BTEC Tech Award in

Enterprise

Your Key Stage 4 BTEC for schools

Pearson
BTEC

The skills to succeed – the confidence to progress

What's inside your **guide?**

Introducing BTEC Tech Awards

In this section

» What are BTECs?

» What are the BTEC Tech Awards?

» Why is the BTEC Tech Award in Enterprise the best option for my students?

New to BTEC at Key Stage 4?

What are BTECs?

Chosen by **over a million students** every year, BTECs are vocational qualifications designed to help your learners succeed. Students develop knowledge and understanding through **applying their learning to work–related contexts**, and gain the **skills they need** for further study and employment.

What are BTEC Tech Awards?

Designed **specifically for schools**, BTEC Tech Awards are Level 1 and Level 2 qualifications designed to complement GCSEs and provide a first glimpse into a professional sector. These qualifications assess learners through **assignments and tasks** rather than **traditional exams**.

BTEC Tech Awards have been specifically designed:

for 14–16 year olds in schools

to give students a hands–on taste of the sector, and the skills and confidence to take their next steps

to count in the 'open group' of Progress 8.

Why choose the BTEC Tech Award in Enterprise?

The BTEC Tech Award in Enterprise has been designed to help KS4 14–16 year–old learners develop their entrepreneurial skills through practical, skills–based learning.

- Assessment is through **task–based assignments** so learners can demonstrate their knowledge and skills in work–related scenarios.

- Learners will **explore**, **develop** and **apply** their knowledge helping to develop key transferable skills such as research and data analysis to support their progression to further learning and the workplace.

- The **flexible approach** to the content of each component means you can deliver the course in a way that best suits your and your learners.

- This **highly motivating**, **creative approach** to teaching business and enterprise will encourage your students to explore the world of business and what makes or breaks an enterprise.

Read on to find out more
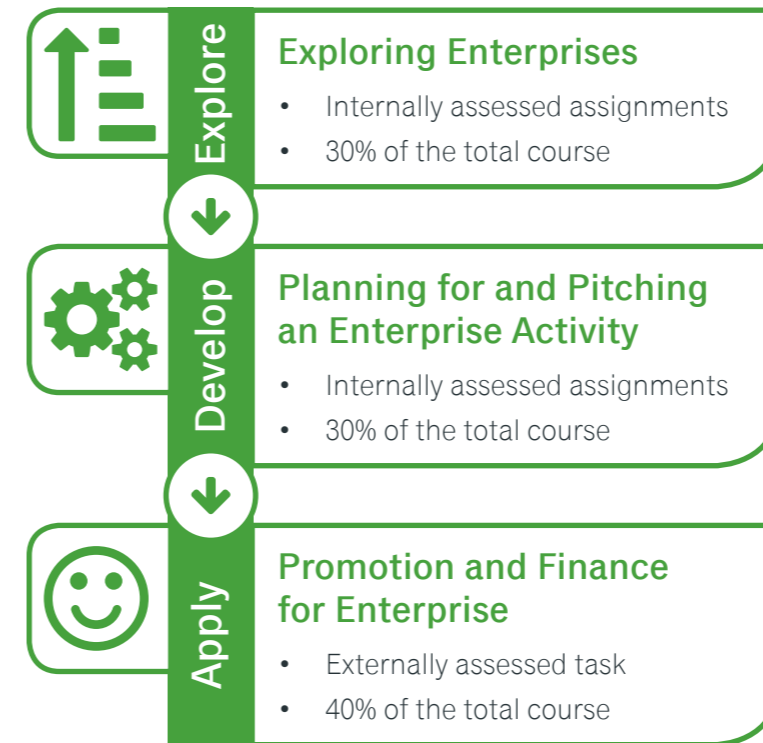
Teaching
BTEC Tech Awards

In this section...

» How does the course work? An overview

» How does Component 1 work?

» How does Component 2 work?

» How does Component 3 work?

» Your support for teaching BTEC Tech Awards

How does the course work?

The course is made up of **three components**: two internally assessed and one that's externally assessed.

Our three–block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

Explore

Exploring Enterprises
- Internally assessed assignments
- 30% of the total course

Develop

Planning for and Pitching an Enterprise Activity
- Internally assessed assignments
- 30% of the total course

Apply

Promotion and Finance for Enterprise
- Externally assessed task
- 40% of the total course

Component 1: Explore

Examine enterprises and the skills needed by entrepreneurs

Explore

Component 1

Exploring enterprises

Aim: examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 1, your students will:

- **examine** the characteristics of enterprises
- **explore** how market research helps enterprises meet customer needs and understand competitor behaviour
- **investigate** the factors that contribute to the success of an enterprise
- **develop** transferable skills, such as research, and data analysis in order to interpret their findings.

i

For more information on the content in this component and assessment examples visit: **quals.pearson.com/techenterprise** and explore Section 3 of the specification.

Component 2: Develop

Students choose an enterprise idea to plan and pitch for

Develop

Component 2

Planning for and Pitching an Enterprise Activity

Aim: explore ideas, plan and pitch a micro–enterprise activity to an audience, and use feedback to review their business plan.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, your students will:

- **explore** ideas and plan for a micro–enterprise activity
- pitch a micro–enterprise activity
- review their own pitch for a micro–enterprise activity
- **develop** their planning and research, presentation, communication and self–reflection skills.

i For more information on the content in this component and assessment examples visit: **quals.pearson.com/techenterprise** and explore Section 3 of the specification.

Component 3: Apply

Students pull together all they have learned and apply their knowledge in a real life scenario

Apply

Component 3

Promotion and Finance for Enterprise

Aim: explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market

Assessment: externally assessed synoptic task

Weighting: 40% of total course

During Component 3, your learners will:

- **demonstrate** knowledge and understanding of elements of promotion and financial
- **interpret** and use promotional and financial information in relation to a given enterprise
- **make connections** between different factors influencing a given enterprise
- **advise and provide recommendations** to a given enterprise on ways to improve its performance.

i For more information on the content in this component and assessment examples visit: **quals.pearson.com/techenterprise** and explore Section 3 of the specification.

Your support for teaching: **Overview**

Free support

Course materials

There are lots of materials available on our website to support your planning and delivery, including:

- Course Planners for 1 and 2 years
- Schemes of Work for each component
- Assessment materials: SAMs, Authorised Assignment Briefs, and Sample Marked Learner Work.

quals.pearson.com/TAenterprise

Training events

We will be running Getting Ready to Teach events to help you feel confident teaching and assessing this new qualification.

quals.pearson.com/training

Enterprise Subject Advisor

Your Enterprise Subject Advisor, Colin Leith, is always on hand if you have any queries. Get in touch at:

✉ **TeachingBusiness@pearson.com**   ✆ **0333 016 5450**

Paid–for published resources

Every lesson made simple

Step 1:
Scheme of Work

Every lesson covered
Our resources are built around the **free Schemes of Work** and cover every lesson from all three components, to make planning and teaching simple.

Step 2:
Student Book*

Every lesson in one spread
Each lesson in the Scheme of Work has a corresponding two–page spread in the Student Book, with all the content you need to teach that lesson, as well as activities, case studies and assessment practice. *See pages 16–17.*

Step 3:
Teaching Pack*

More resources for every lesson
The online Teaching Pack offers additional teaching resources matched to each lesson in the Scheme of Work, including PowerPoints and worksheets. *See pages 18–19.*

Order your free Evaluation Pack at:
www.pearsonschools.co.uk/enterpriseres

* You do not have to purchase paid–for resources in order to deliver this qualification

Your support for teaching:
Student Book

These are the main lesson activities, which are designed to build students' understanding of the topics and how they will be assessed.

A warm–up task, to get students thinking and engaging with the topic.

Each two–page spread within this Student Book covers a one hour lesson from the free scheme of work.

Contains a handy definition of key words, phrases or concepts – useful for revision.

This is the lesson plenary, helping learners to reflect back on the lesson objectives – could be used for class discussion or homework.

COMPONENT 1 LEARNING AIM A

EXPLORING ENTERPRISES

Types of small and medium enterprises

GETTING STARTED

In a group, discuss the difference between the words 'micro', 'small' and 'medium'. How would you define them? How could they be applied to an enterprise?

There are lots of different ways that enterprises can be defined. One of the most common and useful ways is by the number of employees.

DID YOU KNOW?

Many people running micro enterprises run them as a family business so they can earn a living, retain control and keep the money in their family.

Micro enterprises

If an enterprise consists of up to ten people, it is called a micro enterprise. Micro enterprises are set up in lots of different ways and can be:

- run by the owner of the business, who is self-employed (their own boss)
- profit-making (an enterprise that earns more money than it spends)
- not-for-profit (set up by charities or other community interest companies that choose not to make a profit).

Every micro enterprise will have size in common, regardless of how it is set up. Micro enterprises are also independent of larger organisations and can, in theory, be run by anyone.

ACTIVITY

Yorkshire Dama Cheese (www.yorkshiredamacheese.co.uk) was started as a micro enterprise because the founder of the business, Razan Alsous, wanted to make and eat her own cheese made from British milk.

Access the Yorkshire Dama Cheese website and research how this micro enterprise was established. Use these questions to help you.

1 What were the reasons behind Razan starting the business?
2 How has she expanded the business?
3 How much money did she originally start with?

□ How is Razan Alsous a good role model for starting a micro enterprise?

KEY TERMS

Private sector enterprises are owned by individuals, as opposed to the government or local authority, and are run for profit. **Public sector** enterprises are, generally, owned by the government or a local authority.

Small enterprises

A small enterprise is one that employs between 11 and 49 people. Small enterprises are often limited companies. In a limited company, the owners are only responsible for debts up to the amount they have invested in the business. Therefore, if they invested £250,000, they are only responsible for debts up to £250,000.

DID YOU KNOW?

According to the Federation of Small Businesses, SMEs employ 60 per cent of all the people working in the private sector.

ACTIVITY

Women with Waders (www.womenwithwaders.co.uk) is a small business that offers specialised pond cleaning, maintenance and construction. It was originally started in 2005 by women but now has men working for it too. The business has won awards and communicates with its customers using social media, through its website and through online videos.

Access the Women with Waders website. In a small group, discuss:
- why you think Women with Waders has been successful
- what unique features it offers
- why it is award-winning.

Medium enterprises

A medium enterprise employs between 50 and 249 people. This means it can have different roles for its employees – for example, some people will work to manage its finances, and others will work in production. Medium enterprises are more formal than micro or small enterprises and tend to have the legal status of limited (Ltd). You may have seen this listed in the names of companies in your area. (You can remind yourself of its meaning in the previous section about 'Small enterprises'.)

LINK IT UP

To find out more about the meaning of the term limited company, look at 'Types of ownership' later in Learning aim A of this component.

ACTIVITY

Pasta Foods Ltd (www.pastafoods.com) is a major producer of snacks, and the UK's only dry pasta producer. It has been in business since 1964 and is a medium enterprise based in Great Yarmouth. Pasta Foods has expanded to become a medium enterprise but has plans for growth in the future.

1 Access Pasta Foods' website and do some further research into how it plans to become a larger organisation, using these questions to guide you.
    - What has it done well to grow to become a medium enterprise?
    - What does it need to do now and in the future to continue growing?
2 Imagine you are the managing director of Pasta Foods and need to encourage the growth of the business. Design a handout or flowchart that shows the key points from your research and sets out how you plan to move the business forwards.
3 Present your findings to the class.

Number of staff in micro, small and medium enterprises

□ Figure 1.2: Try to memorise how many people micro, small and medium enterprises have working in them

CHECK MY LEARNING

Working in a pair, discuss the main differences between micro, small and medium enterprises (use Figure 1.2 to remind yourself of each one's size). Try to name an example of each type of enterprise in your local area and explain what they do.

8

Order your free Evaluation Pack at:
www.pearsonschools.co.uk/enterpriseres

Your support for teaching:
Teaching Pack (via ActiveLearn Digital Service)

Our Teaching Pack provides extra activities for each lesson in the Scheme of Work, and is designed to complement the Student Book spread.
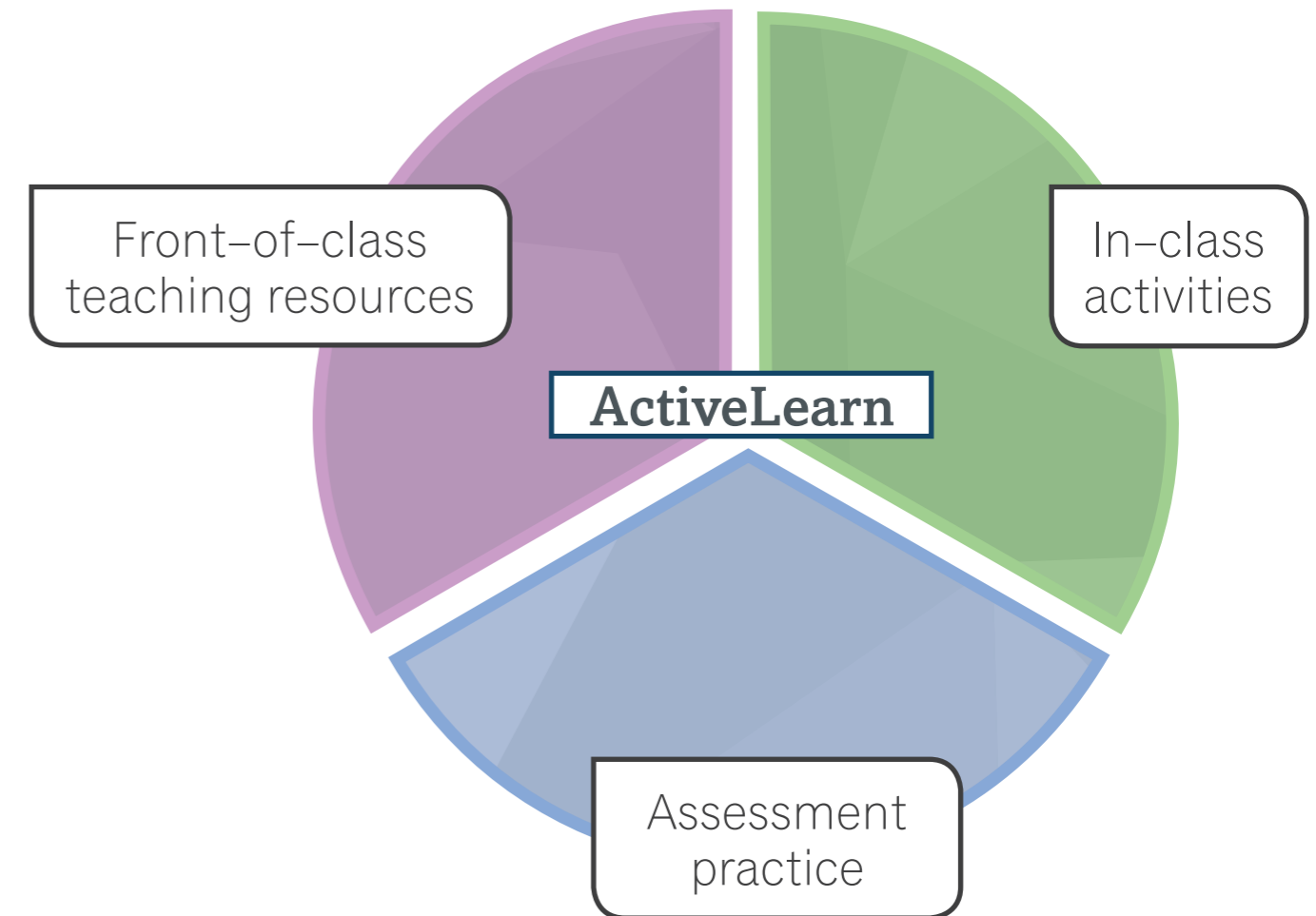
What's inside?

- online version of the Student Book for front–of–class use
- ready–made PowerPoint presentations
- activity and assessment worksheets, that you can download and tailor to your students' needs
- video clips and interviews to provide an insight into the sector.

How will it support my teaching?

The Teaching Resources build on the lesson spreads in the Student Book, providing you with additional front–of–class teaching resources for every lesson.

Using the Student Book and Teaching Resources together means that you have all the lesson content and teaching resources you need to plan and teach every lesson from the Scheme of Work.

Front–of–class teaching resources

In–class activities

ActiveLearn

Assessment practice

Download your free slice of teaching content at:
www.pearsonschools.co.uk/enterpriseres

You do not have to purchase paid–for resources in order to deliver this qualification

Get set for
assessment

In this section...

» Why the combination of internal and external assessment?

» How does assessment work?

» How does grading work?

» Your support for assessment

Why the combination of internal and external assessment?

The combination of internal and external assessment means your students will develop the knowledge, understanding and skills they need and then have the opportunity to put this learning into practice through real–life scenarios.

Internally assessed assignments

The focus is on your students developing their knowledge, understanding and skills.

Component 1 example assignment:

Learners will investigate two real different SMEs, e.g. a service provider or supplier of goods locally and a larger SME. Learners will consider the characteristics of the SMEs and their owners and the importance of these characteristics in achieving success.

Component 2 example assignment:

Learners will individually produce a plan for a micro enterprise activity having explored a range of ideas and considered their skills. They will then carry out a simple pitch of their developed plan and review feedback.

Externally assessed task

The focus is on your students putting their learning into practice through real–life scenarios.

Component 3 example task:

The external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete.

You can see an example SAM on our website, **quals.pearson.com/enterprisesam**

How does the assessment work?

Retaining the BTEC approach
Internal assessment

We've retained the well–established BTEC approach, adapted to fit the specific needs of this qualification. These assignments are set by your school assessment team, using guidance and examples provided by us. Students are given an assignment brief with a defined start date, completion date, and clear requirements for evidence needed. This assignment is then internally and externally verified.

✓ One re–submission

✓ One retake (with a new assignment)

Can my students resubmit?

There will be one opportunity to resubmit improved evidence, once approved with your Lead Internal Verifier.

? **Why do we use moderation?**

We have chosen to verify rather than moderate our assignments; this means you can receive feedback on individual students and understand and track their performance at every stage – avoiding any last minute surprises.

i **Want to know more?**

More detail on internal assignments is in section 5 of your specification.

quals.pearson.com/TAentspec

Task over tests
External assessment

We realise that BTEC students should be assessed in a way that suits vocational learning. That's why our new Tech Awards use task–based external assessments rather than traditional exam formats.

When can my students take the external assessment?

There is one externally assessed component (Component 3), designed to be synoptic (drawing together knowledge from the previous components). External assessment is available in February or May so you have flexibility to choose the option best suited for your learners.

Can my students resit?

Your students will have one opportunity to resit.

✓ One resit
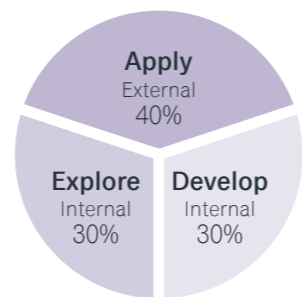
📅 External assessment can be taken in February or May.

i **Want to see an example task?**

See the sample assessment material (SAM) on our website.

quals.pearson.com/enterpriseSAM

How does the grading work?

Students achieve a grade for each component, which are allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.

Apply
External
40%

Explore
Internal
30%

Develop
Internal
30%

Internally assessed		Externally assessed	Final qualification grade
Explore – 30% (+)	Develop – 30% (+)	Apply – 40% (=)	
PASSED ⊘	**PASSED** ⊘	**PASSED** ⊘	

Example

29 Points	38 Points	38 Points	103 Points
Grade Level 2 – Merit	Grade Level 2 – Distinction	Grade Level 2 – Merit	Final Grade Level 2 – Merit

i For more information on internal and external grading see section 8 of the specification.

Full grading

Our qualification goes from Level 1 Pass to Level 2 Distinction* to ensure all students' achievements are recognised. Students need to achieve a L1 Pass or above in the three components to achieve the qualification.

Qualification grade point thresholds

Level 2 Distinction* · 114 points

Level 2 Distinction · 105 points

Level 2 Merit · 95 points

Level 2 Pass · 72 points

Level 1 Distinction · 58 points

Level 1 Merit · 44 points

Level 1 Pass · 30 points

i For more information on grading see section 8 of the specification.

Your support for assessment

Free support

You can download free sample material from our website, to help you with assessment:

- Authorised Assignment Briefs for the internally assessed components
- Sample Assessment Materials for the externally–assessed tasks
- Sample Marked Learner Work can help you understand the standards of each grade.
- Free access to myBTEC, an online toolkit for planning, teaching and assessing.

quals.pearson.com/TAenterprise

Free training

We will be running events to help you feel confident to teach and assess the BTEC Tech Award in Enterprise.

Keep an eye on our website for more info, coming soon.

quals.pearson.com/training

Paid for resources

We are also developing resources to support you, and help your students reach their full potential.

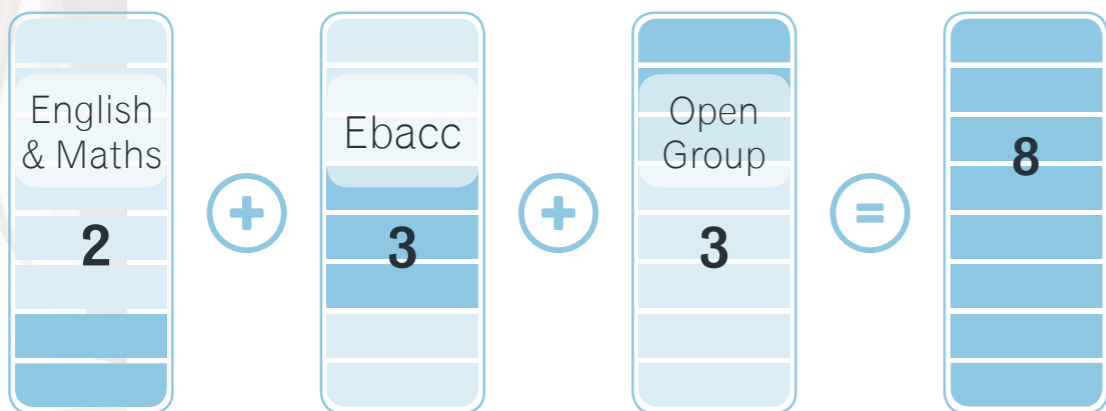Our Student Book and ActiveLearn will both include specific activities on preparing for assessment.

Recognising student achievement

In this section…

» How does the BTEC Tech Award fit into Progress 8?

» Where can a BTEC Tech Award take your students?

On the List

How does the BTEC Tech Award fit into Progress 8?

The BTEC Tech Award in Enterprise has been **included on the DfE List of qualifications** which will count towards performance tables in England and Northern Ireland (2020 results), meaning that it can be included in the third tier of Progress 8: the 'open' (non–EBacc) category.

English & Maths
2

+

Ebacc
3

+

Open Group
3

=

8

Once BTEC Tech Awards are included on the Key Stage 4 performance tables (2019 to 2022 results), your students can take up to 3 BTEC Tech Awards in the "Open Group" alongside their GCSEs.

Where can a BTEC Tech Award take your students?

What will my students gain from a BTEC Tech Award?

Practical, transferable skills

BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.
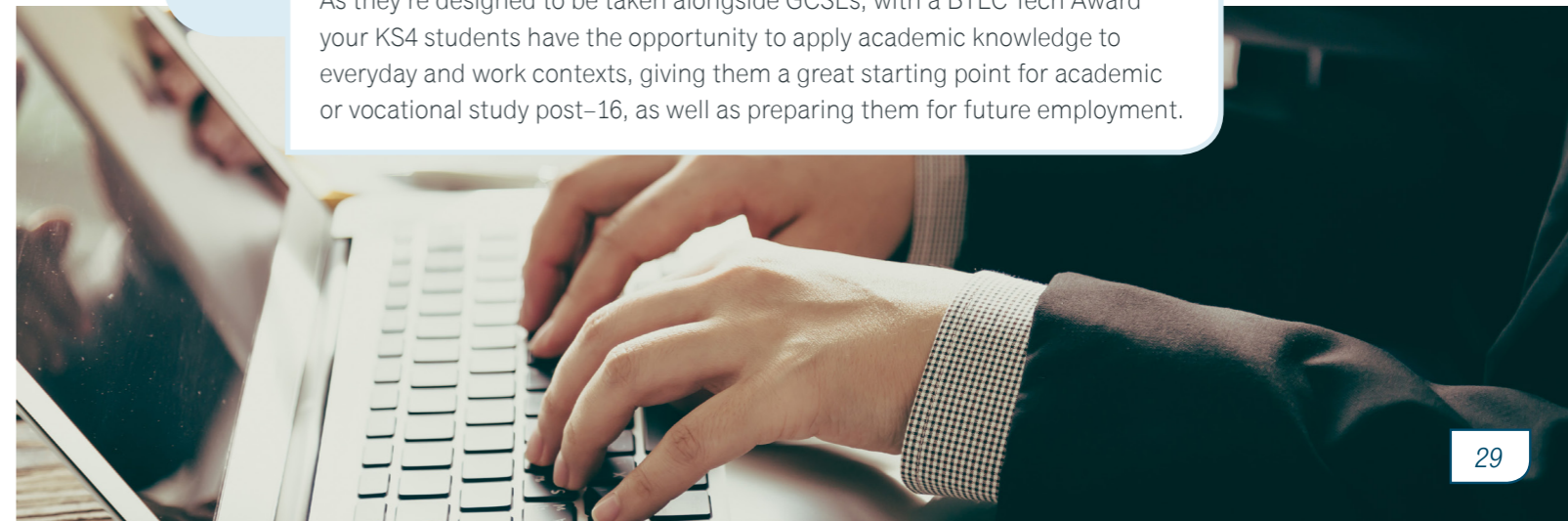
A taste of enterprise

The BTEC Tech Award is a practical introduction to life and work in Enterprise, so your students can develop their understanding of the sector and see whether it's an industry they'd like to be in.

A well–rounded foundation for further study

As they're designed to be taken alongside GCSEs, with a BTEC Tech Award your KS4 students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post–16, as well as preparing them for future employment.

Recognised by employers and universities

In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well–known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

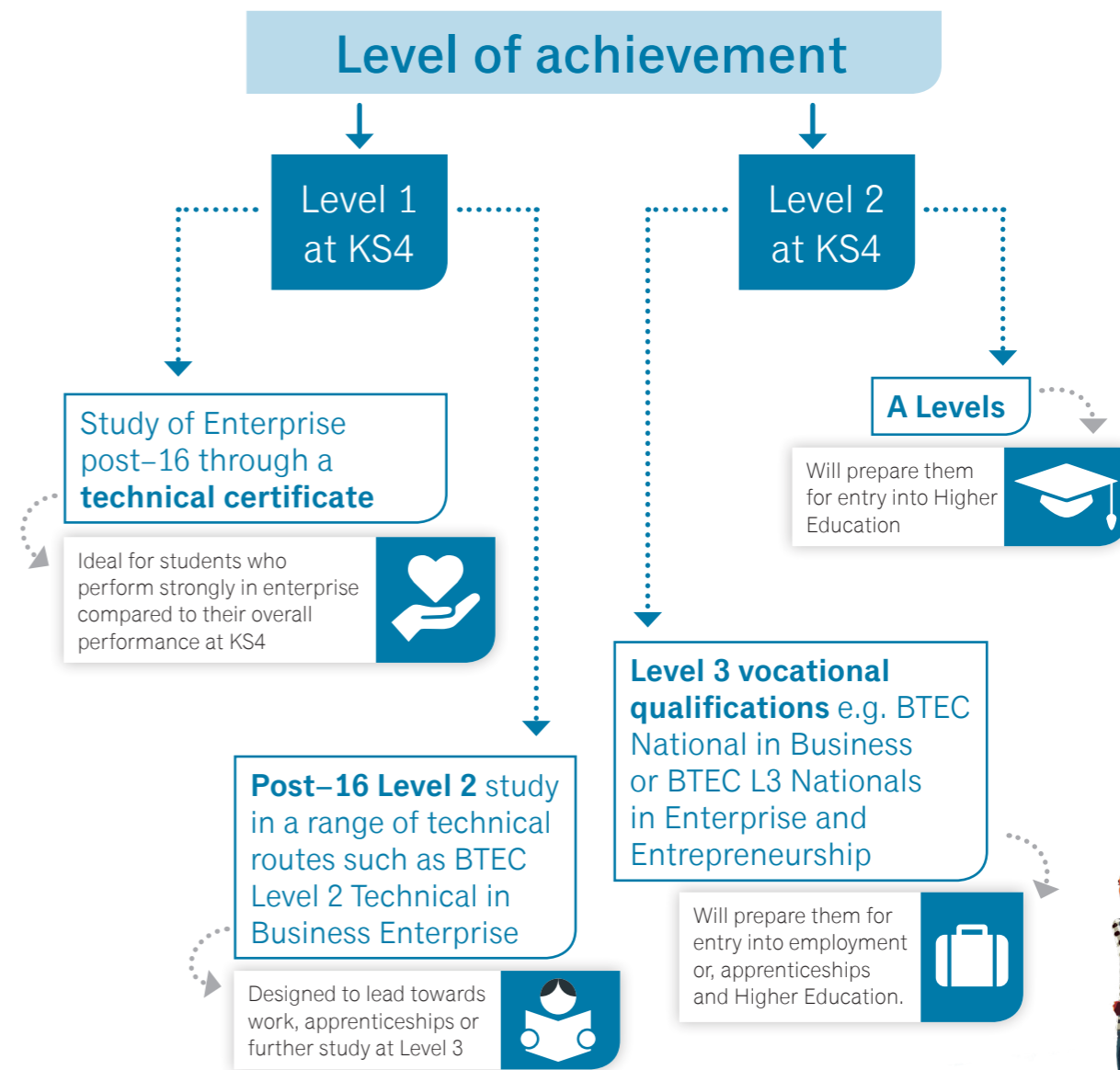## What are my students' options for progression after the course?

After completing their BTEC Tech Award, your students will be in a great position to continue in the enterprise sector. This qualification prepares students for both practical and academic routes.

There are nearly **5 million** businesses in the UK, employing around **14.4 million** people.

Entr**E**preneurship
General ma**N**agement
Pi**T**ch
Product manag**E**ment
Intrap**R**eneur
Self–em**P**loyment
Ma**R**keting
Bus**I**ness advisor
Univer**S**ity
Economist

Where can my students progress to?

Level of achievement

Level 1 at KS4

Level 2 at KS4

A Levels

Will prepare them for entry into Higher Education

Study of Enterprise post–16 through a **technical certificate**

Ideal for students who perform strongly in enterprise compared to their overall performance at KS4

Level 3 vocational qualifications e.g. BTEC National in Business or BTEC L3 Nationals in Enterprise and Entrepreneurship

Post–16 Level 2 study in a range of technical routes such as BTEC Level 2 Technical in Business Enterprise

Will prepare them for entry into employment or, apprenticeships and Higher Education.

Designed to lead towards work, apprenticeships or further study at Level 3

Your next steps

If you like what you see, and are interested in the BTEC Tech Award in Enterprise, then:

Download your specification for a more detailed look at the course

quals.pearson.com/entTAspec

Get in touch with your Subject Advisor, with any queries.

✉ support.pearson.com/uk/s/qualification-contactus

🐦 @PearsonEconBus

📞 0333 016 5450

Tell us you're teaching this qualification to receive the latest updates

quals.pearson.com/TAsignup

The skills to succeed – the confidence to progress