and Pitching an Enterprise Idea

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop a business plan, pitch the business plan to an audience of potential investors, and then use the feedback to revise their business plan and enterprise idea.

Unit introduction

Bringing a new enterprise to market is complicated and the risk of making mistakes is high. By preparing a plan, reflecting on it and seeking the opinions of experienced outsiders, you can eliminate many potential mistakes during the planning stage. A business plan is often presented to investors and others who do not have much time to scrutinise a substantial document, but at the same time need access to important information. This unit will therefore enable you to develop a concise plan that contains the important and relevant information needed by a potential investor. You will learn how to put together a business plan, drawing together your learning on market research, enterprise skills, finance and promotion from other units in this qualification.

In this unit, you will learn how to design and deliver a business pitch. You will prepare a professional oral/visual presentation of your own business plan aimed at potential investors and business advisors. Part of this process will be to accept feedback from your audience, which you will use to review your plan and develop a project plan to bring the product or service to market.

This unit will help you develop the essential skills and knowledge required when researching a business idea and presenting your findings to a business audience. It will also enable you to develop employment-related skills such as decision making, self-reliance and the ability to initiate ideas and see them through to completion, which could prepare you for a role on a pitch team in a large business.

Learning aims

In this unit you will:

A Prepare a business plan for the new enterprise idea

B Present a business pitch to an audience, including a potential investor or business advisor

C Review and revise the business plan to respond to feedback.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare a business plan for the new enterprise idea	**A1** Structure and format of a business plan **A2** Contents and presentation of a business plan	A structured business plan that contains an analysis of risks.
B Present a business pitch to an audience, including a potential investor or business advisor	**B1** Features of a business pitch **B2** Presentational skills used in a business pitch	A pitch of the business idea to an audience, including a potential investor or business advisor.
C Review and revise the business plan to respond to feedback	**C1** Using feedback and review to identify changes in a business plan	An adapted business plan, clearly showing proposed changes, which are the result of acting on feedback.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Presentation skills • Communication skills • Entrepreneurial aptitude • Commercial acumen	• Business planning • How to prepare business presentations • Interpreting financial and marketing data • How to implement business strategy	• Problem solving and communication • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Prepare a business plan for the new enterprise idea

A1 Structure and format of a business plan

- Title.
- Executive summary paragraph.
- The business vision/concept, e.g. for profit, to meet customer needs, for social aims.
- The product/service.
- The impact of the business enterprise environment.
- Summary of market research:
  - customer base
  - competitors
  - potential market share.
- The marketing plan:
  - routes to market
  - promotion.
- Summary of the financial plan:
  - finance
  - funding.
- Risk analysis.
- Business targets.
- Appendices.

A2 Contents and presentation of a business plan

- Contents:
  - details of product or service
  - market research – market research data and analysis, competitor analysis
  - promotional plan – how the elements of the 4Ps (price, promotion, place, product) will feature in the plan, an outline promotional plan
  - financial plan – costs, revenue streams, sales projections, projected income statement and cash flow forecast, start-up costs and finance costs
  - risk analysis – risk identification and evaluation
  - business targets – SMART (specific, measurable, achievable, realistic, time-bound) targets, financial and non-financial performance indicators, e.g. turnover, profit, total sales, output.
- Presentation of the business plan:
  - numbered sections
  - consistent use of fonts, headings and page numbering
  - layout and use of graphics, charts and diagrams
  - the purpose and content of appendices.

Learning aim B: Present a business pitch to an audience, including a potential investor or business advisor

B1 Features of a business pitch

- Pitching: presenting key elements of a business plan to prospective investors, with the intention of securing funding – know your audience, know your figures, practice.
- Presentation: oral, visual, computer projection/slide show with speaker notes, handouts for audience.
- How to respond to potential investors' questions: listening skills, asking for clarification, formulating appropriate responses.

B2 Presentational skills used in a business pitch

- Presentation, behaviour and conduct of presenter:
  - o positive attitude
  - o well prepared
  - o attire
  - o professional approach.
- Communication skills:
  - o using language suitable for audience
  - o body language and gestures
  - o voice
  - o variation in tone
  - o appropriate pace
  - o volume and projection
  - o eye contact
  - o position
  - o appropriate use of business terminology
  - o signalling the end of the pitch
  - o handling questions courteously and appropriately
  - o courteous closure
  - o use of notes.
- Use of visual aids:
  - o appropriate presentation software
  - o clarity
  - o impact
  - o use of graphics and appropriate images
  - o legibility of text
  - o consideration of needs and interests of audience.
- Audience: investor or advisor, e.g. bank manager, supplier, business partner, donator.

Learning aim C: Review and revise the business plan to respond to feedback

C1 Using feedback and review to identify changes in a business plan

- Receive feedback from pitch audience on:
  - o the business content of the pitch
  - o presentation skills demonstrated.
- Use feedback from pitch audience to:
  - o reflect on own performance
  - o review the evaluation of audience feedback on the pitch
  - o determine any required changes in the business plan
  - o reflect on own skills to include:
    - – identifying skills gaps
    - – identifying strengths
    - – setting goals
    - – planning achievement of goals.

Transferable skills

Problem solving and communication

- Research skills; finding out information on costs, market data.
- Presentation skills; personal skills and technical skills using business software and equipment.
- Presenting documents using acceptable business practices and conventions.

Managing information

- Money management; calculating costs and revenue to produce budgets and cash flow forecasts.
- Interpreting financial statements.
- Analysing information to identify required actions.

Self-management and development

- Reflecting on own performance.
- Reviewing own performance on the basis of constructive feedback from others.
- Setting and managing personal development and improvement targets.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare a business plan for the new enterprise idea		
A.P1 Produce a structured business plan for an enterprise idea that includes key risks.	**A.M1** Produce a structured and integrated business plan for an enterprise idea that includes a description of risks.	**A.D1** Produce a structured, integrated and detailed business plan for an enterprise idea that includes an analysis of risks.
Learning aim B: Present a business pitch to an audience, including a potential investor or business advisor		
B.P2 Prepare a business pitch for the business plan, supported by relevant business documents.	**B.M2** Deliver a clear and structured pitch for the business plan, responding to audience questions appropriately.	**B.D2** Deliver a confident and well-structured pitch for the business plan, exploring aspects that are questioned with the audience.
B.P3 Deliver a clear pitch for the business plan to a potential sponsor that contains key features.		
Learning aim C: Review and revise the business plan to respond to feedback		
C.P4 Use pitch feedback to make changes to the business plan.	**C.M3** Reflect on pitch feedback, and own performance, to explain improvements to the business plan.	**C.D3** Analyse the business plan and enterprise idea based on pitch feedback and own performance and justify a set of recommendations.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners must produce a plan that contains:

- details in the different sections that flow through from one section to another, so that the whole proposition is accurately, clearly and coherently expressed. The plan will be innovatively conceived in the sense that there are creative solutions to identifiable problems
- an analysis of risks that clearly shows the key issues of concern and the possible mitigations available to reduce risk.

For merit standard, learners must produce a plan that contains:

- all sections and follows business conventions regarding layout and use of business English. The plan will be coherent and the sections should clearly relate to each other. There will be evidence that the plan has been well thought through, as all evidence should be relevant and should add to the logic of the plan
- a description of risks that shows the key issues of concern but does not contain mitigations available to reduce risk.

For pass standard, learners must produce a plan that contains:

- sections organised in order and logically presented, with sufficient information on key risks.

Learning aim B

For distinction standard, learners will:

- prepare a presentation and use this to make a pitch on the key elements of their business plan to an audience of potential investors. The pitch will have a business-like approach and learners will demonstrate suitable communication skills to the audience. The pitch will be delivered confidently and professionally
- respond fully and appropriately to questions, using the opportunity to gather substantial feedback on the enterprise idea.

For merit standard, learners will:

- prepare a presentation and use this to make a pitch on the key elements of their business plan to an audience of potential investors. The pitch will be appropriate for the business idea and the audience. The pitch will be clear and structured but learners may not always have a confident delivery
- respond to audience questions appropriately but not explore questioned areas with the audience.

For pass standard, learners will:

- prepare a presentation and use this to make a pitch to an audience of potential investors. The pitch will include the key elements of their business plan and be appropriate for the business idea and the audience.

Learning aim C

For distinction standard, learners will:

- undertake an analysis of both the business plan and the enterprise idea, based on feedback from the pitch audience, and comment and add to their plan with suggested changes. Learners may take the opportunity to revise their original enterprise idea given the feedback received or they may comment on the feasibility of the proposal, perhaps opting to change aspects of their plan such as the target market or the timescale. At this standard, the key consideration is the responsiveness of learners to the feedback they receive

- adapt their plan based on self-reflection. This could include revising their goals for implementation, reassessing their skills contribution to the project and stating where and when they believe help will be needed to implement the idea.

For merit standard, learners will:

- take on pitch feedback and provide a series of justified recommendations for improvements. The scale of proposals may be limited to the business plan and not extend to changes in the enterprise idea

- reflect on their own contribution, suggesting areas where they could improve their skills to support the development of the enterprise.

For pass standard, learners will:

- comment on their business plan based on feedback they receive from the pitch audience. This will contain the major and essential points of feedback, with some ideas for improvements.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learners may draw on scenarios provided in *Unit 2* or new scenarios could be developed.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduction to the issues surrounding communication with key stakeholders. This could be supported with a discussion with a business person working in a bank who makes funding decisions. A review of a video of a successful and an unsuccessful pitch could also be valuable.

Suggested time: about 2 hours.

Activity: Business plan review

In groups, learners read case study business plans and identify areas for improvement and development; they should be encouraged to see that less is more, and that professionals need to see essential information quickly rather than to read through unnecessary detail. Learners should start to make notes for their own business plans.

Suggested time: about 3 hours.

Activity: Workshop on developing own business plans

This could be introduced by the tutor as a description of main content to include. Learners could then work in groups or individually to start constructing their plans.

Suggested time: about 3 hours.

Activity: Workshop on presentation skills

In small groups, learners practise presentation skills with 'easy' topics, using camcorders, peer and tutor review and feedback. Learners should be encouraged to develop skills in self-reflection.

Suggested time: about 6 hours.

Activity: Developing the pitch

Learners review case studies for successful pitches with possible review of videos. The tutor could support learners to develop a template for the pitch, which is then adapted by learners. Learners should then work to develop their pitches, working with others to test out sections.

Suggested time: about 3 hours.

Activity: Reflecting on own contribution

In groups, learners discuss their own contribution to the enterprise idea and what their skills needs might be. They should undertake a goal setting exercise.

Suggested time: about 3 hours.

Essential resources

There are no specific additional requirements for this unit.

Links to other units

This unit has links to *Unit 1: The Business Enterprise Environment* as it provides underpinning knowledge to support this unit.

Both *Unit 2: Researching a Concept for a New or Revised Product or Service* and *Unit 3: Promoting and Financing an Enterprise Idea* should be completed before this unit. This unit is the synoptic assessment of the qualification, drawing on learning from *Units 1*, *2* and *3*.

Employer involvement

This unit would benefit from employer involvement in the form of:

- local business owners to act as mentors to support the development of the business plan
- a panel, including at least one local business owner or potential sponsor to listen to and critique student pitches
- support from local business staff as mentors.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks, and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example innovation and creativity in business, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of a high quality and that are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as team working and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Technical Certificate in Business Enterprise is assessed using a combination of *internal assessments*, which are set and marked by tutors, and an *external assessment*, which is set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor.
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.

- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.

- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.

- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment

- an audience or purpose for which the evidence is being provided

- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence

- projects

- recordings of role play, interviews and other types of simulated activities

- oral or written presentations with assessor questioning

- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected

- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners

- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. This external assessment assesses a unit that is 25% of the total qualification GLH and is weighted to contribute the same proportion of the overall qualification grade.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: The Business Enterprise Environment	• Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks.	On demand First assessment March 2018

For *Unit 1*, onscreen tests are available on demand starting from March 2018. These tests use a range of question types, including examiner marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time and the opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. Learners cannot take a further assessment until they have a result from the first assessment.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*.

The content of units will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions. This applies to onscreen tests.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification.
It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - o adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - o age of learners
  - o centre guidance for dealing with malpractice
  - o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external unit or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

Points available for the external unit

Raw marks from the external unit will be awarded **points** based on performance in the assessment. The points scores available for the external unit at grade boundaries areas follows.

	Unit size
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

We will automatically calculate the points for the external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Certificate	
Grade	**Points threshold**
P	64
M	88
D	112

The table is subject to review over the lifetime of the qualification.
The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Certificate with a P grade

Unit	GLH	Type	Grade	Points
1	60	External	Pass	16
2	60	Internal	Pass	16
3	60	Internal	Pass	16
4	60	Internal	Pass	16
	240		**P**	**64**

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a P grade.

Example 2: Achievement of a Certificate with a D grade

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	Internal	Merit	24
3	60	Internal	Distinction	32
4	60	Internal	Distinction	32
	240		**D**	**112**

The learner has sufficient points for a D grade.

Example 3: Achievement of a Certificate with an Unclassified result

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	Internal	Merit	24
3	60	Internal	Unclassified	0
4	60	Internal	Pass	16
	240		U	64

The learner has a U in Unit 3.

The learner has sufficient points for a P but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.

- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.

- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

BTEC Level 2 Technical Certificate in
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