

BTEC Level 2 Technical Certificate in Business Enterprise: sample delivery plan

Introduction

This document is aimed at supporting tutors and those delivering BTEC L2 Technical qualifications from September 2017. Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced two sample delivery plans showing how the BTEC Level 2 Technical Certificate in Business Enterprise could be delivered over 6 or 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

Overview of course delivery and assessment

The **BTEC Level 2 Technical Certificate in Business Enterprise** has 240 GLH and the TQT (total qualification time) is 320 hours. It consists of four mandatory units.

Involving employers in the assessment/delivery

Employer involvement in the delivery and/or assessment of technical qualifications is essential. You will need to provide evidence of how you have provided opportunities for all your learners to undertake meaningful activity involving employers. 'Meaningful activity' could include:

- Structured work experience or work placements, in particular Units 2, 3 and 4 where learners could have a placement in a local business or shadowing a small business bank manager in their local branch. There is also the opportunity for support from local business staff as mentors throughout the qualification and to support the development of the business plan in Unit 4.
- Projects, exercises, tasks or assessments set with input from industry practitioners. This could involve professional market researchers to support the market research aspects of Unit 2; and professional marketing personnel to give support on different forms of promotion – particularly those more available to smaller businesses for Unit 3.
- Units delivered or co-delivered by an industry practitioner, e.g. masterclasses or guest lectures, who has used enterprise skills to develop new start-ups or revise existing businesses in Units 2 and 3; financial analysts, i.e. those working in banking finance to support delivery of the financial elements of Unit 3.
- Industry practitioners operating as expert witnesses, contributing to the assessment of a learner's work. A panel, including at least one local business owner or potential sponsor to listen to and critique learner pitches in Unit 4.
- Visits to local businesses to understand the importance of the four Ps for Unit 2.

For this qualification, employer involvement should be from appropriate individuals working in small business banking, accountants, advertising/marketing agencies, small business owners or business advisers – in particular, centres are encouraged to make contact with local

businesses. Building strong links with these individuals will be integral to the integration of meaningful employer involvement within units. The qualification specification should be referred to for details of suggested employer involvement in each unit. The following units contain suggestions for employer involvement, either in the delivery or assessment:

- 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

Which units are externally assessed?

Unit 1 is externally assessed. Assessment for this takes the form of an onscreen test, available on demand, with the first assessment in January 2018.

Internally assessed units

Units 2, 3 and 4 are assessed through assignments set and marked by the centre. The assessment allows learners to apply and 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*'.

Unit 4 provides the main synoptic assessment for this qualification. It is designed to take place towards the end of the programme and draws upon the learning throughout. The assessment for this unit takes the form of a practical project and demonstration of learner knowledge and skills, as well as knowledge gained from Units 1 to 3 in an integrated way. This approach 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, in order to develop a business plan and to present it. In delivering the unit, you will need to encourage learners to draw upon their wider learning, so that they are prepared for the assessment.

Induction

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units; how to use an assignment brief; importance of command words; how to work to meet deadlines; consequences of not meeting deadlines; how to reference work; and the importance of evidence being valid, authentic and produced independently when submitted for assessment. Centre policies on malpractice and plagiarism should be explained.

This document focuses on providing key dates to plan around and examples of how your course delivery could be structured, set out in the sections below:

Section 1: Sample delivery plan – 12-month model

- A chart setting out key deliverables over a 12-month period (2 semesters)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Section 2: Sample delivery plan: 6-month model

- A chart setting out key deliverables over a 6-month period (1 semester with 2 x 12-week teaching blocks)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Further support can be found within the relevant specification on our website:

(<http://qualifications.pearson.com/content/dam/pdf/BTEC%20Technical/business-enterprise/2017/Specification-and-sample-assessments/BTEC-Level-2-Technical-Certificate-in-Enterprise.pdf>)

Section 1: Sample 12-month delivery plan

This plan shows how you could deliver the teaching and learning over two semesters (12 months). It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	SEMESTER 1		SEMESTER 2		TOTAL HOURS (GLH IN CLASSROOM)
	Unit No.	Classroom hours	Unit No.	Classroom hours	
	2	60	3	60	120
	1	60	4	60	120
	Total hours (GL and non-GL)	GL: 120 Non-GL: 40	Total hours (GL and non-GL)	GL: 120 Non-GL: 40	
TOTAL HOURS PER SEMESTER		160		160	
PER WEEK (18-week semester)		8.8 (incl. non-GL)		8.8 (incl. non-GL)	

Week-by-week breakdown over 12 months

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

SEMESTER 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 2	IND	LA A1	LA A2	LA A3	LA A4	LA A5	SA	SA	LA B1
Unit 1	IND	LA A1	LA A2	LA A3	R	LA B1	LA B2	R	LA C1

SEMESTER 1 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit 2	LA B2	LA C1	LA C1	LA C2	LA C2	LA C3	SA	SA	SA
Unit 1	LA C2	LA C3	R	LA D1	LA D2	LA D3	R	R	EXT

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

SEMESTER 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 3	IND	LA A1	LA A1	LA A2	LA B1	LA B2	LA B2	LA B3	SA
Unit 4	IND	LA A1	LA A1	LA A2	LA A2	SA	SA	LA B1	LA B1

SEMESTER 2 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit 3	SA	SA	LA C1	LA C1	LA C2	LA C2	SA	SA	SA
Unit 4	LA B2	LA B2	LA B2	SA	SA	LA C1	LA C1	SA	SA

Sample 12-month plan – Rationale

General assumptions that have been made are as follows:

- Most delivery centres for this post-16 qualification deliver qualifications over a 36-week academic year, with the year separated into two semesters.
- Semester 2 includes an induction week (for those centres who are intending to operate with a twice yearly intake).

Suggested Units for Semester 1 delivery: Units 2 and 1

You should consider delivering Units 1 and 2 in Semester 1, as Unit 2 provides critical underpinning knowledge for Unit 1 (as well as Units 3 and 4). Studying Unit 1 (the externally assessed unit) towards the start of the programme ensures that the concepts can be reinforced through activities in other units, embedding the learning but still allowing time for learners to sit the assessment twice if necessary.

Unit 2 must be delivered prior to Unit 3, as learners will need to decide what their enterprise idea will be and its suitability. They will then go on to consider the promotion and financing for their enterprise idea in Unit 3 and, finally, will plan and consider how to pitch their enterprise idea in Unit 4. Therefore, the order of internally assessed units (2, 3 and 4) follows this sequence. There are however overlaps of unit content with Units 2, 3 and 4 within Unit 1. The reason for Unit 1 being delivered and assessed in the first year is that there is appropriate time for a resit opportunity if necessary. However, it is up to the discretion of the centre, and they may decide to deliver Units 2 and 3 first, followed by Units 1 and 4.

Delivering Unit 2:

- Straightforward delivery in line with, and in order of, the specification content.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.
- Assessment time has been given as per the suggested assessment evidence in the unit specification. Therefore, after learning aim A, assignment brief has been scheduled, and then after an assignment brief learning aims B and C are covered.
- Learning aim C (C1, C2 and C3) has been given slightly more time than learning aims A and B as appropriate market research and data presentation needs to be undertaken.

Delivering Unit 1:

- The suggested approach for this unit is to work through the content in the order it appears in the specification.
- On completion of each learning outcome, a revision week has been mapped to enable learners to revise the topic before moving onto the next.
- An additional revision session for the whole unit has been included prior to external assessment.
- Learning aim D (D3) has been given slightly more time than other elements of the unit content, due to the amount of financial planning to be covered in preparation for the external assessment.

Suggested Units for Semester 2 delivery: Units 3 and 4

Units 3 and 4 are recommended for Semester 2, so that learners have already had time to explore their enterprise ideas and consolidate their knowledge, in preparation for the financial planning and pitching their ideas. This will also enable learners to use all of their marketing and financial knowledge as part of their Unit 4 development and final assessment.

Delivering Unit 3:

- Straightforward delivery in line with, and in order of, the specification content.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.
- Assessment time has been given as per the suggested assessment evidence in the unit specification. Therefore, after the assignment brief, learning aims A and B are covered, and then after an assignment brief learning aim C is covered.
- Learning aim A (A1) has been given slightly more time than other elements of the unit content, as there are an extensive number of promotional methods to be covered.
- Learning aim B (B3) and learning aim C (C1) have been given slightly more time than other elements of the unit content, as learners are required to produce a promotional plan and a financial plan.

Delivering Unit 4:

- Straightforward delivery in line with, and in order of, the specification content.
- Learning aim B has been given three weeks in total. This is for the pitching of the business idea to an audience. This allows the centre time to organise potential investors at different points for all learners.
- Assessment time has been given as per the suggested assessment evidence in the unit specification. Therefore after the assignment brief covering learning aim A, then learning aim B and then learning aim C.
- Learning aim A (A1 and A2) have been given slightly more time than other elements of the unit content, as learners need to prepare their business plan.
- Learning aim B (B2) has been given slightly more time than other elements of learning aims B and C, as learners need to deliver their pitches to potential investors. This could be a timely exercise, and so this allows for flexibility for centres to arrange convenient times for their guests to be able to attend.

Section 2: Sample 6-month delivery plan

This plan shows how you could deliver the teaching, learning and assessment over one semester consisting of two 12-week blocks. This is to allow you to possibly accommodate learners who may have begun other programmes but who have decided to change midway through the year. As a 24-week programme, this could be started after Christmas and complete in the summer in time to progress to level 3 at the start of the following academic year.

It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	BLOCK 1: Weeks 1–12		BLOCK 2: Weeks 13–24		TOTAL HOURS (GLH IN CLASSROOM)
	Unit No.	Classroom hours	Unit No.	Classroom hours	
	2	60	3	60	120
	1	60	4	60	120
	Total hours (GL and non-GL)	GL: 120 Non-GL: 40	Total hours (GL and non-GL)	GL: 120 Non-GL: 40	
TOTAL HOURS PER TEACHING BLOCK		160		160	
PER WEEK (12-week block)		13.3		13.3	

Week-by-week breakdown over 6 months

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

BLOCK 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 2	IND	LA A1 LA A2	LA A3 LA A4	LA A5 SA	SA	LA B1 LA B2	LA C1	LA C2	LA C3	SA	SA	SA
Unit 1	IND	LA A1 LA A2	LA A3 R	R LA B1	LA B2 R	LA C1 LA C2	LA C3 R	LA D1 LA D2	LA D3	R	R	EXT

BLOCK 2

	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 3	LA A1	LA A1	LA A2	LA B1	LA B2	LA B3	LA B3	SA	LA C1	LA C1	LA C2	SA
Unit 4	LA A1	LA A1	LA A2	LA A2	SA	LA B1	LA B2	LA B2	SA	SA	LA C1	SA

Sample 6-month plan – Rationale

General assumptions that have been made are as follows:

- Centres may be seeking to start programmes later in the year and run them over a shorter period, in order to accommodate learners leaving other programmes around Christmas (prior to the ILR and therefore in time to start something new in January).
- No induction week has been included in the second block.

Suggested Units for Block 1 delivery: Units 2 and 1

You should still consider delivering Units 2 and 1 in Block 1 (for rationale – see 12-month plan). As there are more hours per week recommended for this shorter programme, some weeks contain more than one learning outcome.

Delivering Unit 2:

- Straightforward delivery in line with, and in order of, the specification content.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.
- Assessment time has been given as per the suggested assessment evidence in the unit specification. Therefore, after learning aim A assignment brief, and then after an assignment brief covering learning aims B and C.
- Learning aim C (C1, C2 and C3) has been given slightly more time than learning aims A and B, as appropriate market research and data presentation needs to be undertaken.

Delivering Unit 1:

- The suggested approach for this unit is to work through the content in the order it appears in the specification.
- On completion of each learning outcome, at least one week of revision has been mapped out, in order to enable learners to revise the topic before moving onto the next.
- An additional revision session for the whole unit has been included prior to external assessment.

- Learning aim D (D3) has been given slightly more time than other elements of the unit content, due to the amount of financial planning to be covered in preparation for the external assessment.

Suggested Units for Block 2 delivery: Units 3 and 4

Units 3 and 4 are also recommended for the second block (for rationale – see 12-month plan).

Delivering Unit 3:

- Straightforward delivery in line with, and in order of, the specification content.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.
- Learning aim A (A1) has been given slightly more time than other elements of the unit content in learning aim A, as there are an extensive number of promotional methods to be covered.
- Learning aim B (B3) and C (C1) have been given slightly more time than other elements of the unit content, as learners need to produce a promotional plan and a financial plan.

Delivering Unit 4:

- Straightforward delivery in line with, and in order of, the specification content.
- Assessment has been mapped, with time allowed for research as well as for developing the assignment evidence.
- Learning aim A (A1 and A2) have been given slightly more time than other elements of the unit content, as learners need to prepare their business plan.
- Learning aim B (B2) has been given slightly more time than other elements of learning aims B and C, as learners need to deliver their pitches to potential investors. This could be a timely exercise and this allows for flexibility for centres to arrange convenient times for their guests to be able to attend.