

# Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship

## Specification

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*First teaching from September 2016*

*First certification from 2017*

Issue 5





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First teaching September 2016  
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### **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and 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 study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Enterprise and Entrepreneurship will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, 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 higher education providers that have worked with us include:

*Peter Jones Foundation*

*Footwork First*

*Lloyds Bank*

*RPMC*

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

### Summary of Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship specification Issue 4 and 5 changes

Summary of changes made between previous issues and this current issue	Page number
Inclusion of Near Pass grade information for External assessments. Inclusion of text to further clarify Synoptic assessment	Throughout
Wording has been added to the Qualification and unit content section to clarify that references in units to regulation, legislation, policies and regulatory/standards organisations can be adapted and updated to reflect changes and variations within the UK.	Page 6
The wording under the synoptic assessment section has been revised to reference synoptic assessment tasks within units.	Page 7
A sentence has been added to the External assessment summary table to clarify the percentage of external assessment within the qualification.	Page 12
Wording has been revised to reference the specific synoptic assessment task/s within units that have been identified for this qualification.	Page 12
Wording has been revised in the Links to other units section in Unit 2.	Page 32
Unit 3 content for B3 and B4 updated (Office of Fair Trading and money advice service deleted).	Page 37
Example tables in Section 9 have been updated to reflect the Near Pass grade.	Section 9

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

# Contents

<b>Introduction to BTEC National qualifications for the enterprise and entrepreneurship sector</b>	<b>1</b>
Total Qualification Time	2
Qualifications, sizes and purposes at a glance	3
Structures of the qualifications at a glance	5
Qualification and unit content	6
Assessment	6
Grading for units and qualifications	8
UCAS Tariff points	8
<b>1 Qualification purpose</b>	<b>9</b>
<b>2 Structure</b>	<b>11</b>
<b>3 Units</b>	<b>13</b>
Understanding your units	13
Index of units	17
<b>4 Planning your programme</b>	<b>61</b>
<b>5 Assessment structure and external assessment</b>	<b>63</b>
Introduction	63
Internal assessment	63
External assessment	63
<b>6 Internal assessment</b>	<b>65</b>
Principles of internal assessment	65
Setting effective assignments	67
Making valid assessment decisions	69
Planning and record keeping	71
<b>7 Administrative arrangements</b>	<b>72</b>
Introduction	72
Learner registration and entry	72
Access to assessment	72
Administrative arrangements for internal assessment	73
Administrative arrangements for external assessment	74
Dealing with malpractice in assessment	76
Certification and results	78
Additional documents to support centre administration	78
<b>8 Quality assurance</b>	<b>79</b>
<b>9 Understanding the qualification grade</b>	<b>80</b>
<b>10 Resources and support</b>	<b>84</b>
Support for setting up your course and preparing to teach	84
Support for teaching and learning	85
Support for assessment	85
Training and support from Pearson	86
<b>Appendix 1 Links to industry standards</b>	<b>87</b>
<b>Appendix 2 Glossary of terms used for internally-assessed units</b>	<b>88</b>



# Introduction to BTEC National qualifications for the enterprise and entrepreneurship sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Enterprise and Entrepreneurship qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the Enterprise and Entrepreneurship sector these qualifications are

Pearson BTEC Level 3 National Certificate in Enterprise and Entrepreneurship (180 GLH)  
601/7413/4

Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship (360 GLH)  
601/7414/6

Pearson BTEC Level 3 National Foundation Diploma in Enterprise and Entrepreneurship (510 GLH)  
603/0301/3

Pearson BTEC Level 3 National Diploma in Enterprise and Entrepreneurship (720 GLH) 601/7528/X

Pearson BTEC Level 3 National Extended Diploma in Enterprise and Entrepreneurship (1080 GLH)  
603/0303/7.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

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 teachers 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 teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Certificate in Enterprise and Entrepreneurship</b>	180 GLH (240 TQT) Equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (50%).	The Certificate offers an introduction to a vocational sector through applied learning.  It supports progression to higher education as part of a programme of study that includes other vocational or general qualifications, for learners for whom an element of enterprise and entrepreneurship would be complementary.
<b>Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship</b>	360 GLH (480 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	The Extended Certificate is for learners who are interested in learning about enterprise and entrepreneurship alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in enterprise-related subjects.  It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Enterprise and Entrepreneurship</b>	510 GLH (690 TQT) Equivalent in size to 1.5 A Levels. 6 units of which 4 are mandatory and 2 are external. Mandatory content (76%). External assessment (41%).	The Foundation Diploma is designed as a one-year, full-time course covering the fundamentals of enterprise and entrepreneurship. It supports either progression to an apprenticeship in the enterprise and entrepreneurship sector or to a further year of study at Level 3. It would support progression to higher education if taken as part of a programme of study that included other BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Diploma in Enterprise and Entrepreneurship</b>	720 GLH (970 TQT) Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%) External assessment (46%).	The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study.  This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in enterprise and entrepreneurship areas before entering employment.  The additional qualification(s) studies allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject.  This qualification can also be used to progress to Higher Apprenticeships.

Title	Size and structure	Summary purpose
<b>Pearson BTEC National Extended Diploma in Enterprise and Entrepreneurship</b>	1080 GLH (1410 TQT) Equivalent in size to three A Levels. 12 units of which 8 are Mandatory and 4 are external. Mandatory content (78%) External assessment (42%).	The Extended Diploma is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress directly to higher education at degree level, or to employment in enterprise and entrepreneurship. Progress could be either directly to employment in Level 3 job roles or via higher education courses.

*Learners must not register on the BTEC Level 3 Nationals in Enterprise and Entrepreneurship at the same time as the BTEC Level 3 Nationals in Business, due to the overlap of content and assessment.*

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Enterprise and Entrepreneurship is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

	Unit assessed externally	M	Mandatory units	O	Optional units
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Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Enterprise and Entrepreneurs	90	M	M	M	M	M
2 Developing a Marketing Campaign	90	M	M	M	M	M
3 Personal and Business Finance	120		M	M	M	M
4 Launch and Run an Enterprise	90			M	M	M
5 Survival and Growth	90				M	M
6 Business Decision Making	120				M	M
7 Social Enterprise	60		O	O	O	O
8 Enterprise and Intrapreneurship in Practice	60		O	O	O	O
9 Innovation and Enterprises	60			O	O	O
10 Recruitment and Selection Process	60					O
11 Marketing Communications	60					O
12 Principles of Management	120					M
13 Developing an Enterprise Strategy	120					M

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals 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 vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. In particular units may include reference to regulation, legislation, policies and regulatory/standards organisations. This is designed to provide guidance on breadth and depth of coverage and may be adjusted to update content and to reflect variations within the UK.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Enterprise and Entrepreneurship suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate tools/processes etc.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* 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.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC Level 3 National Certificate in Enterprise is intended as an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, in the enterprise sector. The qualification is equivalent in size to one A Level and aims to provide a coherent introduction to study of the enterprise sector.

### What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the enterprise sector.

Learners taking this qualification will study three mandatory units covering the following areas:

- Enterprise and Entrepreneurs
- Personal and Business Finance
- Developing a Marketing Campaign

The two optional units available enable learners to decide which one complements their study programme best. Learners can use these to support choices in progression to courses in higher education. They cover units such as:

- Entrepreneurship and Intrapreneurship in Practice
- Social enterprise

In the mandatory and optional units there are opportunities for learners to complete work placement and employment related activities. In addition to the enterprise sector specific content, the requirements of the qualification will mean the student develops the transferable skills which are highly regarded by higher education providers and employers.

### What could this qualification lead to?

Learners who have completed this qualification in a year may progress to further learning at Level 3, for example to a larger size BTEC National in the enterprise sector.

When studied with other qualifications in the study programme, learners can progress into higher education on combined courses.

Learners should always check the entry requirements for degree programmes with the specific higher education providers.

Learners could also progress to Higher Apprenticeships in areas such as business administration, marketing, accounting, sales or enterprise. The qualification will also give learners the skills to enter the self-employed market.

### **How does the qualification provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- self-management
- creative development
- preparation for assessment methods used in degrees.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship

##### Mandatory units

There are three mandatory units that learners must complete, one internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

##### Optional units

Learners must complete one optional unit.

Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Enterprise and Entrepreneurs	90	Mandatory	Internal
2	Developing a Marketing Campaign	90	Mandatory and Synoptic	External
3	Personal and Business Finance	120	Mandatory	External
<b>Optional units – learners complete 1 unit</b>				
7	Social Enterprise	60	Optional	Internal
8	Entrepreneurship and Intrapreneurship in Practice	60	Optional	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 58% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 2: Developing a Marketing Campaign</b>	<ul style="list-style-type: none"><li>• A task set and marked by Pearson and completed under supervised conditions.</li><li>• Learners will be given a context two weeks before a supervised assessment period to carry out research.</li><li>• The supervised assessment period is undertaken in a single session of three hours.</li><li>• Submission completed using a computer.</li><li>• 70 marks.</li></ul>	<b>Dec/Jan and May/June</b> <b>First assessment May/June 2017</b>
<b>Unit 3: Personal and Business Finance</b>	<ul style="list-style-type: none"><li>• Written examination set by Pearson</li><li>• 2 hours</li><li>• 100 marks</li></ul>	<b>Jan and May/June</b> <b>First assessment May/June 2017</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 2: Developing a Marketing Campaign* learners will complete activities which consolidate knowledge, understanding and skills to enable them to interpret information and data to formulate a rationale and a plan for a marketing campaign. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

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

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4* for more information.

## 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 teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 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.
<b>Unit in brief</b>	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.
<b>Unit introduction</b>	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.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	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
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>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.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>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.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 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.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	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.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	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.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	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.



## Index of units

This section contains all the units developed for this qualification. Please refer to *page 4* to check which units are available in all qualifications in the enterprise and entrepreneurship sector.

Unit 1:	Enterprise and Entrepreneurs	19
Unit 2:	Developing a Marketing Campaign	27
Unit 3:	Personal and Business Finance	33
Unit 7:	Social Enterprise	45
Unit 8:	Entrepreneurship and Intrapreneurship in Practice	53



# Unit 1: Enterprise and Entrepreneurs

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

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## Unit in brief

Learners study enterprise and the mindset of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise.

## Unit introduction

Enterprise is important because it is the creation of new ventures that drive the economy, employment, growth and innovation across the UK. Entrepreneurs are those who take that first brave step, identify an opportunity and start their own enterprise. They have a clear vision and the determination to put their ideas into practice. We can all name a famous entrepreneur, but what is it that makes them so successful? What are the personal skills, qualities and characteristics that make them unique? Which attributes do they have that allow them to plan and run their enterprise?

In this unit, you will gain an overview of the importance of both enterprise and entrepreneurs to the local and national economy. You will explore their creativity and mindset as you look at real-life enterprise and entrepreneurs, and investigate the skills required to be successful. You will also look at the risks, opportunities and constraints faced by entrepreneurs in setting up their venture, assess the feasibility of a range of potential enterprise opportunities and then develop and present one idea for a local enterprise.

This unit will help you progress to employment by helping to develop key employability skills, or to vocational training, higher apprenticeships or higher education by developing relevant knowledge and understanding.

## Learning aims

In this unit you will:

- A** Explore the nature of enterprise
- B** Investigate the motivations for entrepreneurship
- C** Examine the opportunities and constraints for enterprises and entrepreneurs
- D** Examine the entrepreneurial skills required to launch an enterprise.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the nature of enterprise	<b>A1</b> Enterprise and entrepreneurship <b>A2</b> Mindset of the entrepreneur	A written report on a successful enterprise and its entrepreneur, considering the mindset of the entrepreneur, the opportunities and risks taken, the motivation for the venture and its importance to the economy.
<b>B</b> Investigate the motivations for entrepreneurship	<b>B1</b> The role of motivation when starting a new venture <b>B2</b> Barriers to setting up a venture <b>B3</b> Importance of entrepreneurs to the economy	
<b>C</b> Examine the opportunities and constraints for enterprises and entrepreneurs	<b>C1</b> Sources of internal and external finance <b>C2</b> Government support and non-governmental support <b>C3</b> Competition and competitive advantage <b>C4</b> External influences	A presentation for a potential enterprise opportunity, considering why it is viable, the challenges that could affect that start-up together with a consideration of the entrepreneurial skills required for the start-up.
<b>D</b> Examine the entrepreneurial skills required to launch an enterprise	<b>D1</b> Entrepreneurial skills <b>D2</b> Assess potential enterprise opportunities <b>D3</b> Develop the idea	

## Content

### Learning aim A: Explore the nature of enterprise

#### A1 Enterprise and entrepreneurship

- Enterprise is the process of using creativity and innovation to meet customers' needs and aspirations by:
  - creating products and services and identifying a market for them
  - identifying gaps in the market for existing products and services
  - identifying and addressing the risks facing an enterprise to increase the likelihood of success, to include:
    - strategic, e.g. a competitor coming on to the market
    - compliance, e.g. the introduction of new health and safety legislation
    - financial, e.g. non-payment by a customer or increased interest charges on a business loan
    - operational, e.g. the breakdown or theft of key equipment
    - using enterprise skills and capabilities, including problem solving
    - using new technologies and techniques.
- Entrepreneurship is the capacity and willingness to:
  - develop, organise and manage a new venture
  - anticipate risks and uncertainty in order to make a profit.
- Types of enterprise – start-up, lifestyle, social enterprise, franchise.
- Legal formats for enterprise – sole trader, partnership, limited partnership, private limited company (LTD), public limited company (PLC).

#### A2 Mindset of the entrepreneur

- This includes – creativity, confidence, positivity, passion, motivation, initiative, self-belief, discipline, drive, adaptability and flexibility, intuitiveness, persuasion, imagination, desire to succeed and grow, vision, capacity to inspire, focus.

### Learning aim B: Investigate the motivations for entrepreneurship

#### B1 The role of motivation when starting a new venture

- Autonomy and better work – seeking freedom, flexibility and better work opportunities.
- Challenge and opportunity – seeking personal challenge, fulfilling a vision, opportunities to use existing skill(s) and enhance personal reputation/fame.
- Financial motives – financial security, larger income and wealth.
- Family and legacy – seeking to continue or create a family business.

#### B2 Barriers to setting up a venture

- Viability – ability to sell products/services to customers.
- Regular cash flow.
- Raising finance.
- Lack of skills or experience.
- Lack of financial management skills.
- Keeping up to date and complying with regulations.

#### B3 Importance of entrepreneurs to the economy

- Generating economic wealth by increasing the national income.
- Providing jobs.
- Bringing about social change, creating the solutions that can improve the standard of living for the inhabitants of a country.
- Replacing older, inefficient technologies with evolved, advanced systems.

## **Learning aim C: Examine the opportunities and constraints for enterprises and entrepreneurs**

### **C1 Sources of internal and external finance**

- Own funds/stakeholders – family and friends or business partners.
- Equity funding – business angels, crowdfunding, venture capital, share capital, peer-to-peer lending, bank, private sector investment.
- Government funding – grants, allowances and start-up loans.

### **C2 Government support and non-governmental support**

- Enterprising libraries – using the public libraries network to reach into communities to provide coaching, advice, meeting spaces and IT support to people interested in developing a business proposal and bringing it to market.
- Local Enterprise Partnerships (LEPs) – partnerships between local authorities and businesses that decide the priorities for investment in roads, buildings and facilities in the area.
- Enterprise Zones (EZs) – geographically defined areas, hosted by LEPs, in which commercial and industrial businesses can receive incentives to set up or expand.

### **C3 Competition and competitive advantage**

- Competition – an organisation in the same industry (or a similar industry) which offers a similar product or service. The presence of one or more competitors can reduce the prices of goods and services as the organisations attempt to gain a larger market share. Competition also requires organisations to become more efficient in order to reduce costs.
- Competitive advantage – superiority gained by an organisation through providing the same value as its competitors at a lower price, or through charging higher prices by providing greater value through differentiation and through the use of tangible and intangible resources.

### **C4 External influences**

- Outline of – financial, legal, stakeholders (customers, government, shareholders, community), economic climate, technological, political, social.

## **Learning aim D: Examine the entrepreneurial skills required to launch an enterprise**

### **D1 Entrepreneurial skills**

- Ability to think strategically.
- Possess clear communication and interpersonal skills to negotiate successfully and deal with stakeholders.
- Deal with all aspects of running an enterprise, such as finance, legal aspects, marketing and production.

### **D2 Assess potential enterprise opportunities**

- Ability to identify viability of potential ideas.
- Consider the risk and opportunity attached to each idea.
- Identify the barriers to the opportunity.

### **D3 Develop the idea**

- Define what the enterprise will be and what its function and purpose are.
- Identify target market and competition.
- Decide on brand and how distinctiveness will be achieved.
- Understand how to protect the idea.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the nature of enterprise</b>		
<p><b>A.P1</b> Explain why a chosen entrepreneur and their enterprise(s) has been successful.</p> <p><b>A.P2</b> Explain, using examples, why it is important for entrepreneurs to consider the risks facing an enterprise.</p>	<p><b>A.M1</b> Analyse how the skills and attributes of a chosen entrepreneur, and their attitude to risk, has contributed to the success of their enterprise.</p>	
<b>Learning aim B: Investigate the motivations for entrepreneurship</b>		
<p><b>B.P3</b> Explore the motivation of a specific entrepreneur for launching an enterprise.</p> <p><b>B.P4</b> Discuss how a specific entrepreneur overcame barriers when setting up their enterprise.</p>	<p><b>B.M2</b> Assess the importance of a specific entrepreneur's enterprise to the economy.</p>	
<b>Learning aim C: Examine the opportunities and constraints for enterprises and entrepreneurs</b>		
<p><b>C.P5</b> Investigate the sources of finance for a specific enterprise opportunity.</p> <p><b>C.P6</b> Investigate the support available for setting up a specific enterprise.</p>	<p><b>C.M3</b> Assess the competition and external factors to be considered in setting up a specific enterprise.</p>	
<b>Learning aim D: Examine the entrepreneurial skills required to launch an enterprise</b>		
<p><b>D.P7</b> Explain the skills needed to run an enterprise.</p> <p><b>D.P8</b> Outline why an entrepreneur should consider the viability of an idea.</p>	<p><b>D.M4</b> Assess the importance of understanding the opportunities and challenges for enterprise ideas.</p>	<p><b>A.D1</b> Evaluate the importance of the skills and mindset of the entrepreneur to the success of their enterprise.</p> <p><b>B.D2</b> Evaluate the motivation of a specific entrepreneur for setting up their enterprise, and its importance to the economy.</p> <p><b>C.D3</b> Evaluate the opportunities and constraints faced in setting up a specific enterprise.</p> <p><b>D.D4</b> Justify why an enterprise venture will be successful, evaluating the challenges it will face.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, C.D3, D.D4)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit, but centres must provide learners with access to information on a range of businesses, including local, national and international.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners will produce a comprehensive report on an entrepreneur and their enterprise(s). Their presentation will be professional, logically structured, use the correct business and financial terminology and contain high-quality written language. It will include motivation, barriers and an evaluation of the impact on the economy. Learners will evaluate the mindset of the entrepreneur and the way in which they have weighed up risks versus opportunities, coming to a justified conclusion supported by relevant evidence. It will be suitable for the given audience.

**For merit standard**, learners will carry out research on an entrepreneur and an enterprise and prepare a report on an enterprise and entrepreneur. Their report will be structured, use good business and financial terminology and contain quality written language. It will be suitable for the given audience.

**For pass standard**, learners will carry out research on an entrepreneur and an enterprise and prepare a report that shows an understanding that enterprise has risks as well as benefits. Their report will be structured, using some business and financial terminology and containing quality written language. It will be suitable for the given audience.

#### Learning aims C and D

**For distinction standard**, learners will produce a suitable presentation on the opportunities and constraints facing the launch of a new proposed enterprise. Their presentation will be professional, logically structured, use the correct business and financial terminology and contain high-quality written language. It will be supported by speaker notes. Learners will be able to weigh up opportunities versus constraints, coming to a justified conclusion supported by relevant evidence. It will be suitable for the given audience. In addition, learners will produce a comprehensive development plan for their entrepreneurial skills, having undertaken a skills audit.

**For merit standard**, learners will prepare a suitable presentation with speaker notes that shows an understanding of the opportunities and constraints for a new local enterprise. The report will be well-structured, use business terminology and contain quality written language. It will be suitable for the given audience. In addition, learners will produce a clear development plan for their entrepreneurial skills, having undertaken a skills audit.

**For pass standard**, learners will prepare a presentation that shows an understanding of the opportunities and constraints for a new local enterprise. The report will be structured, use some business terminology and contain quality written language. It will be suitable for the given audience. In addition, learners will produce a development plan for their entrepreneurial skills, having undertaken a skills audit.

## Links to other units

This unit links to all other units in the programme. As an introductory unit, it is fundamental to and supports all other units in the programme.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities to do so.

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

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

# Unit 2: Developing a Marketing Campaign

Level: **3**

Unit type: **External**

Guided learning hours: **90**

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## Unit in brief

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.

## Unit introduction

Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service.

You will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. You will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training or higher education.

## Summary of assessment

This unit is assessed under supervised conditions. Part A is released two weeks before Part B is scheduled for learners to carry out research. Part B is a supervised assessment of three hours taken in a single session during the two-day period timetabled by Pearson. The assessment is set and marked by Pearson.

The number of marks for the unit is 70.

The assessment availability is twice a year in December/January and May/June. The first assessment is available in May/June 2017.

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

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions

**AO2** Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns

**AO3** Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances

**AO4** Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments

## Essential content

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

### A Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign

#### A1 The role of marketing

- Principles and purposes of marketing:
  - anticipating demand
  - recognising demand
  - stimulating demand
  - satisfying demand.
- Marketing aims and objectives:
  - understanding customer wants and needs
  - developing new products
  - improving profitability
  - increasing market share
  - diversification
  - increased brand awareness and loyalty.
- Types of market – mass and niche market.
- Market segmentation.
- Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff.

#### A2 Influences on marketing activity

- Internal influences:
  - cost of the campaign
  - availability of finance
  - expertise of staff
  - size and culture of the business.
- External influences:
  - social
  - technological
  - economic
  - environmental
  - political
  - legal
  - ethical.

### B Using information to develop the rationale for a marketing campaign

#### B1 Purpose of researching information to identify the needs and wants of customers

- To identify target markets.
- To identify size, structure and trends in the market.
- To identify competition.

## **B2 Market research methods and use**

- Primary research, to include survey, interview, observation, trials, focus groups.
- Secondary research:
  - internal – business data on customers and financial records to include loyalty cards and sales records
  - external – commercially published reports, government statistics, trade journals, media sources.
- Importance of validity, reliability, appropriateness, currency, cost.
- Quantitative and qualitative data, when and where used.
- Sufficiency and focus of the research.
- Selection and extraction.

## **B3 Developing the rationale**

- Interpretation, analysis and use of data and other information to make valid marketing decisions.
- Identification of any further sources of information that may be required.
- Evaluation of the reliability and validity of the information obtained.
- Product life cycle.

## **C Planning and developing a marketing campaign**

### **C1 Marketing campaign activity**

- Selection of appropriate marketing aims and objectives to suit business goals.
- Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental).
- Use of research data to determine target market.
- Use of research data to conduct competitor analysis.

### **C2 Marketing mix**

- Product development: form and function, packaging, branding.
- Pricing strategies: penetration, skimming, competitor based, cost plus.
- Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image.
- Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers.
- Extended marketing mix: people, physical environment, process.

### **C3 The marketing campaign**

- Content of the marketing message.
- Selection of an appropriate marketing mix.
- Selection of appropriate media.
- Allocation of the campaign budget.
- Timelines for the campaign, including monitoring.
- How the campaign is to be evaluated.

### **C4 Appropriateness of marketing campaign**

- How far the marketing activity reinforces and supports brand value.
- The sustainability of marketing activities.
- Flexibility of the campaign to enable response to both internal and external changes.
- Relevance to organisational goals.
- Appropriateness to target market.
- Legal and ethical considerations.

## Grade descriptors

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

### Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the factors that contribute to the development of a successful marketing campaign and how the external environment can influence success. They show understanding of the importance of effective market research in informing decision making and contributing to business success. They can analyse unfamiliar information and data, and consider the implications in the context of the business information given, making appropriate justified recommendations linked to their proposed campaign. Learners will demonstrate the ability to work within a budget and apply marketing decision-making tools when creating their marketing campaign.

### Level 3 Distinction

Learners will be able to critically evaluate information and data relating to the development of a successful marketing campaign in context. They can apply a range of relevant marketing concepts and decision-making tools in order to give justified recommendations for a campaign within budget. They demonstrate a thorough grasp of the importance of effective market research in informing decision making and contributing to business success in context. Learners have a thorough understanding of the implications and necessary future actions of the campaign proposed in the context of the external environment, evidenced through sustained links to wider research.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students 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
Primary research	Research compiled directly from the original source, which may not have been compiled before. Learners are expected to understand the advantages and disadvantages of different primary research methods.
Qualitative research	Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups.
Quantitative research	Data in numerical form which can be categorised and used to construct graphs or tables of raw data.
Secondary sources/research	Published research reports and data, likely to be based on analysis of primary research.

## Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Enterprise and Entrepreneurs
- Unit 3: Personal and Business Finance.

## Employer involvement

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

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate businesses.

## Unit 3: Personal and Business Finance

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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### Unit in brief

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

### Unit introduction

This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. It is vital you understand the financial decisions you will need to take throughout your life and how risk can affect you and your choices. This unit will also give you an insight into where you can get financial advice and support.

The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to prepare and analyse statements of comprehensive income and statements of financial position.

This unit will provide a foundation for a number of other finance and business units and will help you to analyse profitability, liquidity and business efficiency. It will give you the knowledge and understanding to manage your personal finances and will give you a background to business finance and accounting as you progress to employment or further training.

### Summary of assessment

This unit is assessed by a written examination set by Pearson.

The examination will be two hours in length.

The number of marks for the examination is 100. (Section A contains questions on the personal finance unit content and approximately one-third of the marks, and Section B contains questions on the business finance unit content and approximately two-thirds of the marks).

The assessment availability is twice a year in January and May/June. The first assessment is available in May/June 2017.

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

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.

Command words: describe, explain, give, identify, outline

Marks: ranges from 1 to 4 marks

**AO2** Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios

Command words: analyse, assess, calculate, describe, discuss, evaluate, explain

Marks: ranges from 2 to 12 marks

**AO3** Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

**AO4** Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

## Essential content

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

### A Understand the importance of managing personal finance

#### A1 Functions and role of money

The ability to handle money received, and to control money paid, is a fundamental requirement for personal and business success. This success relies on understanding what 'money' is.

- Functions of money:
  - unit of account
  - means of exchange
  - store of value
  - legal tender.
- Role of money is affected and influenced by a number of factors:
  - personal attitudes towards risk and reward, borrowing, spending and saving
  - life stages (childhood, adolescence, young adult, middle age, old age), key features of each stage, financial needs and implications at each stage
  - culture, including religious and ethical beliefs
  - life events can vary the personal life cycle from individual to individual
  - external influences/trends and the financial-related effects
  - interest rates, cost of borrowing versus reward of saving.
- Planning expenditure, common principles to be considered in planning personal finances:
  - to avoid getting into debt
  - to control costs
  - avoid legal action and/or repossession
  - remain solvent
  - maintain a good credit rating
  - avoid bankruptcy
  - to manage money to fund purchases
  - generate income and savings
  - set financial targets and goals
  - provide insurance against loss or illness
  - counter the effects of inflation.

#### A2 Different ways to pay

The use of money as a payment method, advantages and disadvantages of:

- cash
- debit card
- credit card
- cheque
- electronic transfer
- direct debit
- standing order
- pre-paid cards
- contactless cards
- charge cards
- store cards
- mobile banking
- Banker's Automated Clearing Services (BACS) Faster Payments Service (FPS)
- Clearing House Automated Payment System (CHAPS).

### **A3 Current accounts**

Different types, features, advantages and disadvantages, different services offered:

- standard
- packaged, premium
- basic
- student.

### **A4 Managing personal finance**

- Suitability of different financial products and services against individual needs.
- Different types of borrowing, features, advantages and disadvantages:
  - overdraft
  - personal loans
  - hire purchase
  - mortgages
  - credit cards
  - payday loans
- Different types of saving and investment features, advantages and disadvantages:
  - individual savings accounts (ISAs)
  - deposit and savings accounts
  - premium bonds
  - bonds and gilts
  - shares
  - pensions.
- Risks and rewards of saving versus investment.
- Different types of insurance products, features, advantages and disadvantages:
  - car
  - home and contents
  - life assurance and insurance
  - travel
  - pet
  - health.

## **B Explore the personal finance sector**

### **B1 Features of financial institutions**

Types of organisations and their advantages and disadvantages:

- Bank of England
- banks
- building societies
- credit unions
- National Savings and investments
- insurance companies
- pension companies
- pawnbrokers
- payday loans.

### **B2 Communicating with customers**

Methods of interacting with customers, advantages and disadvantages:

- branch
- online banking
- telephone banking
- mobile banking
- postal banking

**B3 Consumer protection in relation to personal finance**

Function, role and responsibilities of:

- Financial Conduct Authority (FCA)
- Financial Ombudsmen Service (FOS)
- Financial Services Compensation Scheme (FSCS)
- legislation – consumer credit.

**B4 Information guidance and advice**

Function, role and responsibilities, advantages and disadvantages of:

- Citizens Advice
- independent financial advisor (IFA)
- price comparison websites
- debt counsellors
- Individual Voluntary Arrangements (IVAs)
- bankruptcy.

**C Understand the purpose of accounting****C1 Purpose of accounting**

- Recording transactions.
- Management of business (planning, monitoring and controlling).
- Compliance (preventing fraud, compliance with law and regulations).
- Measuring performance.
- Control – assisting with the prevention of fraud, trade receivables and trade payables.

**C2 Types of income**

- Capital income:
  - loan
  - mortgages
  - shares
  - owner's capital
  - debentures.
- Revenue income:
  - cash sales
  - credit sales
  - rent received
  - commission received
  - interest received
  - discount received.

### **C3 Types of expenditure**

- Capital expenditure:
  - non-current assets – tangible (land, buildings and premises, machinery and equipment, vehicles, fixtures and fittings)
  - intangible (goodwill, patents, trademarks, brand names).
- Revenue expenditure:
  - inventory
  - rent
  - rates
  - heating and lighting
  - water
  - insurance
  - administration
  - telephone
  - postage
  - stationery
  - salaries
  - wages
  - marketing
  - bank charges
  - interest paid
  - straight-line depreciation
  - reducing balance depreciation
  - discount allowed.

### **D Select and evaluate different sources of business finance**

#### **D1 Sources of finance**

Advantages, disadvantages, short term and long term:

- internal:
  - retained profit
  - net current assets
  - sale of assets
- external:
  - owner's capital
  - loans
  - crowd-funding
  - mortgages
  - venture capital
  - debt factoring
  - hire purchase
  - leasing
  - trade credit
  - grants
  - donations
  - peer to peer lending
  - invoice discounting

## E Break-even and cash flow forecasts

Formulas used in this topic will not be given in external assessment.

### E1 Cash flow forecasts

- Inflows/receipts:
  - cash sales
  - credit sales
  - loans
  - capital introduced
  - sale of assets
  - bank interest received.
- Outflows/payments:
  - cash purchases
  - credit purchases
  - rent
  - rates
  - salaries
  - wages
  - utilities
  - purchase of assets
  - Value Added Tax (VAT)
  - bank interest paid.
- Prepare, complete, analyse, revise and evaluate cash flow.
- Use of cash flow forecasts for planning, monitoring, control, target setting.
- Benefits and limitations of cash flow forecasts.

### E2 Break-even analysis

- Costs:
  - variable
  - semi-variable
  - fixed
  - total.
- Sales:
  - total revenue
  - total sales
  - selling price per unit
  - sales in value and/or units.
- Calculation using/manipulating, break-even formula (units and/or sales value), completion of break-even chart, break-even point.
- Identification of area of profit, area of loss.
- Identify and calculate margin of safety (units and value).
- Calculation of total contribution, contribution per unit benefits and limitations.
- Use of break-even for planning, monitoring, control, target setting.
- Prepare, complete, analyse, revise and evaluate break-even.

## **F Complete statements of comprehensive income and financial position and evaluate a business's performance**

This relates to sole traders only. Formulas used in this topic will not be given in external assessment.

### **F1 Statement of comprehensive income**

- Purpose and use.
- Completion, calculation and amendment to include gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income).
- Adjustments for depreciation (straight-line and reducing balance).
- Adjustments for prepayments, accruals.
- Interpretation, analysis and evaluation of statements.

### **F2 Statement of financial position**

- Purpose and use.
- Completion, calculation and amendment of statement using vertical presentation to include:
  - non-current assets (tangible and intangible, cost, depreciation and amortisation, net book value)
  - current assets (inventories, trade receivables, prepayments, bank, cash)
  - current liabilities (bank overdraft, accruals, trade payables)
  - net current assets/liabilities
  - non-current liabilities (bank loan and mortgage)
  - net assets
  - capital (opening capital, transfer of profit or loss, drawings, closing capital).
- Adjustments for straight line (cost  $x\%$ ), depreciation, reducing balance (cost – depreciation to date  $x\%$ ).
- Adjustments for prepayments, accruals.
- Interpretation, analysis, and evaluation of statements.

### **F3 Measuring profitability**

Calculation, interpretation, analysis and evaluation of:

- gross profit margin:  $(\text{gross profit}/\text{revenue}) \times 100$
- mark-up:  $(\text{gross profit}/\text{cost of sales}) \times 100$
- profit margin:  $(\text{profit}/\text{revenue}) \times 100$
- return on capital employed (ROCE):  $(\text{profit}/\text{capital employed}) \times 100$

### **F4 Measuring liquidity**

Calculation, interpretation, analysis and evaluation of:

- current ratio:  $\text{current assets}/\text{current liabilities}$
- liquid capital ratio:  $(\text{current assets} - \text{inventory})/\text{current liabilities}$

### **F5 Measuring efficiency**

Calculation, interpretation, analysis and evaluation of:

- trade receivable days:  $(\text{trade receivable}/\text{credit sales}) \times 365$
- trade payable days:  $(\text{trade payables}/\text{credit purchases}) \times 365$
- inventory turnover:  $(\text{average inventory}/\text{cost of sales}) \times 365$

### **F6 Limitations of ratios**

- Limitations of ratios when assessing business performance.

## Grade descriptors

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

### Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the principles of personal and business finance, and determine appropriate courses of action. They will be able to rationalise the data available in different personal and business situations. Learners can appreciate the challenges faced by individuals and businesses and how these have been influenced by the financial situation. They will be able to apply accounting processes, and show understanding of the factors influencing the financial performance of a business. They will show an understanding of the need to prepare and analyse statements of comprehensive income and statements of financial position. Learners can propose and justify recommendations for personal finances and business improvement based on analysis of financial information.

### Level 3 Distinction

Learners will be able to apply principles of personal and business finance in order to critically evaluate real-life situations and determine appropriate courses of action. They can apply relevant concepts, models and theories in order to present reasoned evaluations in realistic personal and business scenarios. Learners make appropriate judgements and present fully justified recommendations for courses of action based on the analysis of financial data. They will understand the importance of statements of comprehensive income and statements of financial position and can analyse these statements methodically and critically. Learners can fully justify recommendations for personal finances and business improvement based on thorough analysis of financial information.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students 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 present the outcome of methodical and detailed examination either by breaking down: <ul style="list-style-type: none"> <li>• a theme, topic or situation in order to interpret and study the relationships between the parts and/or</li> <li>• information or data to interpret and study key trends and interrelationships.</li> </ul>
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant and arrive at a conclusion.
Calculate	Learners work out an answer, usually by adding, multiplying, subtracting or dividing. Can involve the use of formula.

Command or term	Definition
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages;</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will be written.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners are able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.
Give	Learners can provide: <ul style="list-style-type: none"> <li>• examples</li> <li>• justifications.</li> </ul>
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Learners include examples, images or diagrams to show what is meant in a specific context.
Outline	Learners' work, performance or practice gives a summary or overview or a brief description of something.

## Links to other units

This unit links to:

- Unit 1 Enterprise and Entrepreneurs
- Unit 5 Survival and Growth.

## Employer involvement

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

- guest speakers
- work experience
- business materials as exemplars
- support from local business staff as mentors.



# Unit 7: Social Enterprise

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners research and develop an understanding of organisations trading for social purposes, gaining practical experience in planning and running a short social enterprise activity.

## Unit introduction

You might not think you know anything about social enterprise – but you have probably bought a copy of the Big Issue, shopped at the Co-op, donated through JustGiving and heard about the Eden Project and Jamie Oliver's Fifteen. Social enterprise is any organisation that has primarily social objectives or a social moral purpose, for example tackling social problems, improving communities and people's life chances, or the environment. Rather than maximising profit for shareholders and owners, social enterprises have a different purpose as they reinvest the profits/surpluses made back into the organisation and into the community. Social enterprises are sometimes referred to as having a 'double bottom line' as their objective is achieving targets that are both social and financial.

In this unit, you will learn about social enterprise, an ethos that is growing around the globe and is gaining support from the public, private and voluntary sectors. The national body for social enterprise, Social Enterprise UK, has described Britain as being on the frontline of social enterprise activity compared with the rest of the world. Social enterprises compete in the marketplace and need to be well run to make money and achieve their social aims. They can vary from small community-owned village shops to large organisations delivering public services. You will explore what it is that makes them a success or a failure and will then engage in running a short social enterprise of your choice.

This unit will help you to progress to employment through developing key employability skills, and to vocational training and higher apprenticeships or higher education by developing relevant knowledge and understanding.

## Learning aims

In this unit you will:

- A** Investigate a range of social enterprises
- B** Explore the factors that contribute to the success or failure of social enterprises
- C** Plan, participate in and review a short social enterprise activity.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate a range of social enterprises	<b>A1</b> Principles and values of social enterprises <b>A2</b> Operation of social enterprises <b>A3</b> Social enterprise versus corporate social responsibility	A report based on learners' research that examines a chosen social enterprise, and the factors that have determined its success or failure.
<b>B</b> Explore the factors that contribute to the success or failure of social enterprises	<b>B1</b> Factors contributing to success <b>B2</b> Factors contributing to failure	
<b>C</b> Plan, participate in and review a short social enterprise activity	<b>C1</b> Planning and running a social enterprise activity <b>C2</b> Reviewing a social enterprise activity	Active contribution to the planning and running of a one-off short social enterprise activity, accompanied by observation records and other supporting evidence, as well as a review of its outcome.

## Content

### Learning aim A: Investigate a range of social enterprises

#### A1 Principles and values of social enterprises

- Social enterprise: has primarily social objectives, profits/surpluses are reinvested in the organisation or into the community rather than being maximised for shareholders.
- Principles and values of social enterprises:
  - generate more than 50 per cent of income through commercial activity, by selling goods and services
  - set up specifically to make a difference, as stated in the governing documents
  - reinvest at least 50 per cent of the profits/surpluses made in support of their social mission
  - have social or environmental aims, spending profits/surpluses fulfilling these aims
  - distribute residual assets to social or environmental aims if dissolved
  - demonstrate social values.
- Social entrepreneur: a person who pursues an innovative idea with the potential to solve a community problem, a person willing to take on the risk and effort to create positive changes in society through their initiatives.

#### A2 Operation of social enterprises

- This includes their type, framework and structure.
- Types of social enterprise:
  - cooperatives – profit or not-for-profit, owned by members who also use their services
  - credit unions – community-based savings and loans cooperatives providing financial services to members
  - public service mutual – organisations that have left the public sector but continue delivering public services
  - development trusts – community-based enterprises set up to regenerate a local area
  - social firms – set up to specifically provide training and employment for people with disabilities
  - community businesses – set up to create jobs and provide goods and services within a local community
  - trading arms of charities
  - new enterprises established by social entrepreneurs or the business sector.
- Frameworks for social enterprise:
  - cross-compensation – one group pays for the service, profits are used to subsidise the service for another underserved group, e.g. students donate used textbooks that are resold to students at college with profits made used to fund social programmes at the college
  - fee-for-service – beneficiaries pay directly for the goods or services provided by the social enterprise, e.g. community shop
  - employment and skills training – providing living wages, skills development and job training to the employees, e.g. a food establishment that builds employment skills for underemployed groups
  - market intermediary – distributing to a market, e.g. selling socially and ethically conscious products
  - market connector – facilitating trade relationships between beneficiaries and new markets, e.g. social crowdfunding.
- Structures of social enterprise:
  - industrial and provident societies (IPS) – most commonly used for cooperatives and community benefit societies
  - community interest company (CIC) – a form of limited liability company designed specifically for social enterprises that can be limited by guarantee or shares
  - limited liability company (LLC) – limited by guarantee or shares
  - group structure with charitable status.

**A3 Social enterprise versus corporate social responsibility**

- Social enterprise: one that tries to achieve its financial goals while minimising any negative impact on society or the environment, maximising the amount of social good created balanced against financial goals.
- Corporate social responsibility (CSR): conduct that is ethical, taking account of social, economic and environmental impact, and consideration of human rights, the fulfilment of social or environmental goals, an attempt to minimise the negative impact on society or the environment.

**Learning aim B: Explore the factors that contribute to the success or failure of social enterprises****B1 Factors contributing to success**

- Clear primary purpose, e.g. addresses a social need, for common good.
- Comprehensive approach to planning, e.g. idea, stakeholders, customers, finance, marketing.
- Commitment and resourcing, e.g. having sufficient start-up capital and continuing resources.
- Availability/eligibility for funding, available current sources of funding.

**B2 Factors contributing to failure**

- The 'double bottom line': achieving a social goal and being a sustainable commercial organisation.
- Mission drift: being diverted from the social mission.
- Unrealistic financial expectations or lack of availability/eligibility for funding.
- Lack of 'business acumen,' e.g. misunderstanding the difference between revenue, profit and cash, failing to take into account operating costs when reporting profits, overestimating the potential for financial returns, over optimism.

**Learning aim C: Plan, participate in and review a short social enterprise activity****C1 Planning and running a social enterprise activity**

- Social enterprise activity: creates social wealth, takes into account people, the planet and profit, commercially viable, socially and environmentally responsible.
- Plan that sets social and commercial objectives, meeting stakeholders' needs, funding, finances, timescale, support, resources.
- GROW model:
  - goal, e.g. helping the environment, helping those in need, helping the armed forces/emergency services, supporting amateur sport, supporting science, art, heritage, culture, improving education
  - reality, e.g. how will income be generated from trading, sources of finance, resources/equipment available, people to help
  - obstacles, e.g. finding money to start up, knowing what to charge
  - way forward, e.g. action timeline, to-do lists, gaining support from mentors or professionals.

**C2 Reviewing a social enterprise activity**

- Social accounting and audit: measuring performance alongside financial measurement, measuring the financial, social and environmental impact against objectives/goals.
- Evaluation of the activity to measure outcomes against plan: meeting planned social and commercial objectives, meeting stakeholder needs, achievement of success factors, reflecting on own contribution, what could have been improved, lessons learnt.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate a range of social enterprises</b>		
<p><b>A.P1</b> Explain the principles and values of a chosen social enterprise.</p> <p><b>A.P2</b> Explain the operation of a chosen social enterprise.</p>	<p><b>A.M1</b> Analyse how the operation of a chosen social enterprise supports its principles and values.</p>	<p><b>A.D1</b> Evaluate how a chosen social enterprise succeeds in being socially responsible as well as operating and upholding its principles and values.</p> <p><b>B.D2</b> Evaluate why a chosen social enterprise has been a success or failure.</p>
<b>Learning aim B: Explore the factors that contribute to the success or failure of social enterprises</b>		
<p><b>B.P3</b> Explain the factors that may contribute to the success of a social enterprise.</p> <p><b>B.P4</b> Explain the factors that may contribute to the failure of a social enterprise.</p>	<p><b>B.M2</b> Analyse the factors for the success or failure of a social enterprise.</p>	
<b>Learning aim C: Plan, participate in and review a short social enterprise activity</b>		
<p><b>C.P5</b> Plan for a social enterprise activity, including details of roles and responsibilities.</p> <p><b>C.P6</b> Carry out a social enterprise activity.</p> <p><b>C.P7</b> Review the outcomes of the social enterprise activity against the plan.</p>	<p><b>C.M3</b> Analyse how the plan helped the social enterprise activity meet its objectives.</p> <p><b>C.M4</b> Assess the impact of own contribution to the social enterprise activity.</p>	<p><b>C.D3</b> Evaluate the effectiveness of a social enterprise activity including a reflection on own contribution.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit, but centres must provide learners with access to information on a range of social enterprises, including local, national and international.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners will prepare an individual report focused on research from a number of social enterprises, allowing one to be effectively evaluated. Their report will examine the effectiveness of the chosen social enterprise and the factors that have determined its success or failure. Learners will come to a justified conclusion supported by relevant evidence. Their report will be professional, logically structured, use the correct business terminology and contain high-quality written language. It will be suitable for the given audience.

**For merit standard**, learners will prepare an individual report analysing the effectiveness of a chosen social enterprise, using examples of the factors that have determined its success or failure. Their report will be structured, use good business terminology and contain quality written language. It will be suitable for the given audience.

**For pass standard**, learners will prepare an individual report that shows understanding of the factors that have determined the success or failure of a social enterprise. Their report will be structured, use some business terminology and contain quality written language. It will be suitable for the given audience.

#### Learning aim C

**For distinction standard**, learners will produce a comprehensive report on the planning, running and reviewing of a one-off social enterprise activity. Learners will evaluate the effectiveness of the social enterprise activity against the plan and include a reflection on their own contribution. They will come to a justified conclusion supported by relevant evidence. Their report will be professional, logically structured, use the correct business terminology and contain high-quality written language. It will be suitable for the given audience.

**For merit standard**, learners will prepare a report on the planning, running and reviewing of a one-off social enterprise activity. Learners will assess the effectiveness of the social enterprise activity and their own contribution. Their report will be structured, use good business terminology and contain quality written language. It will be suitable for the given audience.

**For pass standard**, learners will prepare a report that shows active participation in the planning, running and reviewing of a one-off social enterprise activity. Their report will be structured, use some business terminology and contain quality written language. It will be suitable for the given audience.

## Links to other units

This unit links to: *Unit 1: Enterprise and Entrepreneurs*.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

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

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- employer enterprise materials as exemplars
- support from local enterprise staff as mentors.

# Unit 8: Entrepreneurship and Intrapreneurship in Practice

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the characteristics of successful entrepreneurs and consider the strategies that can influence the development of intrapreneurship in an organisation.

## Unit introduction

Bringing new and unique products and services to the market requires people who have a clear understanding of the target market, coupled with the drive and ambition to take calculated risks in order to secure financial gains. Increasingly, organisations are recognising that the same qualities and skills required by an entrepreneur should be encouraged in their own workforce to develop a new breed of internal entrepreneurs, based on a culture of innovation and intrapreneurship. These organisations recognise the potential for creativity in the workforce to contribute new ideas for the improvement of existing products or for new products.

In this unit, you will explore the characteristics of successful entrepreneurs. You will also investigate the strategies employed by enterprises to develop and use entrepreneurial skills in their own workforce. This will involve you undertaking research on local enterprises which could involve activities such as formal or informal work experience, interviewing local business owners/managers or visiting local enterprises to investigate their structure and workplace practices.

This unit will help you to obtain a more in-depth understanding of what is required to be a successful entrepreneur or intrapreneur, and this will help you when making career choices. It will also support you when undertaking more advanced or specialist business-related courses when progressing to higher education.

## Learning aims

In this unit you will:

- A** Explore the environment in which an entrepreneur operates
- B** Investigate how intrapreneurship can be developed and promoted within an enterprise
- C** Examine the ways in which an intrapreneur can contribute to the success of an enterprise.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the environment in which an entrepreneur operates	<b>A1</b> Features of the environment <b>A2</b> Influence of stakeholders on planning and decision making <b>A3</b> Enterprise risks	A report analysing how best practice in developing an intrapreneurial culture could be implemented in a local enterprise. The best practice will be based on research conducted on an established enterprise which has a reputation for its intrapreneurial approach.
<b>B</b> Investigate how intrapreneurship can be developed and promoted within an enterprise	<b>B1</b> Different leadership and management styles <b>B2</b> Teams and organisational structures	
<b>C</b> Examine the ways in which an intrapreneur can contribute to the success of an enterprise	<b>C1</b> Monitoring and decision making <b>C2</b> Personal attributes and skills of a successful intrapreneur	

## Content

### Learning aim A: Explore the environment in which an entrepreneur operates

#### A1 Features of the environment

- The features of a competitive market, the role and influence of producers and consumers.
- The components of market demand and the importance of understanding the market.
- How product differentiation can influence market demand.
- Situational analysis, assessment of the environment using PESTLE (political, economic, social, technological, legal, environmental) analysis and SWOT (strengths, weaknesses, opportunities, threats) analysis.

#### A2 Influence of stakeholders on planning and decision making

- The main stakeholders – owner, shareholders, employees, customers, suppliers, community groups, government, the notion of connected stakeholders.
- The competing interests of stakeholders and their impact on the enterprise.
- The role and influence of social media and virtual communities.

#### A3 Enterprise risks

- The risks faced by the enterprise – financial, reputational, legal.
- The potential impact of these risks on the financial security and performance of the enterprise.

### Learning aim B: Investigate how intrapreneurship can be developed and promoted within an enterprise

#### B1 Different leadership and management styles

- The range of leadership styles – autocratic, paternalistic, consultative, participative, *laissez-faire*.
- The potential impact on intrapreneurship of different leadership styles.
- Organisational practices to promote intrapreneurship, e.g. training and development, quality circles, teams, employee engagement, delegation.

#### B2 Teams and organisational structures

- Organisational structure, e.g. functional and matrix, impact of organisational structures on innovation and creativity.
- How teams can influence business innovation and the development of an intrapreneurial culture within the enterprise, e.g. Apple®, Google®, Innocent®.

### Learning aim C: Examine the ways in which an intrapreneur can contribute to the success of an enterprise

#### C1 Monitoring and decision making

- Monitor current operational practices, looking for and identifying opportunities for change or improvement, e.g. in order to solve an existing problem, improve overall productivity, increase the capacity of the business.
- The decision-making process – define/clarify the issue, gather facts, identify the range of solutions, consider advantages/disadvantages of the options, select best option, implement.

#### C2 Personal attributes and qualities of a successful intrapreneur

- Personal attributes, e.g. leadership style, qualifications and experience, occupational competence.
- Key qualities of the intrapreneur, e.g. problem solver, persuader, creative thinker, visionary, good communicator, team player, analytical and reflective.
- How qualities are used in different contexts, e.g. improving systems and processes, new product development, improving quality of product or service delivery to customer.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the environment in which an entrepreneur operates</b>		<p><b>A.D1</b> Evaluate how the risks faced by a specific entrepreneur have impacted the operation and performance of the enterprise.</p> <p><b>B.D2</b> Evaluate the impact the organisational approach and leadership styles in a specific enterprise have had on the development of intrapreneurship.</p> <p><b>C.D3</b> Evaluate the effectiveness of promoting an intrapreneurial culture in a specific enterprise.</p>
<p><b>A.P1</b> Explain how the features of the environment have affected a specific entrepreneur.</p> <p><b>A.P2</b> Explain how stakeholders have influenced a specific entrepreneur's decisions.</p>	<p><b>A.M1</b> Analyse how the impact of the environment and the influence of stakeholders have affected the decisions of a specific entrepreneur.</p>	
<b>Learning aim B: Investigate how intrapreneurship can be developed and promoted within an enterprise</b>		
<p><b>B.P3</b> Explain how the management and leadership styles used in a specific enterprise have helped in the development of intrapreneurship.</p> <p><b>B.P4</b> Explain how the organisational approach adopted by a specific enterprise has helped in the development of intrapreneurship.</p>	<p><b>B.M2</b> Analyse how team structures and management/leadership styles have promoted intrapreneurship in a specific enterprise.</p>	
<b>Learning aim C: Examine the ways in which an intrapreneur can contribute to the success of an enterprise</b>		
<p><b>C.P5</b> Explain how a specific enterprise has improved its processes by using an intrapreneurial approach.</p> <p><b>C.P6</b> Explain how the qualities and skills of an intrapreneur have contributed to the success of a specific enterprise.</p>	<p><b>C.M3</b> Analyse how important adopting an intrapreneurial approach has been to a specific enterprise.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of one summative assignment for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, B.P4, C.P5, C.P6, A.M1, B.M2, C.M3, A.D1, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a local enterprise on which to base their research and consultancy project.

### Essential information for assessment decisions

#### Learning aims A, B and C

**For distinction standard**, learners will present the findings of a consultancy project that incorporates evidence drawn from relevant sources. Careful consideration will be given to the planning of the consultancy project, which will show how decisions have been formulated to meet the agreed aims and objectives of the project. Relevant factors drawn from the local environment will be considered, with additional evidence drawn from research sources that identify the role of entrepreneurship in an enterprise, the influence of stakeholders and how different leadership styles can influence factors, such as the organisation of the workforce and the approach to innovation. Learners' findings will include an evaluation of the impact of an intrapreneurial culture on business performance.

**For merit standard**, learners will undertake a consultancy project and use the outcomes of their research to justify and present a set of realistic recommendations based on best practice. Learners will select relevant research sources to inform project outcomes. Learners' outcomes will include relevant analysis of how an intrapreneurial culture influences performance. The analysis will be well structured, use appropriate terminology, contain quality written language and will be suitable for the given audience.

**For pass standard**, learners will undertake a consultancy project in which they are able to use a range of research skills to contribute to a set of realistic proposals that, in turn, could contribute to the development of intrapreneurial practices in a specific enterprise. Learners' outcomes will be well structured, use some appropriate terminology and contain quality written language.

## Links to other units

This unit links to:

- Unit 1: Enterprise and Entrepreneurs
- Unit 4: Launch and Run an Enterprise
- Unit 5: Survival and Growth.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- own business materials as exemplars
- support from local business staff as mentors.



## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited 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 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- 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-educational experience.

### What is involved in becoming an approved centre?

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

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

### How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

### **Which modes of delivery can be used for these qualifications?**

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

### **What are the recommendations for employer involvement?**

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

### **What support is available?**

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

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you 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 and external assessment

### Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

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

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. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

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 7*.

### Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It 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*, and the requirements for delivering assessment given in *Section 6*.

### External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

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, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in enterprise and entrepreneurship

In enterprise and entrepreneurship after consultation with stakeholders, we have developed the following:

- *Unit 2: Developing a Marketing Campaign*, here learners will examine marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to the needs and wants of customers. They will use market research data and other information to make recommendations about the type of marketing campaign that a business should undertake.
- *Unit 3: Personal and Business Finance*, includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing money can help prevent future financial difficulties. Learners need to understand the financial decisions they will need to take throughout life. This unit will also give learners an insight into where they can get financial advice and support. The business finance aspects of the unit introduces learners to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed and measuring the financial performance of a business will require learners to prepare and analyse statements of comprehensive income and statements of financial position.

### Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

### 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. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question 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 questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 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 Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals 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. Centres 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

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

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. 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.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. 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. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

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 simply 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 therefore 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 therefore 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 3 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.

### The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### Effective organisation

Internal assessment needs to be well organised so that the progress of learners 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 10* 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.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- 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.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified 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 one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

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
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

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 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.

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 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. 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. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

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 do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## 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 can be done in such a way that it 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 assessor considers 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.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe 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*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also 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 Quality Assurance Handbook*.

# 7 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 the *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 should 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 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 the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. 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 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 not being conducted fairly. 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 the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## 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.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students 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
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the 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 student'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.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available 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 and maladministration in vocational qualifications*, 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](http://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* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@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)* with supporting documentation to [pqsmalpractice@pearson.com](mailto: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.

We reserve the right to withhold 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 of 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 about Pearson vocational qualifications and end point assessment 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](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components 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

After the external assessment session, learner results will be issued to centres. 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. The *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 may 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 (ICEA)*: this 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:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - 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.

## 8 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 and internal verification.

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 Level 3 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
- 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, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. 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.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### 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, 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.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*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. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

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. The *Information Manual* gives full information.

### 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	90 GLH
<b>U</b>	0	0
<b>Pass</b>	6	9
<b>Merit</b>	10	15
<b>Distinction</b>	16	24

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
<b>U</b>	0	0
<b>Near Pass</b>	6	8
<b>Pass</b>	9	12
<b>Merit</b>	15	20
<b>Distinction</b>	24	32

Pearson will automatically calculate the points for each 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, Pearson 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

Applicable for registration from 1 September 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

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 2016

**Example 1: Achievement of an Extended Certificate with a P grade**

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Int	Pass	9
Unit 2	90	Ext	Pass	9
Unit 3	120	Ext	Merit	20
Unit 7	60	Int	Unclassified	0
<b>Totals</b>	<b>360</b>		<b>P</b>	<b>38</b>

The learner has achieved N or higher in Units 2 and 3 and P or higher in Unit 1.

The learner has sufficient points for a P grade

**Example 2: Achievement of an Extended Certificate with a D grade**

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Int	Distinction	24
Unit 2	90	Ext	Near Pass	6
Unit 3	120	Ext	Distinction	32
Unit 7	60	Int	Distinction	16
<b>Totals</b>	<b>360</b>		<b>D</b>	<b>78</b>

The learner has sufficient points for a D grade

**Example 3: An Unclassified Result for an Extended Certificate**

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Int	Merit	15
Unit 2	90	Ext	Unclassified	0
Unit 3	120	Ext	Distinction	32
Unit 7	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>U</b>	<b>57</b>

The learner has a U in Unit 2.

The learner has sufficient points for an M grade but has not met the minimum requirement for an N or higher in Units 2 and 3 and P or higher in Unit 1.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### 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 BTECs 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 authorised 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. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

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

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### 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 and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

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

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **‘Getting Ready to Teach’**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications’ structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Communicate	Learners are able to convey ideas or information to others
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.
Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects, such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical research or testing.
Examine	Knowledge with application where learners are expected to select and apply to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.

Term	Definition
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
Manage	Learners can engage with and influence an activity or process.
Report	Learners can adhere to protocols, codes and conventions where, findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none"> <li>• appraise existing information or prior events</li> <li>• reconsider information with the intention of making changes, if necessary.</li> </ul>
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out	Learners use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge.
Project	A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and if applicable primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan/business plan	Learners produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.
Skills audit	An audit of relevant skills for a task/activity or job role.
SWOT analysis	Strengths, Weaknesses, Opportunities and Threats – an analysis using terms on a particular topic or skill.

# Pearson BTEC Level 3 Nationals in Enterprise and Entrepreneurship

Certificate in Enterprise and Entrepreneurship

**Extended Certificate in Enterprise and Entrepreneurship**

Foundation Diploma in Enterprise and Entrepreneurship

Diploma in Applied Enterprise and Entrepreneurship

Extended Diploma in Enterprise and Entrepreneurship

***First teaching from September 2016***

***First certification from 2017***

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