BTEC Tech Award in Enterprise
Your Key Stage 4 BTEC for schools

The skills to succeed – the confidence to progress
Introducing BTEC Tech Awards

In this section

» What are BTECs?
» What are the BTEC Tech Awards?
» Why is the BTEC Tech Award in Enterprise the best option for my students?
New to BTEC at Key Stage 4?

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

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

BTEC Tech Awards have been specifically designed:

- for 14–16 year olds in schools
- to give students a hands–on taste of the sector, and the skills and confidence to take their next steps
- to count in the ‘open group’ of Progress 8.

Why choose the BTEC Tech Award in Enterprise?

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

- Assessment is through task–based assignments so learners can demonstrate their knowledge and skills in work–related scenarios.
- Learners will explore, develop and apply their knowledge helping to develop key transferable skills such as research and data analysis to support their progression to further learning and the workplace.
- The flexible approach to the content of each component means you can deliver the course in a way that best suits your and your learners.
- This highly motivating, creative approach to teaching business and enterprise will encourage your students to explore the world of business and what makes or breaks an enterprise.

Read on to find out more
How does the course work?

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

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

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

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

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

### Promotion and Finance for Enterprise
- Externally assessed task
- 40% of the total course
Component 1: Explore

Examine enterprises and the skills needed by entrepreneurs

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

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 1, your students will:

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

For more information on the content in this component and assessment examples visit: quals.pearson.com/techenterprise and explore Section 3 of the specification.
Component 2: Develop

Students choose an enterprise idea to plan and pitch for

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

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, your students will:

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

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

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

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

Assessment: externally assessed synoptic task

Weighting: 40% of total course

During Component 3, your learners will:

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

For more information on the content in this component and assessment examples visit: [quals.pearson.com/techenterprise](quals.pearson.com/techenterprise) and explore Section 3 of the specification.
Your support for teaching: Overview

Free support

Course materials
There are lots of materials available on our website to support your planning and delivery, including:
• Course Planners for 1 and 2 years
• Schemes of Work for each component
• Assessment materials: SAMs, Authorised Assignment Briefs, and Sample Marked Learner Work.
quals.pearson.com/TAenterprise

Training events
We will be running Getting Ready to Teach events to help you feel confident teaching and assessing this new qualification.
quals.pearson.com/training

Enterprise Subject Advisor
Your Enterprise Subject Advisor, Colin Leith, is always on hand if you have any queries. Get in touch at:
TeachingBusiness@pearson.com  0333 016 5450

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

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

Paid–for published resources

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

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

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

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

Step 1: Scheme of Work

Step 2: Student Book*

Step 3: Teaching Pack*

quals.pearson.com/TAenterprise
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These are the main lesson activities, which are designed to build students’ understanding of the topics and how they will be assessed.

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

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

DID YOU KNOW?

- Micro enterprises are set up in lots of different ways and can be:
  - run by the owner of the business, who is self-employed (their own boss)
  - part of a group of businesses, or a larger organisation
  - owned by individuals, as opposed to government or a local authority.

- Public sector enterprises are owned by the government or local authorities.

- Private sector enterprises are owned by individuals, as opposed to government or local authorities.

- Not-for-profit (set up by charities or other community interest companies)

- Not-for-profits (an enterprise that earns less money than it spends)

- For-profit (an enterprise that earns more money than it spends)

- Limited companies. In a limited company, the owners are only responsible for debts up to the amount they have invested in the business.

- Unlimited companies, where the owners are personally responsible for all business debts.

- £250,000, they are only responsible for debts up to £250,000.

- A small enterprise is one that employs between 11 and 49 people. Small enterprises have seen this listed in the names of companies in your area. (You can remind yourself of its meaning in the previous section about ‘Small enterprises’.)

- Micro or small enterprises and tend to have the legal status of limited (Ltd).

- Small enterprises are often limited companies. In a limited company, the owners are only responsible for debts up to the amount they have invested in the business. Therefore, if they invested £50,000, they are only responsible for debts up to £50,000.

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- A micro enterprise will have size in common, regardless of how it is set up. Micro enterprises are set up in lots of different ways and can be:

  - run by the owner of the business, who is self-employed (their own boss)
  - part of a group of businesses, or a larger organisation
  - owned by individuals, as opposed to government or local authorities.

- Micro enterprises are also independent of larger organisations and can, in theory, be run by anyone.

- Every micro enterprise will have size in common, regardless of how it is set up. Micro enterprises are set up in lots of different ways and can be:
  - run by the owner of the business, who is self-employed (their own boss)
  - part of a group of businesses, or a larger organisation
  - owned by individuals, as opposed to government or local authorities.

- Zaheera Qureshi (@WomenWithWaders) started her micro enterprise because she had a scheme to make extra money through the website and through orders online.

- Many people running micro enterprises run them as a family business so they can earn a living, have a hobby, and make a profit.

- Yorkshire Dama Cheese (www.yorkshiredamacheese.co.uk) was started as a micro enterprise. It was started in 2016.

- Pasta Foods Ltd (www.pastafoods.com) is a major producer of snacks, and the owner of the business, who is self-employed (their own boss).

- Women with Waders (www.womenwithwaders.co.uk) is a small business that offers pond cleaning, maintenance and construction. It was originally set up in 2010 by two women but has grown quickly for it to be a medium enterprise. They have a large website and through orders online.

- Working in a pair, discuss the main differences between micro, small and medium enterprises.

- pasta foods ltd is an example of a small enterprise as it consists of up to ten people. If it consisted of more than ten people, it would be a medium enterprise.

- The Yorkshire Dama Cheese website and research how this micro enterprise.

- How much money did she originally start with?

- How has she expanded the business?

- Why has it been successful?

- What unique features does it offer?

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

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

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

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

- Access Pasta Foods’ website and do some further research into how it plans to become a larger organisation, using these questions to guide you.

- Access Pasta Foods’ website and research how micro, small, and medium enterprises have working in the private sector.

- Access Pasta Foods’ website and research how this micro enterprise.

- Working in a pair, discuss the main differences between micro, small and medium enterprises (see Figures 1.2 to remind yourself of how they are defined). Try to name examples of each type of enterprise in your local area and explain what they do.

- Access the Yorkshire Dama Cheese website and research how this micro enterprise.

- According to the UK organisation Small Businesses, SMEs employ 60 million people working in the private sector.

- Key terms

  - Small enterprises

  - Small enterprises

  - Micro enterprises

  - Medium enterprises

- GETTING STARTED

  - small enterprises

- Key questions

  - What is a small enterprise?

  - How would you define them? How could they be applied to an enterprise?

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

  - How much money did she originally start with?

  - How has she expanded the business?

  - What unique features does it offer?

  - Why has it been successful?

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- Teaching BTEC Tech Awards

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Your support for teaching:

Teaching Pack (via ActiveLearn Digital Service)

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

What’s inside?

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

How will it support my teaching?

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

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

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

In this section...

» Why the combination of internal and external assessment?
» How does assessment work?
» How does grading work?
» Your support for assessment

Why the combination of internal and external assessment?

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

Internally assessed assignments

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

Component 1 example assignment:
Learners will investigate two real different SMEs, e.g. a service provider or supplier of goods locally and a larger SME. Learners will consider the characteristics of the SMEs and their owners and the importance of these characteristics in achieving success.

Component 2 example assignment:
Learners will individually produce a plan for a micro enterprise activity having explored a range of ideas and considered their skills. They will then carry out a simple pitch of their developed plan and review feedback.

Externally assessed task

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

Component 3 example task:
The external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete. You can see an example SAM on our website, quals.pearson.com/enterprisesam.
How does the assessment work?

Retaining the BTEC approach

Internal assessment

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

Can my students resubmit?

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

Task over tests

External assessment

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

When can my students take the external assessment?

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

Can my students resit?

Your students will have one opportunity to resit.

Why do we use moderation?

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

Want to know more?

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

quals.pearson.com/TAentspec

Want to see an example task?

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

quals.pearson.com/enterpriseSAM

One re-submission

One re-take (with a new assignment)
How does the grading work?

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

Full grading

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

Qualification grade point thresholds

- Level 2 Distinction* · 114 points
- Level 2 Distinction · 105 points
- Level 2 Merit · 95 points
- Level 2 Pass · 72 points
- Level 1 Distinction · 58 points
- Level 1 Merit · 44 points
- Level 1 Pass · 30 points

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

Example

<table>
<thead>
<tr>
<th>Internally assessed</th>
<th>Externally assessed</th>
<th>Final qualification grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore – 30%</td>
<td>Develop – 30%</td>
<td>Apply – 40%</td>
</tr>
<tr>
<td>PASSED</td>
<td>PASSED</td>
<td>PASSED</td>
</tr>
<tr>
<td>29 Points</td>
<td>38 Points</td>
<td>38 Points</td>
</tr>
<tr>
<td>Grade Level 2 – Merit</td>
<td>Grade Level 2 – Distinction</td>
<td>Grade Level 2 – Merit</td>
</tr>
</tbody>
</table>

| 103 Points |
| Final Grade Level 2 – Merit |

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

"For more information on grading see section 8 of the specification."
Recognising student achievement

In this section...

» How does the BTEC Tech Award fit into Progress 8?
» Where can a BTEC Tech Award take your students?

Your support for assessment

Free support
You can download free sample material from our website, to help you with assessment:
• Authorised Assignment Briefs for the internally assessed components
• Sample Assessment Materials for the externally-assessed tasks
• Sample Marked Learner Work can help you understand the standards of each grade.
• Free access to myBTEC, an online toolkit for planning, teaching and assessing.

Free training
We will be running events to help you feel confident to teach and assess the BTEC Tech Award in Enterprise.
Keep an eye on our website for more info, coming soon.

Paid for resources
We are also developing resources to support you, and help your students reach their full potential.
Our Student Book and ActiveLearn will both include specific activities on preparing for assessment.

See pages 14–19 of this guide to find out more.
Where can a BTEC Tech Award take your students?

What will my students gain from a BTEC Tech Award?

Practical, transferable skills
BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.

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

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

How does the BTEC Tech Award fit into Progress 8?

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

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

Recognised by employers and universities

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

What are my students’ options for progression after the course?

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

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Level of achievement

- **Level 1 at KS4**
  - Study of Enterprise post–16 through a technical certificate
    - Ideal for students who perform strongly in enterprise compared to their overall performance at KS4

- **Level 2 at KS4**
  - A Levels
    - Will prepare them for entry into Higher Education

- **Level 3 vocational qualifications** e.g. BTEC National in Business or BTEC L3 Nationals in Enterprise and Entrepreneurship
    - Will prepare them for entry into employment or apprenticeships and Higher Education.

**Recognising student achievement**

- **Entrepreneurship**
- **General management**
- **Pitch**
- **Product management**
- **Intrapreneur**
- **Self-employment**
- **Marketing**
- **Business advisor**
- **University**
- **Economist**

There are nearly 5 million businesses in the UK, employing around 14.4 million people.
Your next steps

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

Download your specification for a more detailed look at the course
quals.pearson.com/entTAspec

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

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

@PearsonEconBus

0333 016 5450

Tell us you’re teaching this qualification to receive the latest updates
quals.pearson.com/TAsignup