Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF)

Specification

BTEC Professional qualifications

First teaching September 2014

PEARSON

Edexcel, BTEC and LCCI qualifications

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About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 4 Award in Supporting and Developing the   601/4587/0
Entrepreneurial Student (QCF)

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Contents

1 What are BTEC Level 4 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

The QCF is a framework that awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

BTEC Level 4 Award

A BTEC Level 4 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF)

The Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF) has been developed to give learners opportunities to:

- engage in learning that is relevant to them and to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 4 vocationally-related qualification
- progress in employment in a particular vocational sector.

This qualification has been developed to provide learner mentors with the skills, knowledge and understanding required to support students completing one of the following qualifications:

- Pearson BTEC Level 1 Award in Understanding an Entrepreneurial Approach (QCF)
- Pearson BTEC Level 2 Award in Developing an Entrepreneurial Approach (QCF)
- Pearson BTEC Level 3 Award in Applying an Entrepreneurial Approach (QCF).

To ensure that the Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF) is fit for purpose and meets employer needs we developed the qualification by consulting employers and by mapping it to the National Occupational Standards in Coaching and Mentoring.

Terminology

The following terms have been used throughout this qualification.

Learner or learner mentor	the person taking the qualification
Student	the person supported by the learner/learner mentor
T-shaped	the combination of deep technical expertise and broad capabilities, including creativity, teamworking and enterprise

2 Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

When combining units for a Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

1 Qualification credit value: a minimum of 10 credits.
2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.
3 All credits must be achieved from the two units listed in this specification.

Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF)

The Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF) is a 10-credit and 20-guided-learning-hour (GLH) qualification consisting of 2 mandatory units.

Pearson BTEC Level 4 Award in Supporting and Developing the Entrepreneurial Student (QCF)				
Unit	Unit reference number	Mandatory units	Credit	Level
1	T/506/7150	Developing the Entrepreneurial Student	5	4
2	A/506/7151	Coaching and Mentoring the Entrepreneurial Student	5	4

Assessment

Both units in this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

The qualification is graded at pass only. To achieve a 'pass' a learner must have successfully achieved **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built around the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentation observation and supporting materials, reflective journals, actions plans, case histories and peer assessment, along with projects and/or time-constrained assessments.

Centres are encouraged to apply their knowledge to the assessment criteria and the scenario used in the assignment, making maximum use of practical activities where appropriate. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

Assignment briefs must refer explicitly to the assessment criteria covered by the brief. This gives learners focus and helps with internal verification and standardisation processes.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

When group work is used in assessment, each learner must produce their own individual contribution for the learning outcomes and associated assessment criteria.

For further information see the *BTEC Centre Guide to Assessment (Level 4 to 7)* available on our website (www.edexcel.com/btec/documents)

3 Quality assurance of centres

BTEC Level 4–7 qualifications provide a flexible structure for learners and enable programmes with varying credits and combination of different levels to be developed.

Centres delivering BTEC Level 4–7 qualifications must, through effective standardisation of assessors and verification of assessor decisions, be committed to ensuring the quality of the units and qualifications they deliver. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for BTEC Level 4–7 qualifications and units.

For centres delivering BTEC qualifications at Levels 4–7 Pearson allocates a Standards Verifier (SV) for each sector offered. The SV will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and to providing appropriate assessment opportunities that lead to valid and accurate assessment outcomes. Centres are also required to commit to undertake defined training and online standardisation activities.

Process for centre/qualification approval

- The centre completes an Expression of Interest form.
- A Curriculum Development Manager will supply the Level 4–7 Approval Form and support the centre throughout the application process.
- A Centre Approval Officer will visit the centre to check systems, policies and procedures.
- For qualification-only approval, a subject specialist checks an assignment for a centre-devised mandatory unit, centre resources and staff CVs.

New centres must complete a centre approval application via a Level 4–7 Centre Qualification Approval Form, available from your local Pearson Curriculum Development Manager.

Quality assurance guidance

Quality assurance model for delivery of the qualification

The Pearson quality assurance model for the qualification in this specification will be an annual visit from a Pearson-appointed Standards Verifier to sample internal verification and assessor decisions for competence-based and knowledge-based units, and to review centre-wide quality assurance systems.

For further details of the sampling rules please go to the UK BTEC Quality Assurance pages on our website.

www.edexcel.com/btec/Documents/07_Standards_Verification_BTEC_ Level_4_7.pdf

Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external verification, which is undertaken by Pearson Standards Verifiers. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education (QAA). Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the issues.

Independent assessment review

The internal assessment outcomes reached for all BTEC Professional programmes on the Qualifications and Credit Framework at Level 4–7 are subject to an independent assessment review by a Pearson-appointed Standards Verifier.

The outcomes of this process will be to:

• confirm that internal assessment is to national standards and allow certification

  or

• make recommendations to improve the quality of assessment outcomes before certification is released

  or

• make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

Details of quality assurance for BTEC Level 4 qualifications are available on our website:

http://www.edexcel.com/btec/delivering-btec/quality/pages/key-documents.aspx

4 Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery of BTEC Level 4 qualifications. Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Level 4 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of BTEC Level 4 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

5 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level qualification. A typical entry profile would consist of Level 3 qualifications or at least five years' work experience in an entrepreneurial environment, along with demonstration of oral and written competence in the English language.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

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

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

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*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

Restrictions on learner entry

The Pearson BTEC Level 4 in Supporting and Developing the Entrepreneurial Student (QCF) is accredited on the QCF for learners aged 19 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to Disclosure and Barring Service checks.

Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

There is further guidance in our policy document *Recognition of Prior Learning Policy and Process,* available on our website at www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Unit format

All units in BTEC Level 4 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards. Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks, inform the allocation of level.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include the time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of resource material that benchmarks the level of study.

Units

7 Units

Unit 1: Developing the Entrepreneurial Student

Unit reference number: T/506/7150

QCF level: 4

Credit value: 5

Guided learning hours: 10

Unit aim

The aim of this unit is for the learner mentor to assess the entrepreneurial skills and behaviours required by business organisations in their workforce, and to devise action plans to develop these skills in the entrepreneurial student.

Unit introduction

In this unit, learner mentors will gain understanding of the types and structures of business organisations, and the business processes used in the business environment. Learner mentors will assess the entrepreneurial skills required in these environments and gain understanding of the skills and features of an entrepreneurial or 'T-shaped' student.

The learner mentor will assess the methods and benefits of using diagnostic assessments with entrepreneurial students. They will analyse diagnostic assessments in order to plan student learning and to support and develop the skills required in a business environment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner mentor presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand business types and processes	1.1 Explain different types of business 1.2 Explain organisation structures 1.3 Explain business processes
2 Understand entrepreneurial skills and expectations in a business environment	2.1 Assess entrepreneurial skills and behaviours needed in identified businesses 2.2 Justify expectations of different businesses' entrepreneurial skills' needs
3 Understand how to use diagnostic assessment to develop entrepreneurial students	3.1 Evaluate methods of diagnostic assessment 3.2 Assess the benefits of using diagnostic assessments with entrepreneurial students 3.3 Analyse student diagnostic assessments
4 Be able to plan the development of entrepreneurial skills in students	4.1 Assess methods for developing entrepreneurial skills 4.2 Evaluate development needs for entrepreneurial students 4.3 Create development action plans for entrepreneurial students

Unit content

1 **Understand business types and processes**

Business types: manufacturing, transporting, e-commerce, retail, service industry

Organisation structures: trading types, e.g. sole trader, partnership, limited company, corporation, charity; management structures, e.g. functional, matrix, hierarchical

Business processes: business planning; business functions, e.g. finance, marketing, recruitment, resourcing, project planning, communication, social responsibility, meeting legislative requirements

2 **Understand entrepreneurial skills and expectations in a business environment**

Entrepreneurial skills: critical thinking and problem solving, e.g. making reasoned judgements and drawing conclusions, analysing issues to find solutions; accountability and collaboration, e.g. students understanding their role and responsibilities and those of others, taking responsibility, challenging views, contributing their own ideas; working more effectively, e.g. using initiative and working independently, setting SMART targets, using new technologies, improving work/life balance; curiosity and creativity, e.g. showing high levels of interest in work or subject, developing ideas, questioning, ability to view things in a different way, risk taking and willingness to make mistakes, challenging self and others to consider unpopular positions, tackling extremely challenging problems; commercial awareness, e.g. having a commonsense approach, professional behaviours and attitudes, understanding business terminology and standards; corporate and social responsibility, e.g. corporate and social awareness, importance of a diverse society, own attitudes to diversity, participating in local initiative that impacts on the community; importance of the professional skills and capabilities of an entrepreneurial student, e.g. taking initiative, decision making, time management, delegation, independent learning, teamwork and leadership, emotional intelligence

3 **Understand how to use diagnostic assessment to develop entrepreneurial students**

Diagnostic assessment: e.g. skills audit, training needs analysis, assignments, tasks, interview, qualifications, records of achievements, recognising prior learning, feedback from others

Benefits of diagnostic assessment: personalised learning, effective planning, efficient use of learning time, resources and entrepreneurial learning environment

4 **Be able to plan the development of entrepreneurial skills in students**

Developing entrepreneurial skills: gauging skills level; engaging and motivating students; addressing issues or barriers to learning and development faced by students; coaching and mentoring; using peer support; assessing products of work, e.g. assignments, projects, testing, observing performance, providing constructive feedback; reviewing progress against targets

Action plans: planning, e.g. timing, target setting, resourcing, planning required support, identifying opportunities for learning and development, task setting, assessing progress

Essential guidance for tutors

Delivery

Time should be spent at the beginning of the unit on discussing the naturally occurring opportunities available to the learner mentor that will enable them to carry out the practical tasks needed to complete the unit.

To meet the requirements of the unit, the learner mentor will need to be working in, or about to start working in, an entrepreneurial learning and development environment. The approach taken to delivering this unit needs to reflect the skills that learner mentors need as the basis of their professional practice in the workplace. At the end of the unit, each learner mentor should have the confidence to be innovative and flexible in their approaches to inclusive teaching, supporting and assessment of students in an entrepreneurial learning environment.

Tutor input will be needed for the topics in learning outcome 1. The tutor will need to cover the structure of organisations and raise awareness of legal issues. Learner mentors should have the opportunity to examine completed business plans.

It is essential that learner mentors are given opportunities for 'teaching by example' where they mirror tutor approaches to planning and delivering their subject specialism. Individual or small-group presentations, or mini-teaching sessions can give learner mentors the opportunity to practise skills they can use in their own practice and to try out new approaches.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments – 1 hour.
Tutor-led discussion on business environments, structure of organisations and small-group activities researching components of business plans – 2 hours.
Tutor-led discussion on skills and features of entrepreneurial students – 1 hour.
Tutor-led discussion on diagnostic assessment methods and design, with learner mentor peer groups evaluating their effectiveness – 1 hour.
Learner mentor analysis of tutor-provided student diagnostic assessments – 1 hour.
Role play in triads, using assessment activities and reflecting on suitability of approaches – 1 hour.
Tutor input on planning for learning – 1 hour.
Peer-group work on planning for learning – 1 hour.
Review of unit and programme of assignments – 1 hour.

Assessment

Evidence to meet the assessment criteria may be generated from work practice with entrepreneurial students. Sources of evidence arising from support sessions could include action plans, agreements and review documentation, audio and video recordings, observations, case histories, witness statements and reflective journals. If evidence that refers to individual entrepreneurial students is used then it must be anonymised or the student's consent for its use must be obtained.

A portfolio of evidence could include information showing how learner mentors have recorded and collated evidence that meets the assessment criteria.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Barrow P – *The Best-Laid Business Plans* (Virgin, 2008) ISBN 978-0073509630

Branson R – *Screw it, Let's do it* (Virgin, 2006) ISBN 0-753510995

Jones P – *Tycoon* (Hodder and Stoughton, 2007) ISBN 978-0340952351

Moon J – *Reflection in Learning and Professional Development* (Routledge, 2013) ISBN 9781136763632

Neck H, et al – *Teaching Entrepreneurship: A Practice Based Approach* (Edward Elgar Publishing, 2014) ISBN 978-1782540694

Westhead P, Wright M – *Entrepreneurship: A Very Short Introduction* (OUP Oxford, 2013) ISBN 978-0199670543

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.geoffpetty.com	Geoff Petty, online teaching resources
www.mindtools.com	Articles on Entrepreneurial Skills
www.peterjones.tv	Peter Jones TV website and resources

Journal

Coaching at Work – Chartered Institute of Personnel and Development (CIPD) (People Management), bi-monthly magazine

Unit 2:   Coaching and Mentoring the Entrepreneurial Student

Unit reference number: A/506/7151

QCF level: 4

Credit value: 5

Guided learning hours: 10

Unit aim

The aim of this unit is for learner mentors to develop the skills and knowledge needed to be able to coach and mentor entrepreneurial students.

Unit introduction

The learner mentor will gain understanding of the principles of coaching and mentoring in an entrepreneurial learning environment. They will understand the skills and qualities needed to be able to support the development of a 'T-shaped' student who is developing entrepreneurial attitudes and behaviours at work. Learner mentors will examine the roles and responsibilities of coaching and mentoring and explore theories of learning related to the role. They will evaluate the resources available to support the coaching and mentoring of students.

This unit will enable learner mentors to create a suitable learning environment for coaching and mentoring an entrepreneurial student, using different types and methods of assessment. Learner mentors will plan and develop suitable learning opportunities for the entrepreneurial student and demonstrate the coaching and mentoring needed to support them. Learner mentors will reflect on the effectiveness of their coaching and mentoring skills development and identify areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner-mentor presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand principles of coaching and mentoring	1.1	Analyse skills and qualities required for coaching and mentoring
	1.2	Explain roles and responsibilities of coaches and mentors
	1.3	Explain the purpose of ethical frameworks in coaching and mentoring
	1.4	Analyse the impact of own attitudes and beliefs on coaching and mentoring relationships
2 Understand techniques for coaching and mentoring entrepreneurial students	2.1	Analyse the coaching and mentoring role for entrepreneurial students
	2.2	Discuss theories of learning used in coaching and mentoring
	2.3	Evaluate techniques used when coaching and mentoring entrepreneurial students
	2.4	Explain the role of communication in coaching and mentoring
3 Be able to deliver coaching and mentoring sessions to develop entrepreneurial skills in students	3.1	Establish environments for coaching and mentoring entrepreneurial students
	3.2	Evaluate resources and sources of support required for coaching and mentoring entrepreneurial students
	3.1	Demonstrate coaching and mentoring that develops entrepreneurial skills
4 Be able to review the impact of coaching and mentoring sessions on the skills development of entrepreneurial students	4.1	Evaluate the skills development of the entrepreneurial student
	4.2	Analyse the impact of coaching and mentoring on the skills development of students within an entrepreneurial learning environment
	4.3	Evaluate the effectiveness of the coach and mentor in developing entrepreneurial students

Unit content

1 **Understand principles of coaching and mentoring**

Coaching and mentoring: discussions to enhance an individual's skills, knowledge or work performance; understanding that coaching targets high performance and improvement at work, focuses on specific skills and goals and typically lasts for a relatively short period; understanding that mentoring is a relationship to support the development of individuals and is more long term

Skills and qualities: skills, e.g. use of coaching models, communication, managing environments, reflective practice; qualities, e.g. motivational, supportive, encouraging, realistic, empathetic

Roles and responsibilities: roles, e.g. tutor, coach, mentor, instructor, assessor; responsibilities, e.g. enforcement of organisation policies and procedures, preparation and management of learning, supporting learning, assessment and record keeping, working with others, developing own practice

Ethical frameworks: complying with relevant codes of practice, legislation, guidance and ethical practice; importance of ethical framework, e.g. addressing equality and diversity issues, working within key codes of practice and ethics to maximise trust and positive outcomes for the entrepreneurial student

Attitudes and beliefs: assumptions, biases, barriers to effective interactions

2 **Understand techniques for coaching and mentoring entrepreneurial students**

Techniques for coaching and mentoring: appropriate questioning, empathetic and active listening, summarising and reflection to develop rapport; communication skills, e.g. verbal and non-verbal, and using them to adapt approaches to meet individual entrepreneurial student needs; potential barriers to effective communication

Theories of learning: theories, e.g. models of coaching, Kolb's learning cycle, Honey and Mumford stages, Visual Auditory and Kinaesthetic, Bruner's scaffolding, Maslow's hierarchy of needs

Role of communication: type of communication, e.g. oral, written, electronic, non-verbal communication; use in establishing relationships, rapport, pacing of development

3 **Be able to deliver coaching and mentoring sessions to develop entrepreneurial skills in students**

Environment: learning environment, e.g. work placement, learning company, rooms for coaching and mentoring sessions; prepare and source resources, ensure privacy and confidentiality, minimise disruption; accessibility

Resources and sources of support: resources, e.g. fit for purpose, stimulating, encouraging student independence, offering alternative approaches, use of ICT, Virtual Learning Environment(VLE) to support independent learning, extension activities; effectiveness of resources, e.g. impact, stimulating and memorable, varying approaches to suit learning styles, hands-on, adaptability; sources of support, e.g. colleagues, specialist support providers, course/programme team, employer, work-placement providers, employment agencies, further or higher education providers; specialist or training provider

Demonstrate coaching and mentoring: e.g. plan sessions for entrepreneurial students, establish ground rules, set targets, develop individual learning plans, record professional discussion outcomes; extension activities; record outcomes, formative and summative assessment

4 **Be able to review the impact of coaching and mentoring sessions on the skills development of entrepreneurial students**

Entrepreneurial student skills: critical thinking and problem solving, making reasoned judgements and drawing conclusions; researching information and working more efficiently with a wide range of technology to support learning and assessment; working collaboratively with others; being socially responsible in the community, having an awareness of diversity; being resourceful and creative; having a professional attitude and commercial awareness; self-management and independent learning

Effectiveness of coach and mentor: student satisfaction, student improvement, meeting goals, content coverage, reflective practice, tutor or mentor assessment and observation feedback

Essential guidance for tutors

Delivery

Time should be spent at the beginning of the unit on discussing the naturally occurring opportunities available to the learner mentor that will enable them to carry out the practical tasks needed to complete the unit. To meet the requirements of the unit, the learner mentor will need to be working in, or about to start working in, an entrepreneurial learning and development environment. The approach taken to delivering this unit needs to reflect the skills that learner mentors need as the basis of their professional practice in the workplace. At the end of the unit each learner mentor should have the confidence to be innovative and flexible in their approaches to inclusive teaching, supporting and assessment of students in an entrepreneurial learning environment.

Tutor input will be needed for the topics in learning outcome 1. The tutor will need to cover the structure of organisations and raise awareness of legal issues. Learner mentors should have the opportunity to examine completed business plans.

It is essential that learner mentors are given opportunities for 'teaching by example' where they mirror tutor approaches to planning and delivering their subject specialism. Individual or small-group presentations or mini-teaching sessions can give learner mentors the opportunity to practise skills that they can use in their own practice and to try out new approaches.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments – 1 hour.
Tutor-led discussion on coaching and mentoring roles, importance of keeping a practice log, and ethical concerns – 2 hours.
Group discussion on entrepreneurial student skills and the skills required by the learner mentor for coaching and mentoring – 1 hour.
Role-play activities of mini coaching and mentoring sessions in triads; coaching and mentoring scenarios followed by reflective feedback and group discussion – 3 hours.
Small-group activity to research resources and sources of support – 1 hour.
Tutor-led discussion on external and internal assessment requirements with individual research on organisational requirements – 1 hour.
Review of unit and programme of assignments – 1 hour.

Assessment

Evidence to meet the assessment criteria may be generated from work practice with entrepreneurial students. Sources of evidence arising from coaching and mentoring sessions include action plans, agreements and review documentation, audio and video recordings, observations, peer assessments, case histories, witness statements and reflective journals. If evidence that refers to individual entrepreneurial students is used then it must be anonymised or the student's consent for its use must be obtained.

A portfolio of evidence is a suitable way for learner mentors to record their evidence and collate evidence that meets the assessment criteria.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Books

Alfred G and Garvey B – *The Mentoring Pocketbook* (Management Pocketbooks, 2010) ISBN 9781906610203

Conner M and Pokora J – *Coaching and Mentoring at Work, developing effective practice* (Open University Press, 2012) ISBN 9780335243853

Megginson D and Clutterbook D – *Further Techniques for Coaching and Mentoring* (Routledge, 2009) ISBN 978-1856174992

Moon J – *Reflection in Learning and Professional Development* (Routledge, 2013) ISBN 9781136763632

Starr J – *The Coaching Manual 3rd Edition* (Pearson Education, 2011)

Western S – *Coaching and Mentoring, a Critical Text* (Sage Publications, 2012) ISBN 9781848601642

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.geoffpetty.com	Geoff Petty, online teaching resources
www.ifl.ac.uk	Institute for Learning
www.learning theories.com	Theories and models of learning for educational research and practice

Journal

Coaching at Work – Chartered Institute for Personnel Development (CIPD)(People Management), bi-monthly magazine

8 Further information and useful

To get in touch with us visit our 'Contact us' pages:

- Edexcel: www.edexcel.com/contactus
- BTEC: www.edexcel.com/btec
- Pearson Work Based Learning and Colleges: www.edexcel.com/about-wbl
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

9 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

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Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: www.edexcel.com/contactus

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- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at:www.edexcel.com/Aboutus/contact-us/Pages
- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.