

# **Pearson**

# **BTEC International Level 3**

# **Qualifications in Business;**

# **Enterprise and Entrepreneurship**

## **Delivery Guide Introduction**

**First teaching April 2020**

Pearson BTEC International Level 3 Certificate in Business

Pearson BTEC International Level 3 Subsidiary Diploma in Business

Pearson BTEC International Level 3 Foundation Diploma in Business

Pearson BTEC International Level 3 Diploma in Business

Pearson BTEC International Level 3 Extended Diploma in Business

Pearson BTEC International Level 3 Certificate in Enterprise and Entrepreneurship

Pearson BTEC International Level 3 Subsidiary Diploma in Enterprise and Entrepreneurship

Pearson BTEC International Level 3 Foundation Diploma in Enterprise and Entrepreneurship

Pearson BTEC International Level 3 Diploma in Enterprise and Entrepreneurship

Pearson BTEC International Level 3 Extended Diploma in Enterprise and Entrepreneurship

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## **Welcome to your BTEC International Level 3 qualification delivery guide**

This delivery guide is a companion to your BTEC International Level 3 specifications, Authorised Assignment Briefs (AABs) and Sample Pearson Set Assignments. It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of this guide is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.

The guidance has been put together by tutors who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver a BTEC programme in the context of the new qualifications from 2020.

This document provides guidance around what you will need to consider as you plan the delivery of the qualification(s). You will find information about the structure of your course, how you may wish to build the course for your learners, and the other support and resources available to you, along with suggestions for how you could make contact with employers.

Unit-by-unit guidance has been provided. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find coverage of assessments, including useful advice about assessment and tips and ideas around how to plan for and deliver assignments.

You will also find a list of carefully selected resources for each unit. The lists suggest books, websites and videos that you can either direct your learners to use or use yourself as a way to complement your delivery.

We hope you will find this guidance relevant and useful.

Enjoy your course!

### **What's new?**

The BTEC International Level 3 qualifications are the result of over three years' consultation with employers, higher education institutions, and many thousands of tutors and managers in colleges and schools. Our aim has been two-fold:

- to ensure that the BTEC International Level 3 qualifications continue to allow a recognised and well-respected route into employment or higher education, by meeting the needs of these key stakeholders
- to ensure that learners continue to enjoy a stimulating course of study and develop the skills and attributes that will enable them to progress.

As a result of this consultation and on the advice of employers, higher education institutions and – most importantly – those of you who teach BTEC, some key changes have been made to the BTEC International Level 3 qualifications. These changes are described throughout this delivery guide and include the following.



- **Updated content and revisions to a proportion of mandatory content** – Both employers and universities said they wanted greater consistency in coverage of the subject for BTEC learners. Employers wanted to see systematic coverage of core knowledge and skills for their sector, and for the Nationals to reflect up-to-date industry practice.
- **A focus on employability skills** – The BTEC approach to learning, through projects, practical assignments, group work and by simulating the world of work, has always supported the development of employability skills, e.g. self-management. The balance of cognitive and skills work has been carefully calibrated to ensure learners have a range of opportunities across their course. The qualifications are mapped to transferable skills, and these skills are supported in Pearson ebooks.
- **Broader assessment in internal units** – The assessment criteria for each unit are carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.

To support transition to the BTEC International Level 3 qualifications, we are providing a support programme with exemplar and practice materials, and training available. Please see the *Support and resources* section for details of the support and training, which will be available throughout the lifetime of the qualification.

### **Notes:**

The specification tells you what **must** be taught and what **must** be assessed. This delivery guide provides suggestions and ideas about how you could do this.

The suggestions given in this delivery guide link with the Authorised Assignment Briefs provided by Pearson, but they are not compulsory. They are designed to get you started and to spark your imagination.

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## Overview

### **Delivery Guides as support**

In the specification, the 'Unit content' tells you what must be taught and the 'Assessment criteria' tell you what must be assessed. The 'Essential information for assessment decisions' explains what the assessment criteria mean.

This delivery guide provides suggestions and ideas about how to plan and deliver the qualification, and includes a summary of recent changes.

Unit-by-unit guidance has been provided, which includes suggestions on how to approach the learning aims and unit content. Teaching, learning and formative assessment activities are also suggested. You will find delivery plans to help you timetable your course and ensure your learners are well prepared for internal and external assessments.

Links to carefully selected resources are provided for each unit. The lists suggest books, websites and videos, which will help you plan and deliver your course. Alternatively, you may wish to direct your learners to these resources.

Use the delivery guides as model templates or an interpretation on which you can base your own plan. Every delivery guide presents each unit as an exemplar, highlighting International Business; Enterprise and Entrepreneurship examples and resources to motivate tutors and learners.

## Significant changes to the new 2019 specification

The BTEC International Level 3 2019 qualifications contain significant changes to the previous 2010 version. These changes reflect the views and demands of business teaching practitioners, those working in the business sector, and government bodies with oversight of the qualifications.

For those familiar with the older 2010 specification, the changes are summarised in the table below:

<b>Change</b>	<b>New 2019</b>		<b>Old 2010</b>	
Programme name	International Business; Enterprise and Entrepreneurship		Business	
Qualification Names/GLH	Certificate	180 GLH	Certificate	180 GLH
	Subsidiary Diploma	360 GLH	Subsidiary Diploma	360 GLH
	Foundation Diploma	510 GLH	90-credit Diploma	540 GLH
	Diploma	720 GLH	Diploma	720 GLH
	Extended Diploma	1080 GLH	Extended Diploma	1080 GLH
Mandatory units	Between 1 and 5 dependent on qualification		Between 2 and 4 dependent on qualification	
Optional units	Choose from up to 43 dependent on qualification		Choose from up to 35 dependent on qualification	
Assessment	Internal through assignment and up to 4 Pearson set assignments, depending on qualification		Internal only through assignments	



## Structure and purpose

The new suite of BTEC International Level 3 Qualifications in Business has been developed in consultation with an array of stakeholders, including delivery centres, employers, professional bodies, higher education institutions and apprenticeship providers, to ensure the highest standards, attention to detail and vocational significance.

The table shows all the units and the qualifications for the Pearson BTEC International Level 3 Qualifications in Business to which they contribute. **You must refer to the full structure to select units and plan your programme.**

### Structures of the qualifications at a glance (Business)

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

#### Key



Pearson Set Assignment



**M**

Mandatory units



**O**

Optional units

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Exploring Business	90	M	M	M	M	M
2 Research and Plan a Marketing Campaign	90	M	M	M	M	M
3 Business Finance	90		O	M	M	M
4 Managing an Event	90		O	O	M	M
5 International Business	60		O	O	O	O
6 Principles of Management	60		O	O	O	M
7 Business Decision Making	120		O	M	M	M
8 Human Resources	60		O	O	O	O

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate (180 GLH)</b>	<b>Subsidiary Diploma (360 GLH)</b>	<b>Foundation Diploma (510 GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
9 Team Building in Business	60		0	0	0	0
10 Recording Financial Transactions	60		0	0	0	0
11 Financial Statements for Public Limited Companies	60		0	0	0	0
12 Financial Statements for Specific Businesses	60		0	0	0	0
13 Cost and Management Accounting	60		0	0	0	0
14 Investigating Customer Service	60		0	0	0	0
15 Investigating Retail Business	60		0	0	0	0
16 Visual Merchandising	60		0	0	0	0
17 Digital Marketing	60		0	0	0	0
18 Creative Promotion	60		0	0	0	0
19 Pitching for a New Business	60		0	0	0	0
20 Business Ethics	60		0	0	0	0
21 Training and Development	60		0	0	0	0
22 Market Research	60		0	0	0	0
23 Work Experience in Business	60		0	0	0	0
24 Branding	60		0	0	0	0
25 Relationship Marketing	60		0	0	0	0
26 Procurement Processes in Business	60		0	0	0	0
27 International Logistics	60		0	0	0	0
28 Sales Techniques and Processes	60		0	0	0	0
29 Health and Safety in the Workplace	60		0	0	0	0



<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate (180 GLH)</b>	<b>Subsidiary Diploma (360 GLH)</b>	<b>Foundation Diploma (510 GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
30 Career Planning	60		0	0	0	0
31 Effective Project Management	60		0	0	0	0
32 Business and Environmental Sustainability	60		0	0	0	0
33 Enterprise and Entrepreneurs	90					
34 Launch and Run an Enterprise	90					
35 Survival and Growth	90					
36 Social Enterprise	60					
37 Intrapreneurship and Innovation in an Enterprise	90					
38 Marketing Communications in Business	60					
39 Developing an Enterprise Strategy	120					
<b>UK Specific Units for UK Progression</b>						
40 The English Legal System	60		0	0	0	0
41 UK Employment Law	60		0	0	0	0
42 Aspects of UK Civil Liability Affecting Business	60		0	0	0	0
43 Aspects of UK Criminal Law Impacting on Business and Individuals	60		0	0	0	0

## Structures of the qualifications at a glance (Enterprise and Entrepreneurship)

The table shows all the units and the qualifications for the Pearson BTEC International Level 3 Qualifications in Enterprise and Entrepreneurship to which they contribute. **You must refer to the full structure to select units and plan your programme.**

### Key



Pearson Set Assignment



Mandatory units



Optional units

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Exploring Business	90					
2 Research and Plan a Marketing Campaign	90	M	M	M	M	M
3 Business Finance	90		O	O	M	M
4 Managing an Event	90					
5 International Business	60					
6 Principles of Management	60					M
7 Business Decision Making	120			M	M	M
8 Human Resources	60					O
9 Team Building in Business	60					
10 Recording Financial Transactions	60					
11 Financial Statements for Public Limited Companies	60					
12 Financial Statements for Specific Businesses	60					
13 Cost and Management Accounting	60			O	O	O
14 Investigating Customer Service	60					
15 Investigating Retail Business	60					



<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate (180 GLH)</b>	<b>Subsidiary Diploma (360 GLH)</b>	<b>Foundation Diploma (510 GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
16 Visual Merchandising	60					
17 Digital Marketing	60					
18 Creative Promotion	60					
19 Pitching for a New Business	60					
20 Business Ethics	60					
21 Training and Development	60					
22 Market Research	60			O	O	O
23 Work Experience in Business	60					
24 Branding	60			O	O	O
25 Relationship Marketing	60					
26 Procurement Processes in Business	60					
27 International Logistics	60					
28 Sales Techniques and Processes	60			O	O	O
29 Health and Safety in the Workplace	60					
30 Career Planning	60					
31 Effective Project Management	60					
32 Business and Environmental Sustainability	60					
33 Enterprise and Entrepreneurs	90	M	M	M	M	M
34 Launch and Run an Enterprise	90		O	M	M	M
35 Survival and Growth	90				M	M
36 Social Enterprise	60			O	O	O
37 Intrapreneurship and Innovation in an Enterprise	90		O	O	M	M



**BTEC INTERNATIONAL LEVEL 3 QUALIFICATIONS IN  
BUSINESS; ENTERPRISE AND ENTREPRENEURSHIP**

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate (180 GLH)</b>	<b>Subsidiary Diploma (360 GLH)</b>	<b>Foundation Diploma (510 GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
38 Marketing Communications in Business	<b>60</b>					<b>O</b>
39 Developing an Enterprise Strategy	<b>120</b>					<b>M</b>
<b>UK Specific Units for UK Progression</b>						
40 The English Legal System	<b>60</b>					
41 UK Employment Law	<b>60</b>					
42 Aspects of UK Civil Liability Affecting Business	<b>60</b>					
43 Aspects of UK Criminal Law Impacting on Business and Individuals	<b>60</b>					



## **Set assignment units**

Some mandatory units in the qualifications are assessed using a set assignment.

Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme as detailed in Section 6 of the Specification.

Set assignments are available from September each year and are valid for one year only.

## **Overview of the International Business and Enterprise and Entrepreneurship qualifications suite**

Pearson has developed the content of the new BTEC International Level 3 qualifications 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 personal attributes required in the sector.

The mandatory content ensures all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers. Learners are expected to show achievement across mandatory units as detailed in the *Structure and purpose* section.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, and research and analysis, which are valued both in higher education and in the workplace. Opportunities to develop these skills are signposted in the units.

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

Centres should ensure that content – for example, content that references regulations, legislation, policies and regulatory/standards organisations – is kept up to date. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure content is current and reflects international variations.

Feedback from Business sector employers, professional bodies and higher education institutions has driven the development of increased mandatory content to ensure that all learners master the same foundation of essential knowledge and skills. Dependent on the size of qualification studied, the mandatory content may develop understanding of:

- exploring business – studying the purposes, features, structures and operating environments of business organisations, and examining the link between innovation and business survival



- research and planning a marketing campaign – developing an understanding of how marketing research is conducted in order to plan a marketing campaign
- business finance – developing the skills and knowledge required to analyse and interpret financial data, enabling them to assess the financial health of a business and suggest how its performance can be improved
- managing an event – working as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained
- principles of management – developing an understanding of how the role of management and leadership in the workplace contributes to business success
- business decision making – using their knowledge and understanding of business concepts and processes to formulate business decisions and solutions.

The new qualifications continue to offer the traditional range of optional units to complete the course. Dependent on the size of qualification, optional units may be selected to cover various content areas such as:

- Unit 5: International Business
- Unit 8: Human Resources
- Unit 9: Team Building in Business
- Unit 10: Recording Financial Transactions
- Unit 11: Financial Statements for Public Limited Companies
- Unit 12: Financial Statements for Specific Businesses
- Unit 13: Cost and Management Accounting
- Unit 14: Investigating Customer Service
- Unit 22: Market Research
- Unit 24: Branding.

The flexibility of the new BTEC International Level 3 qualification in Business; Enterprise and Entrepreneurship empowers centres to tailor the delivery of units to their own individual facilities and expertise. All qualifications are underpinned by transferable skills that are embedded into unit content.

## **Assessment**

BTEC International Level 3 qualifications are assessed using a combination of internal assessments, which are set and marked by tutors, and assessments that are set by Pearson and marked by the centre.

Some units are assessed synoptically, requiring learners to show 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.

Sample assignments are available either as sample Pearson Set Assignments or as Authorised Assignment Briefs.



## **Making the right choice for your learners**

The suite of BTEC International Level 3 qualifications is intended to be inclusive and supportive to individuals in their chosen progression route. No prior study of the sector is needed, but learners should normally have a range of achievement at level 2, in GCSEs or equivalent qualifications.

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 GCSEs or Functional Skills.

Learners' prior achievements and long-term career goals are key to advising on the most appropriate study programme.

The qualifications have been designed primarily to support progression to employment following further study at university. However, they also support learners progressing directly to employment, as the transferable knowledge, understanding and skills will give successful learners an advantage when applying for a range of entry level roles (such as junior business roles in marketing, administration, finance, human resources) or when applying for 'school leaver' industry training programmes and higher apprenticeships.

The BTEC International Level 3 qualifications are recognised by higher education providers as either fully meeting or contributing to admission requirements, depending on the size of the programme of study undertaken. Examples of relevant degree courses include:

- BSc (Hons) Business and Management
- BA (Hons) Business and Finance
- BA (Hons) in Business with Human Resource Management
- BA (Hons) and BSc (Hons) in Business Studies.

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



## **Making contact with employers**

Employer engagement is invaluable to the delivery of BTEC International Level 3 qualifications as it ensures that delivery remains current and relevant. Learner engagement with the course content will improve when they can see its direct relevance to real situations. Relationships with partner organisations can lead directly to learners being recruited into apprenticeship programmes or being offered jobs at the end of their courses.

Once established, employer links can ease future planning by allowing projects to be repeated annually with new cohorts of learners. When attempting to engage new employers, communications from your centre should include the following information.

- **What is the employer expected to undertake?** – Outline in your employer engagement plan what is expected of them in the short, medium and long term. Liaise regularly with the employer, to ensure they understand what is required and what counts as a 'meaningful activity'. In the long term, ask established employers to act as mentors to new employers participating in the scheme.
- **How do we do it?** – The employer will want to understand the benefits of the time they will be investing in 'meaningful activities' alongside running their own business. Empower your employers to be Expert Witnesses for students in their establishment. The paperwork to be filled in by employers should be easy to follow and relevant. Spend time with the employers at the beginning, explaining the audit trail and why it is important to make the experience count for the learner and contribute towards the overall qualification.
- **What is expected of the centre?** – Expectations should be the first thing to establish once you have engaged with any employer. Be honest and tell them how much time they will need to spend engaging with students, and what additional work they will need to complete.

Suitable employers could be large established blue chip companies with designated training centres or SMEs local to your centre; all types of employer could play a part and may be able to provide young people with opportunities such as structured work experience or work placements. For many years, employers have been key in building the foundations of different qualifications and have identified a need for young people in their businesses to fulfil the skills gap that would fall short without such opportunities.

The employer involvement required should be outlined in any centre-devised Employer Guide the centre may wish to prepare for their specific programme of study. The objectives for how this can be undertaken need to be very specific to the industry.

Regular meetings should be held between the centre, employer and learner to ensure full commitment and understanding by all parties and to confirm that all key milestones are met.



## Support and resources

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

#### Specification

The specification (for teaching from April 2020) gives you details of the administration of the qualifications and information about the units for the qualifications.

#### 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 International Level 3 qualifications, for example, employer involvement and employability skills. It also provides guidance on assessment 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.

#### myBTEC

myBTEC is an 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 tutors with the following activities:

- checking that a programme uses 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.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC International Level 3 qualifications. These may include:

- 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 internally-assessed units**

For internal units assessed using a Pearson Set Assignment, we will provide a sample assignment as an example of the form of assessment required. For the remaining internally-assessed units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide Authorised Assignment Briefs and sample Pearson Set Assignments, approved by Pearson Standards Verifiers. These resources are available via our website and on myBTEC.

## **Pearson English**

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see [www.pearson.com/english](http://www.pearson.com/english).

