

Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

Specification

BTEC specialist qualification

First teaching September 2011

Issue 3

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills (QCF)
Edexcel BTEC Level 2 Certificate in Work Experience for Enterprise (QCF)

The QNs remain the same.

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Summary of specification Issue 3 changes for:

Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
The ' <i>Indicative resources materials</i> ' section of some units have been amended to update website links.	Throughout

Earlier issue(s) show(s) previous changes.

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

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 2 Award in Enterprise Skills

Pearson BTEC Level 2 Certificate in Enterprise Skills

Pearson BTEC Level 2 Extended Certificate in Enterprise Skills

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

The Qualification Numbers for the qualifications in this publication are:

Pearson BTEC Level 2 Award in Enterprise Skills	600/2920/1
Pearson BTEC Level 2 Certificate in Enterprise Skills	600/2921/3
Pearson BTEC Level 2 Extended Certificate in Enterprise Skills	600/3034/3
Pearson BTEC Level 2 Certificate in Work Experience for Enterprise	600/2924/9

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

These qualifications are accredited by Ofqual as being Stand Alone.

Welcome to the Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills and the Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

Focus on the Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills

The Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills are designed for learners interested in developing core enterprise skills at level 2. Learners taking these qualifications can progress to employment or further education or training including qualifications such as the Pearson BTEC Level 2 in Understanding Enterprise and Entrepreneurship, the Pearson BTEC Level 3 in Enterprise and Entrepreneurship and the Pearson Level 3 Diploma in Enterprising Skills in a Business Environment.

Focus on the Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

The Pearson BTEC Level 2 Certificate in Work Experience for Enterprise is designed for learners to take alongside a work experience placement. Through the qualification learners will develop skills and knowledge to be entrepreneurial. By undertaking specific projects on their work experience placements learners will develop and put these skills and knowledge into practice working on real business issues. Learners can progress to employment or further education or training including qualifications such as the Pearson BTEC Level 2 in Understanding Enterprise and Entrepreneurship, the Pearson BTEC Level 3 in Enterprise and Entrepreneurship and the Pearson Level 3 Diploma in Enterprising Skills in a Business Environment.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 2 Award

The Pearson BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Pearson BTEC Level 2 Certificate and Extended Certificate

The Pearson BTEC Level 2 Certificate extends the work-related focus from the Pearson BTEC Level 2 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills

The Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

Key features of the Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

The Pearson BTEC Level 2 Certificate in Work Experience for Enterprise has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills relate to the Understanding Enterprise NOS, developed by the Small Firms Enterprise Development Initiative (SFEDI).

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 have rules of combination.

Rules of combination for the Pearson BTEC Level 2 qualifications

When combining units for the Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills and the Pearson BTEC Level 2 Certificate in Work Experience for Enterprise, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Award in Enterprise Skills

- 1 Qualification credit value: 5 credits.
- 2 All credits must be achieved from the unit listed in this specification.

Pearson BTEC Level 2 Certificate in Enterprise Skills

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 15 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Extended Certificate in Enterprise Skills

- 1 Qualification credit value: a minimum of 25 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 25 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Award in Enterprise Skills

The Pearson BTEC Level 2 Award in Enterprise Skills is a 5-credit and 30-guided-learning-hour (GLH) qualification that consists of one mandatory unit.

The Total Qualification Time (TQT) for this qualification is 50.

Pearson BTEC Level 2 Award in Enterprise Skills			
Unit	Mandatory unit	Credit	Level
1	The Entrepreneurial Mindset	5	2

Pearson BTEC Level 2 Certificate in Enterprise Skills

The Pearson BTEC Level 2 Certificate in Enterprise Skills is a 15-credit and 90-guided-learning-hour (GLH) qualification that consists of two mandatory units **plus** optional units that provide for a combined total of 15 credits.

The Total Qualification Time (TQT) for this qualification is 150.

Pearson BTEC Level 2 Certificate in Enterprise Skills			
Unit	Mandatory units	Credit	Level
1	The Entrepreneurial Mindset	5	2
2	Creating a Vision for your Business Plan	5	2
Unit	Optional units		
3	The Business Environment	5	2
4	Researching your Market	5	2
5	The Marketing Plan	5	2
6	Financial Modelling and Forecasting	5	2
7	Leadership and Teamwork	5	2

Pearson BTEC Level 2 Extended Certificate in Enterprise Skills

The Pearson BTEC Level 2 Extended Certificate in Enterprise Skills is a 25-credit and 150-guided-learning-hour (GLH) qualification that consists of three mandatory units **plus** optional units that provide for a combined total of 25 credits.

The Total Qualification Time (TQT) for this qualification is 250.

Pearson BTEC Level 2 Extended Certificate in Enterprise Skills			
Unit	Mandatory units	Credit	Level
1	The Entrepreneurial Mindset	5	2
2	Creating a Vision for your Business Plan	5	2
8	Preparing and Pitching a Business Plan	5	2
Unit	Optional units		
3	The Business Environment	5	2
4	Researching your Market	5	2
5	The Marketing Plan	5	2
6	Financial Modelling and Forecasting	5	2
7	Leadership and Teamwork	5	2

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

The Pearson BTEC Level 2 Certificate in Work Experience for Enterprise is a 13-credit and 90-guided-learning-hour (GLH) qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 13 credits.

The Total Qualification Time (TQT) for this qualification is 130.

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise			
Unit	Mandatory units	Credit	Level
9	Enterprise in the Workplace	10	2
Unit	Optional units		
10	Planning an Enterprise Activity	1	2
11	Running an Enterprise Activity	1	2
12	Producing a Product	1	2
13	Developing Personal Skills for Leadership	2	2
14	Practising Leadership Skills with Others	2	2
15	Communicating Solutions to Others	2	2
16	Effectiveness at Work	1	2
17	Working in a Team	3	2

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **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 on 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, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

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

Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills

Pass qualification grade

Learners will be awarded a pass qualification grade provided they pass each individual unit to achieve the credit value stated in the rules of combination appropriate to their qualification programme of study (see Rules of combination).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points achieved through the successful achievement of individual units. The number of points available will be dependent on the unit level, grade achieved and the size of the unit as determined by the credit value (as shown below).

The grade boundary ranges for the awarding of each qualification grade are also shown below.

The table below shows the **number of points scored for each 5-credit level 2 unit**:

Unit level	Pass grade points	Merit grade points	Distinction grade points
2	25	30	35

Qualification grade boundaries

Qualification	Merit grade	Distinction grade
BTEC Award	30	35
BTEC Certificate	85–99	100 and above
BTEC Extended Certificate	140–159	160 and above

Pearson BTEC Level 2 Certificate in Work Experience for Enterprise

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In the Pearson BTEC level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being 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 remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC level 2 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as 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

Pearson BTEC level 2 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 Pearson BTEC level 2 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.

Functional skills

Pearson level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

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 Pearson's 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.

Restrictions on learner entry

The Pearson BTEC Level 2 Award, Certificate and Extended Certificate in Enterprise Skills and the Pearson BTEC Level 2 Certificate in Work Experience for Enterprise are accredited for learners aged 14-19.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

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.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

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

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

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 (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

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 is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

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.

'eg' 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.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way of planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *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.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *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.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.
- *Delivery of personal, learning and thinking skills* – provides opportunities for linking the assessment outcomes to PLTS.

Units

Unit 1:	The Entrepreneurial Mindset	23
Unit 2:	Creating a Vision for your Business Plan	33
Unit 3:	The Business Environment	45
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Unit 7:	Leadership and Teamwork	93
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Unit 9:	Enterprise in the Workplace	117
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Unit 16:	Effectiveness at Work	167
Unit 17:	Working in a Team	173

Unit 1: The Entrepreneurial Mindset

Unit code:	A/600/0317
Level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is to enable learners to develop the mindset and skills that a successful entrepreneur needs for business.

Unit introduction

Many people dream of running a successful business. Determination, vision, adaptability and a wide variety of skills are required to make a business successful. This unit will enable learners to investigate the qualities and characteristics of successful entrepreneurs, whilst developing the attributes needed to plan and run a business.

The development of mindset and skills will, in part, depend on understanding that limits and constraints can be overcome with planning and determination. This reassessment of previously learned concepts may take time, and therefore this unit should be incorporated through the programme of study.

This unit focuses on the attributes of successful entrepreneurs, and learners are encouraged to consider these attributes in terms of their own development. The unit focuses on the ability and capacity all learners have to develop into successful entrepreneurs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 Know the mindset and skills required to be a successful entrepreneur	P1 describe the mindset and skills needed by successful entrepreneurs to plan and run a business P2 describe how successful entrepreneurs manage risk
2 Be able to develop mindset and skills for business	P3 conduct a skills audit of self, identifying areas for improvement (RL1) P4 describe how skills required for the business will be resourced P5 plan own personal development (RL2/SM2/SM3) P6 review own progress against the plan (RL3/RL5).

Unit content

1 Know the mindset and skills required to be a successful entrepreneur

Mindset: focus; passion; approaches to risk taking; having a positive attitude; being motivated and dedicated; flexibility and adaptability; creativity; intuitiveness; the drive to succeed and grow; willingness to change mindset; having vision and capacity to inspire

Skills: practical/technical skills for making product or providing service; interpersonal communication skills (effective listening, questioning, body language, assertiveness); written communications; dealing with stress; negotiation; problem solving; time management, planning aids, setting objectives, prioritising tasks, delegation; managing risk

2 Be able to develop mindset and skills for business

Assessing: identifying mindset and skills needed for key business activities (see mindset and skills above); use of self-assessment models, eg GROW (Goal, Reality, Options, Will and Way Forward), reviewing past experience, eg work, education, training; psychometric testing, personal SWOT analysis; using feedback from others; developing a critical approach to self-assessment tools; setting goals

Plan formats: eg written, oral (recorded), online

Skills: eg own skills, skills of employees, skills of suppliers; skills of auxiliary professionals, eg paperwork, sales, marketing, finance, production, purchasing, business law, obtaining supplies, maintaining equipment, monitoring quality, getting publicity, writing promotional materials, strategic thinking, communication, dealing with stakeholders, negotiation, decision making, problem solving, delegation

Reviewing: against set goals and timeline; identifying what was achieved; identifying what wasn't achieved and reasons why; identify skills that need development; identifying resources needed to meet objectives; updating personal development plan

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the mindset and skills needed by successful entrepreneurs to plan and run a business P2 describe how successful entrepreneurs manage risk		
P3 conduct a skills audit of self, identifying areas for improvement [RL1] P4 describe how skills required for the business will be resourced P5 plan own personal development [RL2/SM2/SM3] P6 review own progress against the plan [RL3/RL5].	M1 prepare and maintain a personal development plan that addresses all current skills needed to be a successful entrepreneur.	D1 prepare and maintain a personal development plan that addresses all current and potential future skills needed to be a successful entrepreneur.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit will allow learners to examine the mindset and skills needed to run their own business. Learners could start by working in small groups listing as many people as they know who run their own business or social enterprise, and the skills they think these people have, and how they think they achieved success. Each group could select two or three from their list and have a class discussion on the findings. Ideally, learners could visit entrepreneurs to question them on the skills and attributes that they valued most when developing their businesses.

It is important that learners understand their own motives for starting a business and in their groups they can prepare a short presentation to feed back to the whole group on the advantages and disadvantages of setting up and running a business. Learners could then prepare a short written statement describing which business activities they would or would not enjoy doing, the reasons why, and how this would affect their chosen lifestyle. This area could then be drawn together with a presentation by a local business person on their experiences of the benefits of starting a business, and the sources of help they used for developing knowledge and skills. Such people could be drawn from the local Chamber of Commerce or from a similar organisation. It is anticipated that some learners will be uncertain as to the scope of what they can achieve; drawing on testimony from entrepreneurs should enable them to develop their aspirations and it is recommended that learners interact with successful local entrepreneurs.

Learners need to consider their own contribution to a business. Case study materials highlighting strong and weak contributions will help learners focus on what they need to identify and how this relates to starting a business. It is important that learners are supported to make some subjective judgements in terms of understanding themselves and how they can work by themselves and with others to meet the needs of both starting and running a business. Psychometric tests, usually in the form of a questionnaire (normally administered on paper, but increasingly by electronic media), can be used. There are two main categories of test: cognitive/mental ability tests, designed to measure numeracy and verbal skills, and personality tests, designed to measure aspects of behaviour. These tests can make a useful contribution to a learner's self awareness, but feedback should be given by a competent assessor. Learners should be encouraged, with all such tests, to develop a critical stance. This will help them to develop a positive attitude to their own development. Learners should relate their self assessment to the skills required to operate their own business. They should consider whether they personally will meet business skills needs or whether these needs will be met using employees or contractors.

Learners should also be encouraged to get feedback from others, such as family, friends and work experience organisations. Tutors should highlight the issue of possibly receiving negative feedback and how this can be dealt with. In addition, tutorials can be used to draw out learners' ideas about their mindset. A model for goal setting such as GROW can be used to help learners structure their development. Learners could prepare a summary of the skills and knowledge needed to prepare for business, their own experiences, and areas for development, which they would be able to use as the basis for preparing a personal development plan.

Learners should be able to produce their own development plan to their own preferred format. A template should be provided only for learners who are not able to structure their own. This plan should clearly outline realistic skills and knowledge targets, the resources and sources of advice needed to implement the plan and show how development will be monitored. This active planning approach encourages learners to take responsibility for their own learning and development and make the most of any opportunities that arise. This is in itself a useful exercise, reflecting the ability to respond to advice and guidance from professionals.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor-led introduction to the unit and the programme of learning.	1.5
Entrepreneur-led introduction to entrepreneurial mindset and skills, learner exercises and group work.	5.0
Group discussion on mindset and skills of successful entrepreneurs.	1.5
Learners in groups research into different entrepreneurs.	6.0
Learners feed back findings, tutor-led discussion developing theory aspects.	6.0
Learners assess the skills requirements for starting a small businesses.	3.0
Learners work in groups to ascertain how skills will be resourced for their businesses.	3.0
Entrepreneur-led session on the benefits of self-audit, drawing on personal experiences of entrepreneur.	2.0
Tutor-led discussion on theory components of self-assessment – learner group work and exercises. Learner-initiated private study time on aspects of self-assessment.	5.0
Learners undertake self-analysis exercises, eg psychometrics.	5.0
Learners conduct own skills audit, with tutor support contributing to assignment: Skills Audit and Personal Development (P1, P2, P3, P4, P5, P6, M1, D1).	5.0
Learners work in groups on personal development plan structure.	3.0
Learners prepare personal development plan contributing to assignment: Skills Audit and Personal Development (P1, P2, P3, P4, P5, P6, M1, D1).	5.0
Total learning time hours	50

Assessment

Learning outcomes 1 and 2 could be researched through learners questioning an entrepreneur about skills and mindset as detailed in the unit content. Learners' personal development plans must show clearly defined objectives, methods which will be used to develop skills, the knowledge and behaviours needed to achieve goals, the resources to support this achievement, and target and review dates. Learners should review their development after a suitable period of time. It is recommended that learners begin their examination of their entrepreneurial skills and mindset and the progress of their personal development plan at the start of their course and complete their review at the end.

To achieve P1, learners need to provide examples of at least two different entrepreneurs and the skills and mindset they have which enabled them to become successful. To achieve P2, learners need to describe how two entrepreneurs manage risk. The examples may include one well-known entrepreneur such as Peter Jones, Richard Branson and Alan Sugar, but learners should also include one local entrepreneur.

To achieve P3, learners will need to examine their current skills profile against the skills identified in P1. This will involve looking at a wide range of skills that they may have developed from a range of sources. These may be practical, interpersonal or technical skills developed in part-time employment or through voluntary activities. They may be skills that they are demonstrating as learners, such as research or time management skills. Learners need to be able to demonstrate that they have achieved or are working towards skills at the appropriate level, as well as provide evidence of their strengths and weaknesses.

P4 requires learners to understand the skills requirements of their own businesses and how these will be resourced. This could be through themselves and their own development but is also likely to include contracted-in skills and employees. Learners should be encouraged not to restrict their business vision on the basis of skills gaps but to propose solutions.

This information will help learners formulate the personal development plan required for P5. This can be designed with tutor guidance and must show evidence of planned learning activities and resources needed to achieve agreed targets. For P6 the development plan should have evidence of reviewing. The plan should be an ongoing activity undertaken throughout the programme of study in order for reflection, feedback, and monitoring of activities.

For a merit grade (M1), learners must extend their knowledge of the skills needed to be a successful entrepreneur by assessing own potential future skills needs. This ensures that learners are already thinking about how their businesses could grow and the different skills they need to cope, such as managing people.

For a distinction grade, learners must develop a plan that looks to future skills needs (D1).

Business planning preparation

The table below shows how the grading criteria are assessed through the preparation learners will undertake for their business plan.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, D1	Skills Audit and Personal Development	To use as basis for learning on programme.	Conduct a skills audit based on identified skills and mindset of successful entrepreneurs and the attributes and mindset they need to run their business. Prepare and review a personal development plan.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Leadership and Teamwork
Enterprise in the Workplace	Working as an Intrapreneur

Tutors should introduce this unit at the start of the learning programme, so that learners can carry out meaningful reflection, and prepare a personal development plan which can be monitored and reviewed throughout the course.

This unit links to the following National Occupational Standards at level 2 in Understanding Enterprise:

- UE1 Choosing your business enterprise
- UE2 Identifying and managing opportunities and risks
- UE5 Winning help and support.

Essential resources

Many of the outcomes for this unit require learners to undertake research. Learners should be introduced to as many different forms of information as possible to enable research skills to be effectively developed. Libraries and other research facilities including the internet, national newspapers, local banks and start-up business training agencies are all useful. As part of assessing their own mindset and skills, learners will find it useful to complete different psychometric tests. Suggested tests include the Myers-Briggs personality assessment, and although full tests usually have an associated cost due to the nature of the interpretative report given, the internet is a useful source for free practice tests covering personality, creativeness, and entrepreneurship.

Employer engagement and vocational contexts

Visits to businesses and from guest speakers will be essential for the delivery of this unit. Entrepreneurs who can talk about the skills they needed to develop to get their business or social enterprise running and sources of help they used will be invaluable.

Indicative resource materials

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 1987)
ISBN 978-0330298094

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996)
ISBN 978-0750626750

Jones P – *Tycoon* (Hodder and Stoughton, 2008) ISBN 978-0340952351

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey, 2002)
ISBN 978-1857883046

Williams S – *Lloyds TSB Small Business Guide, 13th Edition* (Vitesse Media Group, 2003) ISBN 978-0954562120

Websites

www.britishchambers.org.uk	British Chambers of Commerce – business support
www.cim.co.uk	Chartered Institute of Marketing
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.lloydstsbbusiness.com	Small Business Guide Lloyds TSB
www.peterjones.tv	Peter Jones TV
www.sfedl.co.uk	Small Firms Enterprise Development Initiative

Learners should be encouraged to consult a wide range of commercial websites to support the evidence they develop for this unit. Websites often make reference to other internet information sources. These resources should be used with caution.

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Reflective learners	P4 conducting a skills audit of self, identifying areas for improvement (RL1) P5 planning own personal development (RL2/SM2/SM3) P6 reviewing own progress against the plan (RL3/RL5)
Self-managers	P5 planning own personal development (RL2/SM2/SM3).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Creative thinkers	finding creative solutions to skills shortages
Reflective learners	describing skills needs for their businesses, focusing on their own development
Self-managers	managing their own personal development.

Unit 2: **Creating a Vision for your Business Plan**

Unit code:	M/600/0315
Level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is for learners to understand how business ideas are created and gain the skills and confidence to generate their own.

Unit introduction

Successful entrepreneurs develop ideas and turn these ideas into a product or service to which they can make a commitment. They do this by having a vision of the future of the product or service and by making this vision a reality.

In the first part of this unit learners will explore successful and innovative business ideas. They will learn about how some ideas have been based on identifying new customer needs, whilst others have provided innovative means of satisfying established needs. Learners will go on to investigate how some successful entrepreneurs have developed their ideas and launched innovative businesses.

Next, learners will choose an idea for implementation and explain their reasons for rejecting other ideas; they will select which of their ideas they wish to work with as the basis for a fully-developed business plan.

Learners will explore sources of advice and guidance, and networks that can support them in business and will use opportunities to gather information to support their business planning development.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 why business ideas are successful	P1	explain why business ventures are successful (IE3)
2	Be able to assess the suitability of a business idea	P2	generate an idea that could be implemented, giving reasons
		P3	explain the reasons the other ideas were rejected
3	Be able to articulate a coherent vision for a new business idea	P4	plan how an idea could develop over a period of at least two years (CT1)
4	Be able to use sources of help and support in developing a new business	P5	describe sources of advice and guidance and networks that can help in developing a new business
		P6	consult trusted sources and networks for information and to help make decisions
		P7	explain how businesses can use sources of advice and guidance, and networks to support business development.

Unit content

1 Understand why business ideas are successful

Successful ventures: ways to meet customer needs, eg products or services; identifying new customer needs, eg life coach, social networking websites; methods of meeting established customer needs, eg online, healthcare services, leisure products, DIY products, leisure services; the ideas and actions of creative young business men and women such as Tanya Budd, Rose Grimond, Sergey Brin, Mark Zuckerberg; importance of the vision

Measures of success: eg financial, social, customer satisfaction; meeting identified customer needs; finding innovative solutions to meet customer needs

2 Be able to assess the suitability of a business idea

Idea selection and reasons: estimating resources required to develop ideas; own time; others' time; skills; finance; premises; area of interest; personal commitment to the idea; selecting the idea that is most appropriate

Likelihood of success or failure: access to prospective customers; existing demand; estimating profitability

Identification of major barriers for a start-up business: eg large start-up costs; cash flow; licences

Longer-term benefits: links with vision; skill development; passion for idea

3 Be able to articulate a coherent vision for a new business idea

Business ideas: product or service; features of typical 'targeted' customers: age; location; interests; concerns; the benefit to customers or consumers of product or service; difference between 'benefits' and 'features'

Plan: vision, concept, possible customers, possible routes to market, strategy for dealing with competitors, ideas for financing, ideas for implementation, ideas for expansion, ideas for closure (if appropriate), eg selling a business, closing a business

4 Be able to use sources of help and support in developing a new business

Sources: Business Link; bank manager; other businesses; advice agencies

Networks: Chambers of Commerce; trade associations; professional bodies; friends and family; charities and voluntary organisations

Consult: eg for advice about business ideas; ensuring security of the idea

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain why business ventures are successful [IE3]	M1 explain how business success is measured	
P2 generate an idea that could be implemented, giving reasons P3 explain the reasons the other ideas were rejected	M2 generate one well thought through idea that responds to market needs	D1 generate one innovative idea which is a creative response to a market need.
P4 plan how an idea could develop over a period of at least two years [CT1]	M3 explain the required features for success of one new business idea.	D2 evaluate the likelihood of success of the idea.
P5 describe sources of advice and guidance and networks that can help in developing a new business P6 consult trusted sources and networks for information and to help make decisions P7 explain how businesses can use sources of advice and guidance, and networks to support business development.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit takes learners through the initial stage of enterprise development: creating a vision for a business idea. The delivery of this unit could be coordinated with Toolkits for Idea Generation, particularly if learners need to generate their own business ideas for a new business plan. The unit lends itself to being delivered over a short intensive period rather than through a long series of weekly lessons.

In order to complete this unit successfully, learners will need to take risks with developing and expressing a vision for the future. One of the aims of this unit is to develop learners' self-confidence and to enable them to adapt their mindset to that of an entrepreneur. It is unlikely that this aim can be achieved using traditional teaching methods and so an individual approach to each learner's needs is recommended. Learning methods should be active, challenging and full of surprises so as to create an atmosphere of constructive excitement.

Activities such as games, problem-solving or outdoor challenges can help to break down barriers and enable learners to develop and express their ideas more freely. Learners should interact with experienced entrepreneurs as often as possible to enable learners to learn from experience.

For learning outcome 1, learners should question real entrepreneurs about how their ideas were developed and about the ideas that were discarded. Learners should explore the stories of entrepreneurs with whom they can identify. A list of young entrepreneurs has been supplied in the content of the unit but this is indicative only, and centres are free to use the examples which are most likely to inspire and energise their learners.

A variety of media and activities should be used to carry out the investigation.

Learners should be encouraged to think in terms of meeting customers' needs or aspirations as being the basis for all enterprises and to explore how often new ideas meet established needs in an innovative way.

Learners should become adept at identifying the difference between the features of a product or service and the perceived benefits to the consumer. For example, the features of training shoes are that they are made of lightweight material and have thick soles, and the benefits are that they bring comfort and make the wearer feel like an athlete. New social enterprises could form part of this research even for those who are not considering developing a social enterprise.

Learning outcome 2 requires a different type of thinking, although learners still envisage a future that is different from the present. Learners now need to become more critical and consider the feasibility of business ideas. Learners could work through several of their own business proposals, discussing the challenges and advantages of each and agreeing which one has the greatest chance of success, before going on to assess the ideas they have produced.

Learning outcome 3 requires learners to take an idea and explain how it could be developed over a period of at least two years. If learners are planning to undertake other units in the BTEC Level 2 in Enterprise and Entrepreneurship then they should select an idea that is manageable for this qualification. If learners have undertaken Toolkits for Idea Generation, they should be able to select an idea from the outcomes of this unit.

Otherwise, learners should develop an existing idea that has been the subject of their learning for learning outcome 1.

Learning outcome 4 requires learners to investigate sources of advice and guidance as well as supporting networks that would be relevant for their selected business idea development. Learners should research relevant local resources. A visiting speaker such as an entrepreneur or someone from a business body would support learning. Learners should consult sources of advice and guidance, and networks for help in planning ideas, ensuring that they are confident of the security of the idea.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor introduction, setting rules.	1.0
Learners research how successful ideas were developed: case histories of successful entrepreneurs, and visits from entrepreneurs, question visitors or network, web research, reading, sharing success stories in group.	5.0
Learners in groups discuss measures of business success with tutor support.	3.0
Learner-initiated private study and business plan section: Successful Entrepreneurship (P1, M1).	6.0
Importance of customer 'benefits': learners in groups undertake exercises differentiating between 'features' and 'benefits'.	3.0
Identification of how customers' needs can be met in different ways: learner analysis of different ideas and how they met customers' needs in different ways.	6.0
Learners select a business idea, either from examples or from learning from Toolkits for Innovation. Learners work in groups to discuss benefits and disadvantages of the selected idea, and present to other learners.	4.0
How to develop a vision: case study of visionary entrepreneur. Visit from entrepreneur, learners practise developing a vision.	4.0
Learners consider issues in determining the feasibility of a business idea: case study of a failed business.	4.0

Topic and suggested assignments/activities and/assessment	Hours
Group exercises in evaluating feasibility of proposals over a two-year period.	2.0
Learners in groups research sources of advice, and available networks that could support a business idea, learners consult sources of advice and guidance and networks.	4.0
Business plan section including learner-initiated private study: Planning an Idea Based on Your Vision (P2, P3, P4, P5, P6, P7, M2, M3, D1, D2).	8.0
Total learning time hours	50

Assessment

As this is one of a series of units leading to the production of a business plan, an integrated approach to assessment is recommended. Work should be broken up into manageable stages for the learners. The assessment programme could be presented as a series of interlinked and coordinated assignments from which the business plan, written in *Preparing and Pitching a Business Plan*, is derived. It will be necessary to have detailed and well-maintained tracking records so as to track the achievement of individual criteria and units.

The evidence for assignment 1 can be a presentation or a portfolio of evidence. When using presentations, individual observation records should be prepared showing how each learner has achieved each criterion awarded. Supporting evidence in the form of presentation materials, learners' notes and peer observations must be retained. Assignment 2 is likely to be a portfolio of evidence and a brief project plan. Both assignment 1 and assignment 2 could contribute to the initial sections of the business plan through which the Level 2 enterprise core units are assessed. Assignment 1 could provide the rationale for the choice of a development, with assignment 2 providing the more specific detail.

For P1, learners should individually identify at least two successful ventures and give sufficient detail of each idea to show why it is successful.

For M1, learners should explain how success is measured in business, developing examples used to meet P1.

For P2, learners should select one idea through assessing the idea against the reasons given in the content for this part of the unit. The learner should use at least four aspects from the content in their explanation for choosing the selected idea.

For P3, learners should fully explain the reasons for rejecting other ideas.

For P4, learners should take one of the ideas and envisage how it could be developed over a period of at least two years. This is likely to include ideas for expanding on the original start-up into related products or services, different areas, new groups of customers and for developing the larger-sized business to accommodate it.

P5, P6 and P7 should be incorporated into the plan to show how learners could draw on advice and guidance and networks in the business development. Learners should produce evidence of two sources of advice and guidance they have consulted and could use these in their response to P7, explaining how networks can support business development.

To achieve M2 learners will need to have produced a new idea which has a well-thought-through response to market needs.

For M3, learners should explain a vision that traces the steps along the way from the original idea to a business that is successful.

For D1, they will come up with one idea that others have not considered and that responds creatively to market needs, and will be able to articulate their thoughts well.

D2 builds on both M3 and P4, as learners have to evaluate the likelihood of success of the development of one business idea. Learners will need to define what success is and use one or more sources of information to support judgements on whether the idea is likely to be successful. Sources of information could be magazine or newspaper articles or statistics that provide relevant evidence. Learners are not expected to have a fully-developed knowledge of business at this stage of the programme.

Business planning preparation

The table below shows how the grading criteria are assessed through the preparation learners will undertake for their business plan.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Successful Entrepreneurship	Learners investigate a successful business venture.	Portfolio of evidence/presentation.
P2, P3, P4, P5, P6, P7, M2, M3, D1, D2	Planning an Idea Based on Your Vision	Learners select an idea, giving reasons, and plan development for next two years.	Portfolio of evidence and a brief project plan/presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
The Business Environment	Business Planning and Pitching
Researching your Market	
The Marketing Plan	
Financial Modelling and Forecasting	
Preparing and Pitching a Business Plan	

The unit also includes knowledge and skills from the following National Occupational Standards at level 2 in Understanding Enterprise:

- UE1 Choosing your business enterprise
- UE2 Identifying and managing opportunities and risks
- UE3 Knowing the market and satisfying customers
- UE4 Making successful deals
- UE5 Winning help and support.

Essential resources

Learners should interact with entrepreneurs who can describe how they developed their ideas and visions for the future. They should also have the means to research business success stories.

Tutors will need to have access to resources to support creativity or problem-solving activities.

Learners should be supported to present their work imaginatively either orally or through written documents.

Indicative resource materials

Textbooks

Hare K and Reynolds R – *The Trainer’s Toolkit: Bringing Brain Friendly Learning to Life* (Crown House Publishing Ltd, 2005) ISBN 978-1904424239

De Bono E – *de-Bono’s Thinking Course: Powerful Tools to Transform Your Thinking* (BBC, 2006) ISBN 978-1406612028

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

Lester D – *How they started – How 30 good ideas became great businesses* (Crimson Publishing, 2007) ISBN 978-1854584007

Mawson A – *The Social Entrepreneur, Making Communities Work* (Atlantic Books, 2008) ISBN 978-1843456610

Websites

www.businesslinks.co.uk	Business Link
www.peterjones.tv	Peter Jones TV
www.sfedl.co.uk	Small Firms Enterprise Development Initiative
www.socialenterprise.org.uk	Social Enterprise Coalition

Learners should be encouraged to consult a wide range of commercial websites to support the evidence they develop for this unit. Websites often make reference to other internet information sources. These resources should be used with caution.

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Independent enquirers	P1 explaining why business ventures are successful (IE3)
Creative thinkers	P2 planning how an idea could develop over a period of at least two years (CT1/6).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Independent enquirers	planning how a business idea can develop over a period of two years (IE1)
Reflective learners	generating an idea that could be implemented giving reasons (RL3/RL5)
Team workers	discussing in groups the benefits and disadvantages of ideas taking feedback from peers and entrepreneurs (TW6)
Self-managers	researching new businesses and choosing their own new idea to develop (SM1)
Effective participators	planning the development of an idea drawing on feedback and experience of entrepreneurs (EP1/EP2).

Unit 3: The Business Environment

Unit code: H/600/0313

Level: 2

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to enable learners to develop the skills and knowledge needed to research the external business environment and their own business skills needs, and consider how these factors may affect their own business.

Unit introduction

The business environment is continually changing and entrepreneurs must constantly monitor changes and adapt their business plans to ensure that their businesses succeed. No business can survive unless it fits into the environment in which it operates.

In this unit learners will learn about the impact changes in the external environment have on a selected microbusiness or social enterprise. The changes studied will include a range of current social, environmental and technological issues.

Learners will go on to consider what an entrepreneur needs to learn before employing others. The most important regulations about employment status, health and safety, minimum wages, working hours and equal opportunities are covered.

Finally, learners will learn about how to lead their business through the development of an organisation structure and the use of a range of leadership styles.

A practical approach should be adopted to equip the learner with the knowledge and skills needed to find and select information needed for their own business.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 Know how the current business environment may impact on a microbusiness	P1 identify sources of information about the current business environment P2 describe how a new micro start-up business relates to the business environment
2 Know about current social, technological and environmental trends	P3 describe current trends and how these will impact on a micro start-up business P4 describe potential ethical concerns of customers about a micro start-up business
3 Be able to select a format and business model for a microbusiness	P5 justify a format, and business model for a micro start-up business
4 Understand the principles of employing and managing others	P6 identify the main provisions of employment law which affect a micro start-up business P7 explain how you will lead a new business over the next three years (CT1/CT3).

Unit content

1 Know how the current business environment may impact on a microbusiness

Sources of information: broadsheet newspapers; professional and trade journals and websites; government websites; business networking organisations; reliability of sources; bias and currency

Current business environment: national; local

National: political issues; level and type of government support for microbusinesses, taxation; economic issues; level of employment, inflation, exchange rates, cost of loans

Local: location of business, requirements for premises (if appropriate), resources required, location of suppliers, location of customers in relation to business, location of competitors, location of staff (if appropriate)

Impact: on selected target group of customers; relevance to specific business proposition

2 Know about current social, technological and environmental trends

Trend (direction something tends to move): social trends: population changes, eg increasing life expectancy; households and families, eg more cohabiting; education, eg increasing achievements at GCSE; labour market, eg increase in flexible working; travel, eg increase in amount of travel; technology trends, eg increasing use of information technology, telephony and web developments; environment, eg increase in renewable energy and recycling, other trends

Ethical concerns of potential customers: eg carbon footprint; sources of timber; child labour; inadequate pay; animal welfare; identification of values of an organisation and ethical codes to address ethical concerns; contribution of business to the community

3 Be able to select a format and business model for a microbusiness

Format: eg sole trader, partnership, limited company, social enterprise formats

Sole trader: one owner; sole responsibility; liability for all debts of business; risks to own property; cheap; simple; few legal requirements

Partnership: shared ownership; shared responsibility; joint liability for all debts of business; value of legal partnership agreement

Limited company: separate legal entity; shared ownership through share holding; liability limited to investment in business; need for company registration and on going submission of accounting statements.

Social enterprise formats: trusts; associations; community interest company; industrial and provident societies; charity: reporting requirements, business values, role of trustees

Business model: make or buy, delivering to customer eg internet only, franchise, direct sales, pyramid scheme

4 **Understand the principles of employing and managing others**

Employment law: employed status versus contracting out work; checking whether workers are employed or self-employed; registration with HM Revenue and Customs; liability for income tax under Pay as You Earn (PAYE) and National Insurance contributions; regulations affecting employment such as minimum wage; working hours; health and safety and discrimination; requirements for employing volunteers in social enterprises; training and developing staff

Organisation structure: dividing and coordinating work; different bases for organisational structure; line; function, eg finance, marketing, product; geographical, project; organisation chart; line management communication and relationships, impacts of structure on new enterprise

Leadership style: autocratic, democratic, laissez faire, eg Tannenbaum and Schmidt, continuum of leadership behaviour (tells, sells, tests, consults, joins); choice of style for different situations

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria					
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	identify sources of information about the current business environment	M1	explain how the changes in the current business environment are likely to impact upon a selected microstart-up business	D1	assess the risks and opportunities changes in the current business environment pose for a selected micro start-up business
P2	describe how a new micro start-up business relates to the business environment				
P3	describe current trends and how these will impact on a micro start-up business	M2	explain how current trends are likely to impact on a micro start-up business		
P4	describe potential ethical concerns of customers about a micro start-up business				
P5	justify a format, and business model for a micro start-up business	M3	explain how the format and business model of a microbusiness enables it to carry out its activities		
P6	identify the main provisions of employment law which affect a micro start-up business	M4	predict the impact of leadership styles on the activities of a microbusiness.	D2	explain why a specific leadership style could be adopted to respond to business opportunities and changes.
P7	explain how you will lead new business over the next three years [CT1/CT3].				

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit takes learners through part of the process of developing a business plan – that of examining the external business environment. The delivery of this unit could be coordinated with other business planning units to maximise the benefits of the continuing theme. It should be emphasised that learners working on individual business plans will need to work independently to some extent. However, this should not preclude group work and research where there are common objectives.

Potentially, the unit covers a large amount of ground and the intention is that, rather than become knowledgeable about all aspects of the business environment, learners instead become aware of the need to monitor the business environment and develop the skills to research what they need in order to develop a specific microbusiness.

An active approach should be taken to delivery, encouraging learners to take responsibility for finding information and applying it to their own business plans. The unit gives learners opportunities to explore current affairs and reflect on the impact that changes could have on microbusinesses or social enterprises.

For learning outcome 1, learners should read selected press cuttings or blogs on local and national issues and consider the level and type of impact the developments can have on their business. The tutor could act as a consultant, explaining terms and correcting assumptions as needed. The intention is for learners to be able to make practical decisions about their new business and for these decisions to be reflected in their business plan.

For learning outcome 2, learners could identify the social, technological and environmental trends that they have observed and then use research to check out whether these trends are supported by data. Learners should assess the validity of the sources of data and also the need to find sources that can be understood and accurately interpreted. Learners should then consider their business idea and the specific impact that these trends will have on the idea in the future.

For learning outcome 3, learners should be introduced to the main principles of the different legal statuses and models open to micro start-up businesses. Care should be taken to ensure that they understand the main points relating to ownership and liability. Learners will not be assessed on their knowledge of all legal formats but should be sufficiently informed to choose a format appropriate to their start-up business and to be able to justify the choice.

For learning outcome 4, learners could interview someone who has been through the process of employing people for the first time and ask how it was done. They could then work in small groups within a business simulation, taking on the role of owners of a microbusiness or social enterprise employing others for the first time. They should draw up a list of legal issues that may arise. As well as the items listed in the content the following legislation is likely to be of interest to a new employer:

National Minimum Wage: National Minimum Wage Regulations 1999 (Amendment) Regulations 2008 [SI 2008 1894], Working Hours: Working Time Regulations (1998), equal opportunities legislation (illegal to discriminate on grounds of sex, race, age, marital status, gender reassignment, religion/belief, trade union membership, sexual orientation, part-time or fixed-term employment); Health and Safety at Work Act 1974 (legal responsibility of an employer to ensure as far as reasonably practicable the health, safety and welfare of the employees and others who may be affected by the work they do, to ensure staff have suitable training and understand health and safety requirements).

Learners should research using websites designed for small and new employers and then present their plans for employing others to the rest of the group. They should then be in a position to plan the structure of their business and the way in which they plan to lead it over the next two years.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Introduction to unit and programme of learning.	0.5
Group discussion using case studies of microbusiness or social enterprise and selected press cuttings covering political and economic issues and analysing the impact of changes on the business. Tutor explanation of key terms.	3.0
Learners propose trends to investigate covering social, technological and environmental issues and use web research to find data to confirm trends – tutor leads group sharing of findings and evaluation of which sources are reliable.	6.0
Entrepreneur leads learner discussion on impact of social, technological and environmental issues on a specific business or social enterprise. Learners discuss in groups the impacts on their proposed businesses.	3.0
Individual learning time and business plan section: Watching the Environment (P1, P2, P3, P4, M1, M2, D1).	10.0
Learners interview a small-scale employer to find out how the first employee was employed, the sources of advice and support, how the organisation was structured and how the employee was managed.	1.5
Pair work based on a simulated microbusiness or social enterprise taking on its first employees – learners research legal issues, produce organisation chart and outline of jobs and propose the leadership styles to be adopted for specified situations. Learners relate to their own business plans or they envision future expansion if their initial plan doesn't require additional staff.	6.0
Learners work on drawing up employment proposals and preparing documents for their own proposed businesses.	10.0

Topic and suggested assignments/activities and/assessment	Hours
Tutor- or entrepreneur-led group discussion on legal formats and liability for microbusinesses and social enterprises.	2.0
Individual learning time and business plan section: My Business Format and Model (P5, P6, P7, M3, M4, D2).	8.0
Total learning time hours	50

Assessment

As this is one of a series of units leading to the production of a business plan, an integrated approach to assessment is recommended. Work should be broken up into manageable stages for the learners. The assessment programme could be presented as a series of interlinked and coordinated assignments from which the business plan, written in *Preparing and Pitching a Business Plan*, is derived. It will be necessary to have detailed and well maintained tracking records so as to track the achievement of individual criteria and units.

For P1, learners need to respond to the areas of content that are relevant to their microbusiness plan. These should be related to reliable sources of information.

For P2, learners should focus on developments that have a particular impact on their proposed businesses and state why these particular issues were selected.

For M1, learners should explain why and how each of the selected developments is likely to affect the selected start-up business.

For P3, learners should describe at least one trend from the social, technological and environmental examples in the content that could have an impact on their proposed business start-up.

For P4, learners should describe customers' ethical concerns. Learners could undertake limited research with other learners to gather views.

For M2, learners should explain why and how each of the selected developments is likely to affect their selected start-up business.

For D1, learners need to assess the extent to which the selected developments in the external business environment will affect the proposed start-up business. This should go beyond expressing a hunch or opinion and seek to draw on relevant data or balance one argument with the opposing argument before coming to a decision.

For P5, learners need to justify a legal model and structure for their start-up business. They should give reasons for their choice, explaining why the format meets business needs. Learners will not be assessed on their knowledge of all legal formats but should be sufficiently informed to choose a format appropriate to their start-up business and to be able to justify the choice. For M3, learners should be able to explain the reasons for deciding on the format and model and how this will help them to achieve the overall objectives of the proposed start-up business.

For P6, learners need to show that they have identified the main legal aspects affecting employment such as confirming whether someone is an employee, responsibility for tax and National Insurance, minimum wage, working hours, health and safety and discrimination. Learners should show evidence of having used reliable sources of information to clarify the employment in their proposed start-up business.

For P7, learners should explain how they will lead the business over the next three years, drawing on leadership styles that they think would be appropriate for their microbusiness. For M4, learners should develop their response to P7 by assessing the possible impact of leadership styles in a microbusiness environment. For D2, learners will forecast the impact of change and the effectiveness of leadership styles in the context of this change.

Business planning preparation

The table below shows how the grading criteria are assessed through the preparation learners will undertake for their business plan.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	Watching the Environment	Learners are developing their own business plans for proposed micro start-up businesses.	Learners plan how their business will relate to the business environment. This will constitute preparation for a section of their business plan.
P5, P6, P7, M3, M4, D2	My Business Format and Model	As above.	Learners describe the new structure of their business including their plans for leadership in their proposed microbusiness over the next three years. This will constitute preparation for a section of their business plan.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Business Planning and Pitching
Researching your Market	
The Marketing Plan	
Financial Modelling and Forecasting	
Preparing and Pitching a Business Plan	

The unit also includes knowledge and skills from the following National Occupational Standards at level 2 in Understanding Enterprise:

- UE6 Planning for success.

Essential resources

Learners should have access to the internet to allow them to carry out research into specific aspects of the business environment. Contact with someone who has set up a business would also be beneficial.

Employer engagement and vocational contexts

Visits to businesses and from guest speakers will be useful. Entrepreneurs who can talk about the impact of the business environment on their business will be particularly helpful.

Indicative resource materials

Textbooks

Carysforth C and Neild M – *BTEC First Business Student Book, 2nd Edition* (Heinemann, 2006), ISBN 978-0435499075

Dooley D, Dransfield R, Goymer J, Guy P and Richards C – *BTEC Nationals Business Book 1* (Heinemann, 2007) ISBN 978-0435465445

Mawson A – *The Social Entrepreneur, Making Communities Work* (Atlantic Books, 2008) ISBN 978-1843456610

Reavid J – *Start Up and Run Your Own Business* (Kogan Page, 2009) ISBN 978-0749454159

Websites

www.businesslink.gov.uk

Business Link

www.sfedl.co.uk

Small Firms Enterprise Development Initiative

www.socialenterprise.org.uk

Social Enterprise Coalition

Learners should be encouraged to consult a wide range of commercial websites to support the evidence they develop for this unit. Websites often make reference to other internet information sources. These resources should be used with caution.

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Creative thinkers	P7 explaining how you will lead a new business over the next two years (CT1/CT3).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Creative thinkers	exploring ways of leading and structuring a business
Self-managers	describing the way a new business will relate to the business environment.

Unit 4: **Researching your Market**

Unit code:	Y/600/0311
Level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is to enable learners to undertake market research to support the development of a microbusiness and to interpret the results.

Unit introduction

Any business needs to understand its customers and the market in which it operates. This is achieved through researching the market and analysing the findings as objectively as possible. Market research can be used to define or refine the business USPs and to gain insight into customer views on a variety of aspects of the business. In this unit learners should use market research to help refine their business ideas.

Learners will learn how to plan cost-effective market research to meet the needs of a micro start-up business or social enterprise. They will study different methods of primary research and how to use secondary research.

Learners will go on to consider different methods of analysing their findings using both numerical techniques and specialist marketing techniques, as appropriate.

Finally, learners will learn how to draw conclusions from their analysis and integrate these decisions into a business plan.

The overall emphasis is on a practical approach suitable for a micro start-up business.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 Be able to carry out market research	P1 describe the market research needs for a micro start-up business P2 plan market research for a start-up business P3 conduct primary and secondary market research for a micro start-up business (IE1/IE2)
2 Be able to analyse and interpret data about a market	P4 analyse marketing data using appropriate analytical techniques P5 draw conclusions from market research which include customer needs (IE4) P6 apply conclusions from market research in planning for the ongoing success of a microbusiness.

Unit content

1 Be able to carry out market research

Market research: market research definition; purposes for microbusiness: reduce risks, convince sponsors, make first link with potential customers, refine USPs; methods: primary, secondary; primary research methods, eg observations, questionnaires, telephone surveys, collection of data on website activity, focus groups; secondary research sources of data, eg websites, purchased research material eg Mintel, omnibus surveys; who to research: customers, competitors; subject focus, eg demographics, social issues, geography, business market issues, customer preferences, eg benefits

Planning research: clarification of research questions, eg size of potential market, price that potential customers are prepared to pay; selection of type of research to fit research questions, sources of data; suitability for type of research; importance of cost-effectiveness

Conduct market research–primary research: eg observations: unobtrusiveness, permissions, note taking; questionnaire and telephone survey: design purpose, type of response, question types, question order, in-built bias; collection of data on website activity: clear purpose, selection of websites, use of webcounters; focus groups: choice of attendees, encouraging rapport, recording findings

Conduct market research–secondary research: eg selection, interpretation, reliability of sources

Selection of sample: size, ability to represent prospective customer group(s)

2 Be able to analyse and interpret data about a market

Numerical analytical techniques: eg tally charts; percentages; pie chart; bar graph; analysis by demographic variable, eg age, gender; analysis by social variable, eg class; analysis by geography, eg county, neighbourhood; business markets analysis: size, industry; selection of method of analysis which links with research questions

Market segmentation: definition; purpose; methods of segmenting a market, eg demographic, lifestyle, geographic for consumer markets, size, industry for business markets

Interpret data: quantifying size of potential market; building pen picture of typical customer, eg age, location, interests, reading and viewing habits; assessing acceptable price; assessing benefits/features important to prospective customers; assessing viability of business idea; assessing strengths and weaknesses of business idea; using findings to decide how the business is going to develop and improve what it has to offer over time; identifying strengths and limitations of own research, eg sample size; selection of sample; reliability of responses; planning a response which includes: securing ongoing customer feedback, how to respond to positive feedback and complaints

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria					
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	describe the market research needs for a micro start-up business	M1	explain why selected methods support defined research questions		
P2	plan market research for a start-up business				
P3	conduct primary and secondary market research for a micro start-up business [IE1/IE2]				
P4	analyse marketing data using appropriate analytical techniques	M2	explain why selected analytical techniques address defined research questions	D1	assess strengths and limitations of own market research.
P5	draw conclusions from market research which include customer needs [IE4]	M3	draw relevant conclusions based on accurate analysis of data.		
P6	apply conclusions from market research in planning for ongoing success of a microbusiness.				

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit takes learners through part of the process of developing a business plan, that of researching the market for the selected product or service. The delivery of this unit could be coordinated with other business planning units to maximise the benefits of the continuing theme.

The unit potentially covers a large amount of ground and the intention is that, rather than become knowledgeable about all aspects of market research, learners focus on the types of research and analysis that are useful and cost-effective for a specific micro start-up business or social enterprise.

Initially, learning could be based on case studies and simulations using a microbusiness or social enterprise environment. However, it may be more appropriate for learners to start planning market research and tackling the requirements of the assessment, thus learning through their activity.

This unit provides rich opportunities for work on mathematics, especially statistics, and on information skills.

It is likely that an individual approach to learning and support may be needed for many learners.

For learning outcome 1, it is recommended that after the initial introduction to the reasons for carrying out market research, the types of research carried out and the reasons for selecting different methods, the learners spend some time studying how new entrepreneurs have conducted cost-effective market research and what was learned in the process. If there is a shortage of case study material or suitable entrepreneurs, the market research activities of the centre may be suitable. These studies could be drawn together through group discussions identifying the advantages and disadvantages of the different methods of market research used in the cases studied. Learners could then progress to planning research for their own business or social enterprise idea.

For learning outcome 2, the tutor could help learners to revisit numerical techniques previously studied in mathematics lessons through collecting data from learners and manipulating it. The need for accuracy and cautious interpretation when using numbers to make business decisions should be emphasised. It should also be emphasised that learners need to use only analysis techniques that are relevant to the research they have carried out. Quantitative statistical analyses are not required but techniques, such as simple tallying and use of percentages, should be employed to allow learners to draw valid conclusions from their research.

Many learners have problems identifying the reasons for segmentation and targeting and confuse a targeted marketing approach with sending away potential customers. Some time should be spent consolidating the use of this crucial marketing concept through analysing a range of examples of the use of segmentation and targeting.

Learners will need some practice in taking data and analysing it to produce useful and reliable conclusions.

This is best done through working within an interesting simulation or business game and with learners receiving feedback and support to aid their development of the use of these methods of analysis.

Learners should ensure that they draw conclusions from the data collected. They should be encouraged to be self-critical of the validity of the data they have collected to ensure conclusions are realistic. Learners should consider what their conclusions tell them about the ongoing feasibility of the business, including the importance of ongoing customer feedback, and responding to complaints positively.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor-led introduction to unit and programme of study.	0.5
Entrepreneur-led group discussion on purposes and methods of market research drawing on relevant real-life examples.	1.5
Learners research case studies about successful microbusiness market research programmes, bringing out need to have clear purpose, selection of methods and conduct of research.	4.0
Preparation and individual learning time on business plan section: Planning Market Research (P1, P2, M1).	10.0
Learners meet individually with an entrepreneur to discuss their proposed market research; entrepreneur acts as a consultant.	1.0
Tutor-led group exercises on numerical analytical techniques using data from case studies; learners practise in groups.	3.0
Learner group research on market segmentation taking a specific case study and undertaking internet research and location visits.	2.0
Learners in groups identify methods of segmentation for different items purchased by learners.	2.0
Learners conduct their market research.	7.0
Introduction to interpreting data followed by small group work on a simulation with a range of data – learners present results.	4.0
Tutors in groups with entrepreneur support discuss research findings and how research can be interpreted.	4.0
Individual meetings about assignment with tutor who acts as consultant.	1.0
Individual learning time and completion of Business Plan Section: Market Research for the Business Plan (P3, P4, P5, P6, M2, M3, D1).	10.0
Total learning time hours	50

Assessment

As this is one of a series of units leading to the production of a business plan, an integrated approach to assessment is recommended. Work should be broken up into manageable stages. The assessment programme could be presented as a series of interlinked and coordinated assignments from which the business plan, written in *Preparing and Pitching a Business Plan*, is derived. It will be necessary to have detailed and well-maintained tracking records so as to track the achievement of individual criteria and units.

The evidence can be collected through written assignments and presentations, through the production of a visual display, or through a combination of methods. When using presentations, individual observation records should be prepared showing how each learner has achieved each criterion awarded and the supporting evidence such as the presentation materials, learners' notes and peer observations, should be retained.

For P1 and P2, learners will need to have an idea for their proposed business already. They should develop a research plan, describing relevant applicable aspects of market research, that helps them to make some of the decisions that need to be made to bring a product to market. Their research plan should include both primary and secondary research methods.

For P3, learners should carry out the planned primary and secondary market research and collect suitable records of the findings. They should use records of research methods for evidence in assessment.

For M1, learners should plan research activities that have the potential to answer the research questions identified. There should be at least two research questions, and both primary and secondary research methods should be used.

For P4, learners should use both numerical analytical techniques and marketing concepts to analyse the data.

Evidence will be written records of analyses, for example collation sheets and tally charts.

For M2, learners need to show that they have selected the analytical methods that are suitable to analyse data for their research questions. At this level there is no expectation that learners will develop sophisticated research and analysis programmes, but at merit level there should be coherence between the research questions, methods of research and the methods of analysis.

For P5, learners should draw conclusions from the research which include customer needs.

For P6, learners should apply their conclusions to their microbusiness planning, focusing on how ongoing success of the business could be developed.

For M3, the conclusions drawn are based on accurate use of both numerical analysis and marketing concepts in the analysis.

For D1, learners should be able to explain strengths of their research and why the accuracy of their research may be limited and how this affects the interpretation of the results.

Business planning preparation

The table below shows how the grading criteria are assessed through the preparation learners will undertake for their business plan.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Planning Market Research	Learners plan market research.	Learners individually develop a market research plan using their tutor or an entrepreneur as a mentor.
P3, P4, P5, P6, M2, M3, D1	Market Research for the Business Plan	Learners conduct their market research and analyse the results, draw conclusions and present their research in a way that is suitable for their business plans. This is supported through use of their tutor or entrepreneur as a mentor.	Evidence of market research methods Records of analysis of data Written application of conclusions to proposed business.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Market Research and Analysis
The Business Environment	Brand Development and Promotion
The Marketing Plan	
Financial Modelling and Forecasting	
Preparing and Pitching a Business Plan	

The unit also includes knowledge and skills from the following National Occupational Standards at level 2 in Understanding Enterprise:

- UE3 Knowing the market and satisfying customers.

Employer engagement and vocational contexts

Learners will benefit from visiting entrepreneurs, or visits to established businesses for both learning and assessment. Much of the learning is based on studying market research that has been carried out by microbusinesses, or by using a realistic simulation.

Indicative resource materials

Textbooks

Barrow P – *The Best-Laid Business Plans* (Virgin Books, 2008) ISBN 978-075350963

Carysforth C and Neild M – *BTEC First Business Student Book 2nd Edition* (Heinemann, 2006) ISBN 978-0435499075

Ford B R et al – *The Ernst and Young Business Plan Guide* (Wiley, 2007) ISBN 978-0470112694

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

Mawson A – *The Social Entrepreneur, Making Communities Work* (Atlantic Books, 2008) ISBN 978-1843456610

Reuvid J – *Start Up and Run Your Own Business* (Kogan Page, 2009) ISBN 978-0749454159

Websites

www.businesslink.gov.uk

Business Link

www.sfedl.co.uk

Small Firms Enterprise Development Initiative

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Independent enquirers	P3 conducting primary and secondary market research for a micro start-up business (IE1/IE2) P5 drawing conclusions from market research which include customer needs (IE4).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Creative thinkers	applying findings of market research in planning a business, when these findings don't necessarily agree with expectations
Self-managers	planning their market research, ensuring they use relevant and appropriate market research techniques.

Unit 5: The Marketing Plan

Unit code:	R/600/0310
Level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

This unit aims to give learners the understanding and skills needed to develop a marketing and promotion plan for their own micro start-up business or social enterprise.

Unit introduction

The marketing plan is one of the most important parts of a business plan because it directly communicates the nature of the intended business and the manner in which that business will be able to succeed.

In this unit, learners will learn about the fundamental marketing concepts that any entrepreneur needs to master.

Learners will then go on to apply this theory to their own business idea and learn how to develop a full marketing plan for a micro start-up business or social enterprise. This will include defining their target market and the benefits of their product or service from the all-important viewpoint of the prospective customer.

Learners will also use the results of their marketing research to develop their marketing tactics using the marketing mix.

They then develop a practical, costed promotion plan for a micro start-up business or a social enterprise.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 marketing concepts used by businesses	P1 assess own business proposition using marketing concepts (CT3) P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace
2 Be able to plan marketing and promotion	P3 plan marketing for a micro start-up business that is relevant to customer needs (SM2/SM3) P4 plan costed promotional activity for a micro start-up business that is appropriate for customer groups (SM2/SM3).

Unit content

1 Understand marketing concepts used by businesses

Marketing concepts: buyer decision-making process: Attention, Information, Decision, Action, Satisfaction; unique selling proposition (USP), eg unique mix/product, quicker, friendlier, cheaper; segmentation and targeting: defining typical customers, targeting groups of potential customers; benefits versus features from customers' point of view; marketing mix: product or service, place or distribution, price, promotion; importance of designing marketing mix to meet customers' needs; importance of coordinating all aspects of the marketing mix; importance of costing a marketing mix

Types of promotion: eg advertising: newspapers, radio, TV, cinema, magazines, outdoor, flyers, internet; personal selling; promotional activities, eg competitions, money-off coupons, free gifts with purchase, tasting sessions, demonstrations, fundraising; direct marketing: direct mail; catalogue shopping, internet shopping; sponsorship; public relations: press releases, press conferences, promotion through networking; cost-effectiveness of method and plan

Evidence of success or failure in the marketplace: business marketing campaigns that have worked and those that have failed and the reasons why

2 Be able to plan marketing and promotion

Sections in marketing plan: market definition and opportunity: proposed target market segments, demand for product/service; competition; other external influences, eg trends, legislation; marketing tactics: use of marketing mix, image; marketing research: method, scale, findings, conclusions; sales forecasts, support material, eg industry studies, letters of support; how success of marketing will be measured

Promotion plan: coordination with rest of marketing mix; image to be developed; costs; schedule for proposed promotion campaign; type of promotional materials appropriate for the customer group eg poster, leaflet, advertisement, website; nature of the promotional materials, eg colours, visual features, text; name of the product/service and company; branding or logo, website design and functionality; reasons why promotional material is appropriate for the customer group; how success of promotions will be measured

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 assess own business proposition using marketing concepts [CT3]		
P2 justify types of promotion for a micro start-up business drawing on evidence of success or failure in the marketplace		
P3 plan marketing for a micro start-up business that is relevant to customer needs [SM2/SM3]	M1 explain how marketing principles have been used to develop a marketing mix for a micro start-up business	D1 develop a cost-effective coordinated marketing mix and promotion plan to meet the needs of a defined target market.
P4 plan costed promotional activity for a micro start-up business that is appropriate for customer groups [SM2/SM3].	M2 produce a cost-effective promotion plan that communicates consistent messages to prospective customers.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Although this unit could be taken as a stand-alone unit it has been written to form one of a series of units which take learners through the whole process from generating a business idea to pitching a business plan. It is, therefore, important that the delivery of the units is coordinated to maximise the benefits of the continuing theme.

When planning learning outcome 1, tutors will need to be aware that although learners may be familiar with promotion campaigns, the theoretical concepts can be quite challenging at this level. It is recommended that the learning programme includes plenty of opportunities to explore how concepts such as the marketing mix have been used in a range of contexts of interest to learners. Visiting speakers, including marketing professionals in an industry such as mobile telephony, would be of interest to learners. It would also be beneficial for learners to see how micro start-up businesses and social enterprises have used marketing concepts.

Whilst material and examples can be drawn from the range of successful promotional campaigns that surround all potential consumers in the developed world, there is much to be learned from flawed campaigns and it is suggested that the learners carry out an analysis of some examples of a poorly designed marketing mix.

Learning outcome 2 is about planning marketing and promotion. Once learners are clear about what is required, much of the learning for this outcome will be through working on their own marketing plans and promotion plans. Learners could work in workshops with support as needed, available from the tutor or from business mentors. Learners should focus on the needs of their customers and ensure that promotions are tailored to customer groups and fully costed.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor-led introduction to unit and learning programme.	1.0
Tutor-led discussion on AIDA model – group discussion on relevance to model for different types of purchases drawing on learners' own experiences as customers.	3.0
Learner pairwork on identifying benefits and segmentation and targeting for recent purchases made by learners.	2.0
Learners in groups consider how marketing concepts apply to their own product or service and the customers they intend to attract.	3.0
Entrepreneur introduction followed by group discussion on the marketing mix using examples from real businesses.	3.0

Topic and suggested assignments/activities and/assessment	Hours
Small groupwork research into cases of poorly integrated marketing mix – groups suggest how these could be improved.	4.0
Learners work on how these concepts apply to their own planned businesses (can be used for assignment).	3.0
Tutor-led introduction to promotion mix and analysis of promotion for one product of interest to learners.	2.0
Learner group discussion on marketing plan and how this could be used to plan for a micro start-up business or social enterprise, learners consult with entrepreneurs on how marketing may be applied for their enterprise.	4.0
Entrepreneur introduction to promotion followed by small group activity designing promotion campaign for a proposed event to be held in the learning context.	4.0
Learners work in groups in a workshop environment to develop their marketing and promotion plan. There should be access to tutor support, and also support from visiting marketing professionals and entrepreneurs. There should also be opportunity for peer review of draft plans.	12.0
Classwork and individual learning time on completion of: Marketing and Promotion Plan (P1, P2, P3, P4, M1, M2, D1).	9.0
Total learning time hours	50

Assessment

This unit is one of a series that supports development of a business plan for a micro start-up business.

Assessment work should be based on producing a marketing plan and a promotion plan for learners' planned start-up businesses. Learners will be drawing on assessment work from previous units in the series. It is recommended that tutors break down the work for learners, for example by taking in different parts of the marketing plan and providing feedback before the learners go on to develop their promotion plan.

The criteria relating to the first learning outcome are about applying theory and these should be accessed through development and justification within the marketing and promotion plan. Alternatively, learners could develop their marketing and promotion plan but orally present their reasons for choices and the link to theory.

For P1, learners should produce evidence of the application of marketing concepts listed in the content of the unit within the context of their microbusiness or social enterprise. Learners could use the concepts to frame the plan.

For P2, learners should choose types of promotion listed in the content and the choices should be justified within the context of the business plan.

For P3, learners should produce a marketing plan for a micro start-up business using sections as given or similar to those listed in the content.

For M1, the learners should explain how they have used marketing concepts to develop their marketing mix.

Learners are not expected to explain fully how all the concepts have been used and if they are able to explain how two of the marketing concepts have been used then the criterion is satisfied.

P4 requires learners to produce a promotion plan for their own business. This should follow on from the marketing plan and it should include choice of media relevant to customer groups, the development of sample promotional materials, timings and costings for the micro start-up business.

For M2, the promotion plan should be sufficiently developed to be capable of being implemented and all parts of the plan should coordinate with other parts, for example leaflets, language and chosen media all likely to appeal to targeted customer group.

For D1, each aspect of the marketing mix and promotion plan will complement all other aspects and has been designed to appeal to a defined group of potential customers. The plan will include a description of the attributes and needs of this target group.

Business planning preparation

The table below shows how the grading criteria are assessed through the preparation learners will undertake for their business plan.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	Marketing and Promotion Plan	Learners develop marketing and promotion plans for their own planned microbusinesses or social enterprises.	Written and costed marketing and promotion plan drawing on marketing theory and specific to customer needs.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Business Planning and Pitching
The Business Environment	
Researching the Market	
Financial Modelling and Forecasting	
Preparing and Pitching a Business Plan	

The unit also includes knowledge and skills from the following National Occupational Standards at level 2 in Understanding Enterprise:

- UE3 Knowing the market and satisfying customers.

Employer engagement and vocational contexts

Learners will benefit from the use of visiting entrepreneurs or visits to established businesses for both learning and assessment. Much of the learning is based on studying marketing that has been carried out by microbusinesses, or by using a realistic simulation.

Indicative resource materials

Textbooks

Barrow P – *The Best-Laid Business Plans* (Virgin Books, 2005)
ISBN 978-0753509630

Carysforth C and Neild M – *BTEC First Business Student Book, 2nd Edition*
(Heineman, 2006) ISBN 978-0435499075

Ford, B, Bornstein J, and Pruitt P – *The Ernst and Young Business Plan Guide*
(Wiley, 2007) ISBN 978-0470112694

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

Reuvid J – *Start Up and Run Your Own Business* (Kogan Page, 2009)
ISBN 978-0749454159

Websites

www.businesslink.gov.uk	Business Link
www.peterjones.tv	Peter Jones TV
www.sfedl.co.uk	Small Firms Enterprise Development Initiative
www.socialenterprise.org.uk	Social Enterprise Coalition

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Creative thinkers	P1 applying marketing concepts to a micro start-up business (CT3)
Self-managers	P3 planning marketing for a micro start-up business that is relevant to customer needs (SM2/SM3) P4 planning promotional activity for a micro start-up business that is appropriate for customer groups (SM2/SM3).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Reflective learners	applying marketing concepts to their business ideas and reconsidering previously held assumptions (RL1/RL3) presenting on the concepts that support their marketing plans or producing plans with development that refers to concepts (RL6)
Effective participators	working in a workshop environment, discussing plans with tutors, peers and experienced entrepreneurs (EP1).

Unit 6: Financial Modelling and Forecasting

Unit code:	Y/600/0308
Level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is to provide learners with the essential knowledge and skills to enable them to develop a robust financial model to fit with the aims of their microbusiness.

Unit introduction

If there is no money there is no business. Anyone setting up a business must plan to both finance the startup and manage all revenue and expenditure on an ongoing basis. In addition, a business must maintain satisfactory records of all financial transactions.

Cash flow is a central feature of this unit. The importance of cash flow is often underestimated, yet many businesses fail simply because of cash-flow problems.

This unit covers the fundamental financial knowledge and skills which an entrepreneur needs before starting a business. Firstly, learners will learn essential financial terminology so that they can use business planning software and interpret the results. They will then go on to learn about different sources of finance and select the most appropriate for their business plan. They will learn how changes to pricing, sales levels or costs impact upon the financial performance of a microbusiness.

Next, learners will learn how to develop a robust financial model which is supported by estimated business finances and outputs from relevant business planning software. Finally, learners will produce a costed supply chain looking at the resources required for their microbusiness.

The overall approach is on a practical 'need to know' basis and the outcome of this unit will contribute to learners' own fully-developed business plans.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 Be able to use terminology used for financial planning	P1 use financial terms accurately in preparing a micro start-up business plan
2 Know about sources of finance	P2 describe suitable sources of finance for a micro start-up business
3 Be able to produce a robust financial model for a microbusiness	P3 input data accurately using business planning software for a micro start-up business P4 estimate the financial implications for the business model of a micro start-up business (IE4) P5 produce a robust financial model for a micro start-up business P6 describe how the success of the business will be measured
4 Be able to develop a costed supply chain	P7 describe the tools and resources needed for the business P8 describe how tools and resources will be obtained P9 develop a costed supply chain for your selected product or service.

Unit content

1 Be able to use terminology used for financial planning

Costs: start-up costs, ROI, operating costs: fixed, variable; understanding prices: discounts, VAT

Revenue: sales, interest etc

Profit calculations: gross profit, net profit; simple profit and loss statements

Cash inflows: capital, sales, loans, timing of inflows

Cash outflows: purchases, loan repayments, wages, rent, advertising, timing of outflows

Projected cash flow: purpose of having projected cash flow: determine working capital requirements, make business decisions; use of projected cash-flow software; interpretation of results

Record keeping: sales; purchases; balance sheet; banking transactions; VAT returns; VAT threshold; storing and ordering of original documents; payroll records; sources of support: BusinessLink, accountants

2 Know about sources of finance

Sources of finance: eg relevant sources from own savings; loans from family; bank loans; loans from charitable trusts; business angels; venture capitalists; credit card; leasing instead of buying, purchasing on credit; for social enterprises: grants, public funding, donations

Advantages and disadvantages of each source: eg costs; limits on freedom

3 Be able to produce a robust financial model for a microbusiness

Business planning software: use of appropriate spreadsheets and packages

Inputting data: revenue, stocks, making estimates: sales, costs

Financial implications: balance sheet; profit and loss accounts; projected cash flow; break-even charts; identifying favourable results; action to remedy unfavourable results: impact of pricing decisions, sales levels, costs etc on financial performance

Estimating: viability, contributing factors, requirement to update as situation changes

Financial model: projected balance sheet, profit and loss accounts, break even and projected cash flows

Success: eg financial measures, sales measures, customer satisfaction

4 **Be able to develop a costed supply chain**

Resources: variable assets eg product consumables

Tools: fixed assets eg: ICT systems, product development; transport

Supply chain: definition; simple diagrammatic representation (buying, making, moving, selling)

Purchasing: factors to be taken into consideration when selecting suppliers: quality; accessibility; prices; price limit when negotiating; service and support for customers; quantities; delivery arrangements; reliability; credit terms; ethical considerations; purchasing process: order; delivery; lead time; payment

Benefits of well-planned supply chain: reliability of supply; lower stock levels with reduced costs; understanding of risks to supply; building of long-term relationships with suppliers to continuously improve working of supply chain, workable cash flow

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 use financial terms accurately in preparing a micro start-up business plan		
P2 describe suitable sources of finance for a micro start-up business	M1 explain the advantages and disadvantages of different sources of funding	
P3 input data accurately using business planning software for a micro start-up business	M2 explain how a business plan can be adjusted to improve financial statements	D1 assess the future financial viability of a planned start-up business for the forthcoming year
P4 estimate the financial implications for the business model of a micro start-up business [IE4]		D2 demonstrate an iterative planning loop in aiming at the optimum financial model.
P5 produce a robust financial model for a micro start-up business		
P6 describe how the success of the business will be measured		

To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P7	describe the tools and resources needed for the business	M3	explain why the supply chain is relevant to your business model.
P8	describe how tools and resources will be obtained		
P9	develop a costed supply chain for your selected product or service.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit takes the learner through part of the process of developing a business plan, that of developing the financial plan. The delivery of this unit could be coordinated with other business planning units to maximise the benefits of the continuing theme.

As the purpose of the unit is to give learners sufficient understanding of business finance to be able to plan a micro start-up business or social enterprise, the emphasis is on understanding the terminology and being able to use and understand the outputs from business planning software designed for microbusinesses. Entrepreneurs may employ professional help to manage their accounts, but they may also manage their own finances. It is important for learners to know enough to avoid running into administrative, legal or financial difficulties.

Learning outcome 1 introduces learners to the two basic aspects of finance that any entrepreneur must actively manage, namely profitability and cash flow. Although the assessment is based on using terms accurately and being able to use business planning software, the learning will include undertaking calculations. Learners will need to learn how to calculate the cost of items priced in different ways, be able to identify when they need to add VAT and how discounts work. Learners would benefit from practising simple calculations relating to their own business proposals to enable them to understand the different aspects of terminology, as well as practising the calculations themselves.

Learners should be introduced to using a projected cash flow. Examples of a personal cash flow could be used in the initial stages before going on to use one for micro start-up business scenarios. The importance of managing both profitability and cash flow should be emphasised, and there should be emphasis on the different priorities of a social enterprise, should such examples be used.

For learning outcome 2, learners should go through the main sources of finance for micro start-up businesses and explore the advantages and disadvantages of each. Talking with one or more entrepreneurs who could describe their own experience of obtaining funding may help to bring the subject to life.

Learning outcome 3 is about understanding enough about the finance of a microbusiness to be able to develop a robust financial model. Learners will enter data into business planning software, understand the outputs in terms of balance sheets, profit and loss accounts, break-even charts and projected cash flows and recognise whether the outputs are favourable or unfavourable. Learners should practise manipulating the inputs so that they can create desired changes to their profitability or cash flow. Learners should use the results from financial planning, and learning on sources of finance and supply chain, in developing their financial model. Learners should aim to reconsider their financial model as they gain more information; this iterative process is in itself important in business planning. Thereafter, learners need to decide how success will be measured in the business. Measures may not always be financial so learners should consider other important indicators that will contribute to long-term success – should this be their vision for the business.

For learning outcome 4, learners need to identify the tool requirements of their business. Tools will include

ICT system requirements as well as more obvious manufacturing requirements, should learners be producing a product. In investigating the supply chain they could investigate the supply chain for a business that relates to their proposed microbusiness or social enterprise. Learners can then identify the issues to be taken into account when deciding on suppliers and consider how important it is that a good reliable supply chain is set up. A visit to a microbusiness or social enterprise to see how stocks are controlled and what records are kept would help to bring this topic to life. Alternatively, it may be relevant to see how the stocks for a small part of the school or college are kept and how the records are maintained. Learners may focus on a service rather than a product. If so, the content should be contextualised accordingly.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor-led introduction to unit and programme of learning.	0.5
Entrepreneur-led question and answer session on the benefits of financial planning.	2.0
Learners in groups work on profit calculations and simple profit and loss statements and break-even calculations exercises based on case study microbusinesses and social enterprises.	4.0
Introduction to sources of finance – visit from small-scale entrepreneur or business mentor to discuss experiences of financing a start-up business or social enterprise, learners in groups research other businesses or social enterprises to understand different types of financing.	3.0
Introduction to cash-flow management – learners develop projected personal cash flow using spreadsheet and go on to consider a small business cash flow. Learners work initially with case study examples before progressing to work with their own proposed businesses.	4.0
Introduction to financial modelling. Learners consider how various financial tools can be used holistically to develop a financial model.	3.0
Learners in groups work on balance sheet analysis for their small businesses. Learners develop estimates for cash potential. Case study examples should be from the same case studies as used throughout the programme.	4.0
Learners undertake a business game or simulation with profit calculations and external factors affecting cash flows.	3.0

Topic and suggested assignments/activities and/assessment	Hours
Tutor demonstrates use of software to check and modify business plans to enhance profitability and safeguard cash flow.	2.0
Learners use software to develop financial plans for their own planned businesses. Learners use software results to contribute to design of the financial model.	4.0
Learners decide how success will be measured in their own businesses.	2.0
Entrepreneur group-led discussion on what is needed in business and supply chains, and how they work in different business models, learners discuss negotiation in sales and purchasing, including price limits.	4.0
Learners work with entrepreneur mentors in developing financial plans including supply chain for their business plans.	5.0
Independent learning time on assignment: The Financial Plan (P1, P2, P3, P4, P5, P6, P7, P8, P9, M1, M2, M3, D1, D2).	1.0
Feedback and guidance.	1.5
Total learning time hours	50

Assessment

As this is one of a series of units leading to the production of a business plan, an integrated approach to assessment is recommended. Work should be broken up into manageable stages for the learners. The assessment programme could be presented as a series of interlinked and coordinated assignments from which the business plan, written in *Preparing and Pitching a Business Plan*, is derived. It will be necessary to have detailed and well-maintained tracking records so as to track the achievement of individual criteria and units.

For P1, learners should produce evidence of the accurate use of terms throughout the financial plan. For P2, learners should describe the sources of finance they intend to use for their own planned business. More than one source should be selected and learners should state a valid reason for their choice.

For M1, learners should have considered all sources listed in the content and explained the advantages and disadvantages of each for their own business plans. Generic advantages and disadvantages that have not been applied to the specific business, would not satisfy this criterion.

For P3, learners should use business planning software, consisting of spreadsheets set up for profit and loss, projected cash flow, balance sheets and break-even charts. To achieve P3, learners should enter realistic data in the correct places.

For P4, learners need to interpret financial outputs from software in estimating financial implications. Estimates should also draw on sources of finance and supply chain issues. Learners need to discriminate between favourable and unfavourable results for all of the above documents. P5 requires learners to produce a robust

financial model for their business. The model should be realistic, grounded in the context in which they seek to develop the business, with identifiable sources of initial and start-up finance.

P6 requires learners to describe how success will be measured. Learners will naturally focus on financial measures, but should also include other indicators that may impact on the sustainability of a business such as customer satisfaction, and sales forecasts.

P7 requires learners to describe tools and resources required for the business and (P8) how these will be obtained. ICT systems are considered as tools, and it is envisaged that learners planning service businesses will have some requirement for such support. Tools are considered to be fixed costs whilst resources are considered to be variable costs.

For P9, learners should integrate details of a costed supply chain into their financial plan. For M3, they should include the reasons why the components of the supply chain were chosen and why they suited the needs of the selected business.

For M2, learners should know how to make changes to the business plan so that the financial forecasts become more favourable. If there is no identifiable scope for making these improvements to the business plan, then the learner or the tutor should hypothesise unfavourable external factors and the learner should show the impact these would have on the finances of the business and then propose actions to stay in business.

For D1, learners should assess the viability of the business over a period of at least one year. This should include consideration of at least three likely contingencies such as lower than anticipated sales, an increase in costs and seasonal differences in demand.

For D2, learners need to show that they think reflectively, ensuring that changes in planning are reflected in revisions to the financial model.

Business planning preparation

The table below shows how the grading criteria are assessed through the preparation learners will undertake for their business plan.

Criteria covered	Assignment title	Scenario	Assessment method
P1,P2, P3, P4, P5, P6, P7, P8, P9, M1, M2, M3, D1, D2	The Financial Plan	Learners complete and present the financial and resources preparation for their planned start-up businesses.	Evidence including outputs from business planning software, analysis of implications of outputs within a financial model and a costed supply chain.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Financial Planning and Implementation
The Business Environment	
Researching the Market	
The Marketing Plan	
Preparing and Pitching a Business Plan	

The unit also includes knowledge and skills from the following National Occupational Standards at level 2 in Understanding Enterprise:

- UE6 Planning for success
- UE7 Managing money matters.

Essential resources

Business planning software with spreadsheets for profit and loss statements, balance sheets, projected cash flow and break-even charts. Business Plan-Pro is one example of software that could be used. Centres could develop their own spreadsheets for learners to use if preferred.

Employer engagement and vocational contexts

Learners will benefit from the use of visiting entrepreneurs, or visits to established businesses for both learning and assessment.

Indicative resource materials

Textbooks

Barrow P – *The Best-Laid Business Plans* (Virgin Books, 2005)
ISBN 978-075350963

Carysforth C and Neild M – *BTEC First Business Student Book, 2nd Edition*
(Heinemann, 2006) ISBN 978-0435499075

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

Reuid J – *Start Up and Run Your Own Business* (Kogan Page, 2009)
ISBN 978-0749454159

Websites

www.businesslink.gov.uk

Business Link

www.sfedl.co.uk

Small Firms Enterprise Development Initiative

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Independent enquirers	P4 estimating the financial implications for the business model of a micro start-up business (IE4).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Independent enquirers	finding out about suitable sources of finance for their micro start-up business (IE1)
Reflective learners	setting goals through planning finances of a microbusiness (RL2)
Self-managers	organising their time in the development of the financial aspect of the business plan (SM3) responding positively to anticipated future financial problems (SM7).

Unit 7: Leadership and Teamwork

Unit code:	H/600/0182
Level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is to enable learners to develop the attributes that a successful entrepreneur needs when working in or leading a team.

Unit introduction

In this unit, learners will gain an awareness that for whatever activities they undertake to develop their business idea and plan, these will usually involve working with others, often as part of a team. An effective team depends on leadership, and in this unit learners will have the opportunity to work in a team both as a member and as a leader. Learners will develop an understanding of team roles and how teams work together, as well as an understanding of conflict within teams.

Learners will practise teamworking skills, as well as learning what qualities are needed to motivate and inspire others to perform well. They will assess their contribution both as a team worker and a leader.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 the factors that contribute to effective teamworking	1.1 explain the benefits of teamworking for a business 1.2 discuss ways in which conflict in a team can be managed
2 Be able to work in a team, and lead a team activity	1.3 contribute to a team activity as a member, assessing own performance and effectiveness of the team (TW1) 1.4 lead a team activity, assessing own performance and effectiveness of the team (TW3/TW4/TW5).

Unit content

1 Understand the factors that contribute to effective teamworking

Teamworking: characteristics of effective teamworking (united in common purpose, trust, commitment, being open with each other, accepting consensus decisions, supporting each other); Belbin team roles; stages of team development; benefits of effective teamworking for the business (making best use of people's differing strengths, increased efficiency and productivity through less duplication of tasks, less risk if a team member leaves as others can take on the role and responsibilities, suggestions made for improvements to working practices); communication and listening skills

Conflict: recognising and dealing with conflict situations; negotiating compromises and win-win solutions; using active listening techniques; focusing on the issues rather than the person; causes of conflict, eg personality conflicts, poor time management, lack of leadership, lack of clarity of objectives or team roles

2 Be able to work in a team, and lead a team activity

Leadership skills: building working relationships; qualities, eg enthusiasm, confidence, integrity, courage, leading by example; communication and listening skills, eg active listening, questioning, body language; recognising and dealing with conflict situations; skills, eg assigning work tasks, monitoring performance, motivating team members through inspirational and effective leadership, mentoring and coaching, giving and receiving feedback

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the benefits of teamworking for a business		
P2 discuss ways in which conflict in a team can be managed		
P3 contribute to a team activity as a member, assessing own performance and effectiveness of the team [TW1]	M1 assess the effectiveness of own performance as a member and leader in terms of meeting objectives.	D1 evaluate own performance, drawing on recommendations for improvement.
P4 lead a team activity, assessing own performance and effectiveness of the team [TW3/TW4/TW5].		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

The delivery of this unit should be mostly experiential, developed from learner experience of teamworking and leading.

Factors that make teams work can be introduced through learners undertaking one of the many team activities that are available for use in the classroom. Discussion groups can then look at the benefits of effective teamwork.

Tutor input is needed on the importance of goal setting and objectives; then learners can work in groups, with each group investigating a different team and identifying their purpose and structure. The teams could be from a local business, or could be from the centre. Alternatively, learners could use teams they are involved in outside of studying, for example sports teams, cadets, orchestra, drama groups etc.

Learners can present their findings to the rest of the groups and then have a group discussion on where they have seen effective teams, and agree their features. Learners should also explore the characteristics of different team leaders. This could be through activities such as identifying the attributes and qualities of well-known leaders performing their everyday responsibilities such as assigning tasks and handling conflict.

It is important that the tutor stresses that an effective team needs to include people with a range of capabilities and not just consist entirely of those with leadership skills.

Learners need to understand the relevance of different team roles. Tutors can use Belbin's Team Role Theory model to illustrate that in order to achieve the task, a combination of team roles needs to be present, although a team member may display characteristics of more than one team role. This theory determines allowable strengths and weaknesses of each role and their contribution to the team. It would be useful for learners to undertake a 'Belbin Team Role Analysis' exercise so that they can identify their preferred roles, and this might be helpful when allocating tasks for the team activity.

This knowledge and understanding of team roles will help learners develop teamworking skills. It is important for learners to have plenty of opportunities for teamworking activities, and 'Apprentice' style challenges will provide excellent opportunities to practise and demonstrate skills both as members and leaders. To give learners the opportunity to be a member as well as a leader, it is suggested that groups have between four and 10 team members. Exercises can be given to highlight the advantages and disadvantages of teamworking, including how to contribute, follow instructions, and deal with difficult people. Role-play scenarios could be used in these exercises. At the end of a group activity, learners can be asked to review how they and other team members have performed. They can try to identify something that they would like to do differently next time.

Teamworking challenges could be made more realistic if this unit is combined with *Enterprise in the Workplace*.

Groups of learners could be provided with actual tasks relevant to an existing business with some support.

Conflict within teams can be introduced through a group discussion on what conflict is, with learners drawing on their own experiences. The tutor could explain that not all conflict is negative, and provide examples of instances when it could have a positive effect. It would be useful for learners to have a guest speaker with experience of working in a team to explain how they prevent and diffuse conflict situations within teams. The guest speaker should be briefed to give examples of different sources of conflict (organisation based and team member based) and to explain how they were resolved. Learners can prepare a checklist or questionnaire to gather information to enable them to participate in a question and answer session with the guest speaker.

It is important that learners are able to identify situations where conflict may arise and give reasons why this has occurred. Learners can practise role-play exercises and research case studies to develop their conflict resolution skills. Tutors should introduce the key features of the main types of behaviours which contribute to conflict within a team, including aggressiveness, assertiveness, avoidance and submissiveness. Emphasis should be focused on body language, in particular what to look for in other people's body language (gestures, facial expressions, posture, eye contact etc), discovering how to use body language to respond to other people, and looking at effective and ineffective use of body language in different situations. Videos can be used to show examples of different behaviours and the interpersonal skills used to diffuse conflict. Learners could then work in groups to research articles and case studies of inappropriate behaviour in the workplace and discuss the cause of the conflict.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Entrepreneur-led question and answer session on the benefits of team-leading skills.	2.0
Tutor led discussions on theory components of teamworking – learner groupwork and exercises.	5.0
Learners work with case studies, or select teams that they already work in and conduct Belbin Team Role. Analysis, learners feed back to class.	4.0
Learners in groups research qualities of well-known leaders.	4.0
Learners take part in role plays with specified scenarios – focusing on behaviour and conflict.	3.0
Learners take part in team challenges with each learner taking the role of the leader; evidence contributes to assignment: Working in and Leading a Team (P1, P2, P3, P4, M1, D1).	26.0

Topic and suggested assignments/activities and/assessment	Hours
Following team activity learners take part in panel analysis of the activity, evidence contributes to assignment: Working in and Leading a Team (P1, P2, P3, P4, M1, D1).	3.0
Collation of evidence for assignment: Working in and Leading a Team (P1, P2, P3, P4, M1, D1).	3.0
Total learning time hours	50

Assessment

Team challenges and learner evaluations of own and others' contributions to challenges as well as a one-to-one review with the tutor would provide evidence for learning outcomes 1 and 2. The tutor should provide a witness testimonial of each learner's ability to work and communicate effectively during the teamworking activities. The review will allow learners to assess their own performance whilst explaining the benefits of teamworking.

P1 and P2 could be evidenced through the diary notes, witness testimonial, and one-to-one review with the tutor. Although learners are not assessed on their ability to deal with conflict, if it occurs during the team challenge, then learners can refer to it in their review. Otherwise, the tutor will need to ask a hypothetical question about ways in which conflict in a team can be managed.

The teamworking activities/challenges for P3 and P4 should have a meaningful purpose and allow all learners to take a role as both a team leader and a member. Although the 'leader' role may well be assigned by the tutor, learners should assign other responsibilities as they see fit. During the challenges, learners must be encouraged to keep diary notes of the team's performance so that they can refer to them during the review session.

Learners also need to develop their ideas of the team's effectiveness (M2) through assessing how well the team's performance met the objectives of each challenge. They can draw on the different team activities and assess whether the objectives were met or not. For D2, learners need to extend their evidence by evaluating how well the team performed during the different activities, and making recommendations for improvements.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, D1	Working in and Leading a Team	Apprentice' style challenges.	Witness testimonial from tutor on team member and team leader role in contribution to activities. Witness testimonial from a question and answer evaluation event at end of activity.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Leadership and Teamwork
Enterprise in the Workplace	Working as an Intrapreneur

Employer engagement and vocational contexts

Visits to businesses and from guest speakers will be essential for the delivery of this unit. Entrepreneurs who can talk about the teamwork and leadership skills they needed to develop to get the business or social enterprise running and sources of help they used will be invaluable. Also, guest speakers can give examples of real-life conflict in teams and the best ways to resolve them.

Indicative resource materials

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 1987)
ISBN 978-0330298094

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996)
ISBN 978-0750626750

Jones P – *Tycoon* (Hodder and Stoughton, 2008) ISBN 978-0340952351

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey, 2002)
ISBN 978-1857883046

Williams S – *Lloyds TSB Small Business Guide, 13th Edition* (Vitesse Media Group, 2003) ISBN 978-0954562120

Websites

www.chamberonline.co.uk	British Chambers of Commerce – business support
www.cim.co.uk	Chartered Institute of Marketing
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.lloydstsbbusiness.com	Small Business Guide Lloyds TSB
www.peterjones.tv	Peter Jones TV
www.sfedi.co.uk	Small Firms Enterprise Development Initiative

Learners should be encouraged to consult a wide range of commercial websites to support the evidence they develop for this unit. Websites often make reference to other internet information sources. These resources should be used with caution.

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Team workers	<p>P3 contributing to a team activity assessing own performance and effectiveness of the team (TW1)</p> <p>P4 leading a team activity assessing own performance and effectiveness of the team (TW3/TW4/TW5).</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Independent enquirers	<p>identifying and clarifying which problems have to be resolved in order to succeed at the teamworking task (IE1)</p> <p>carrying out research into the qualities of team leaders (IE2)</p> <p>considering the influence of circumstances, beliefs and feelings on team performance (IE5)</p> <p>supporting their self-assessment of team effectiveness with reasoned arguments and evidence (IE6)</p>
Creative thinkers	<p>generating ideas for team challenges (CT1)</p> <p>connecting their own and others' ideas and experiences in inventive ways (CT3)</p> <p>working as part of a team, trying out alternative approaches (CT5) recognising the need to adapt their behaviour and styles of communication with different team members (CT6)</p>
Reflective learners	<p>assessing themselves and others after a team activity (RL1)</p> <p>preparing for the team activity, setting goals and success criteria for the task (RL2)</p> <p>reviewing the progress at the end of the teamworking task (RL3)</p> <p>reflecting on their performance as team member by evaluating these experiences to inform progress (RL5)</p>
Team workers	<p>reaching agreements and managing discussions while taking part in a team activity (TW2)</p> <p>taking responsibility for the team's success, showing confidence in themselves (TW5)</p>

Skill	When learners are...
Self-managers	working towards goals as part of the team activity, showing initiative, commitment and perseverance (SM2) dealing with competing pressures (SM5)
Effective participators	working as part of a team, presenting a persuasive case for action during discussions (EP2) proposing practical ways forward (EP3) and trying to influence others (EP5).

Unit 8: Preparing and Pitching a Business Plan

Unit code: J/600/0305

Level: 2

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to enable learners to draw together all aspects of a business plan and to pitch the plan in a professional manner and for an identified purpose.

Unit introduction

Setting up a microbusiness is complicated and the risk of making mistakes is high. By preparing for a plan, reflecting on it and seeking the opinions of experienced outsiders, a prospective entrepreneur can eliminate many mistakes during the planning stage. A business plan is often presented to investors and others who do not have much time to scrutinise a substantial document, but at the same time need access to important information. This unit therefore enables learners to develop a concise plan which contains the important and relevant information needed by a potential investor. Learners should be conscious of the difference between a presented business plan, and the substantial plan that will underpin the operation of their business and which could be drawn from evidence produced for the first six units in this qualification.

In their presented plan, learners will focus on the way the plan is presented, as well as its content, in order to enable them to learn of the need for maximum effectiveness of presentation.

Learners will learn how to design and deliver a convincing and professional oral/visual presentation of their business plan which caters to the needs and requirements of their audience and draws on a range of presentation skills. Part of this process will be to accept feedback from others, using this in a review of the plan.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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	Be able to develop a business plan for a micro start-up business	1.1	produce a structured business plan that contains an analysis of risks and sufficient information for a funding decision (SM2)
2	Be able to pitch a business plan	1.2	pitch a business plan to a potential sponsor (EP1)
3	Be able to review a business plan	1.3	review own business plan drawing on views of others
		1.4	make recommendations for improvement of own plans
4	Be able to construct a viable project plan to bring a product to market	1.5	plan to bring a product to market (SM2).

Unit content

1 Be able to develop a business plan for a micro start-up business

Structure: title, executive summary paragraph, the business vision/concept, the product/service, the impact of the business environment, summary of market research: customer base; competitors; risks; the marketing plan: routes to market, promotion; summary of the financial plan: finance, funding; acknowledgements, appendices

Business plan document presentation: cover, binding or loose-leaf file, consistent use of fonts, headings and page numbering, professional image, appendices

2 Be able to pitch a business plan

Business plan: as in 'structure' above

Pitching skills: personal presentation to portray desired image: dress, professional manner; structure of presentation eg introduction, logical structure of content, conclusions, questions, courteous closure; use and value of visual aids: clarity, impact, use of graphics, legibility of text; consideration of needs and interests of audience; pace of oral presentation; body language: eye contact, position, gestures; voice projection; variation in tone; use of notes

Sponsor: eg bank manager, investor, supplier, business partner, donator

3 Be able to review a business plan

Review: feedback from eg sponsor, networks, sources of advice and guidance, friends and family; changes in own perspective

Negotiation: identification of expected questions: robustness of evidence; own skills and expertise; security of supply; assumptions behind sales forecasts and return on investment calculations; capacity to meet high demand etc.; techniques for handling challenging questions; having a bottom line for sponsorship proposals

Improvements: solutions to problems indicated in review, own changes

4 Be able to construct a viable project plan to bring a product to market

Schedule of tasks to bring product/service to market: task list; allocation of tasks; deadlines; prioritising; identifying 'dependencies', time schedule; monitoring achievement of tasks

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria					
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	produce a structured business plan that contains an analysis of risks and sufficient information for a funding decision [SM2]	M1	produce a structured and integrated business plan that contains an analysis of risks and sufficient information for a funding decision	D1	produce a structured, integrated and innovative business plan that contains an analysis of risks and sufficient information for a funding decision
P2	pitch a business plan to a potential sponsor [EP1]	M2	deliver a clear and well-structured presentation for a business plan.	D2	deliver a convincing presentation for a business plan.
P3	review own business plan drawing on views of others				
P4	make recommendations for improvement of own plans				
P5	plan to bring a product to market [SM2].				

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit takes the learner through the process of developing and presenting a business plan and developing a project plan to bring the product to market. The delivery of this unit should be coordinated with other mandatory units in the Level 2 BTECs in Enterprise and Entrepreneurship to maximise the benefits of the continuing theme. It is recommended that learners are introduced to the concept of the business plan at the beginning of the course so that they are aware of the eventual objective in this unit.

Learners will have researched most of the evidence for their business plan for learning outcome 1 whilst working through previous units, and thus the emphasis will be on collating their evidence and presenting the various pieces of work as a coherent, concise and professional-looking document. Learners should be conscious of the different needs of a business plan that is presented to a potential sponsor and the requirements for a plan that will support business operation. Their presented plan will be a summary of more extensive planning undertaken for the first six units in the qualification.

Examining good examples of a range of business plans and identifying what makes them look professional will help to inspire learners. Such examples will emphasise how important it is to develop a concise plan for a sponsor that contains all necessary information in the minimum space. As a rule of thumb, presented business plans should not exceed three pages of A4.

Learning outcome 2 is about pitching skills. Ideally, learners' presentation skills will have been developed progressively during the whole programme, starting with simple informal presentations and going on to more formal situations which use a range of visual aids. Learners could view presentations made by participants seeking funding for their prospective businesses on television programmes and identify the strengths and weaknesses of each presentation before going on to practise with simple topics. A camcorder could be used to help the learners to develop their skills through role play and peer/tutor review. Learners would benefit from an exemplar presentation from an entrepreneur experienced in presenting business cases.

Learners should recognise the range of reasons that a presentation of a business case might be necessary. It could be to obtain finance or funding from potential investors, to obtain permission to develop if there is an ethical concern, or to gain support from directors for a development within a larger business. Learners developing social enterprises should appreciate the different priorities of the audience for a presentation. Ideally the sponsor will be someone who is involved in financing new businesses; however, the role of the sponsor who listens to the pitches could be undertaken by an entrepreneur or a tutor.

Learning outcome 3 requires learners to review their proposal drawing on feedback from their pitch and from those who may have read the business plan. Learners could help one another through giving peer feedback on presentations, but it is important for learners to have input from an outside party, preferably someone who invests in new businesses in some capacity. Learners should consider the feedback, negotiating their position with peers and sponsor, and make recommendations for improvement of their business plan.

For learning outcome 4, learners could meet with an entrepreneur who has already brought a product to market. Learners could collectively plan and hold an event such as an open evening which mirrors many of the activities required to bring a product to market. Learners need to learn to estimate the time that activities will take, prioritise and identify dependencies.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor-led introduction to unit and programme of study.	0.5
Entrepreneur-led question and answer session on the value of a business plan and how this assists the development of a new business.	2.0
Learners in groups read case study business plans and identify areas for improvement and development; learners could work in small groups with entrepreneurs to assess plans.	3.0
Learner group brainstorm on the essential features of a business plan, tutor collates detail and corrects. Group generates a business plan template.	3.0
Workshop on presentation style of written business plan – examination of examples and group discussion of benefits of various types of presentation style.	2.0
Learners update presentation of business plans.	4.0
Learners watch an example presentation of a business idea – possibly from an experienced entrepreneur – followed by a question and answer session on the benefits and drawbacks of the presentation.	1.5
Group discussion of personal presentation and ways to prepare for a presentation.	2.0
Learners in small groups practise presentation skills with 'easy' topics using camcorders, peer and tutor review and feedback.	4.0
Assignment: Presenting the Business Plan (P2, M2, D2). Learners present to each other and form a question and answer audience. The presence of a sponsor is required for the pitches and subsequent review session.	10.0
Planning to bring a product to market – visit from an entrepreneur to hear what is involved.	3.0
Learners work in groups and then independently on a plan to bring a product to market.	5.0
Tutorial support and feedback on plans to bring a product to market.	2.0

Topic and suggested assignments/activities and/assessment	Hours
Assignment: Developing the Business Plan and Project Plan to Bring the Product to Market (P1, P3, P4, P5, M1, D1) . Learner-initiated private study drawing on work produced for own business ideas, collating this into a business plan format including annotated changes resulting from pitch feedback.	8.0
Total learning time hours	50

Assessment

The following strategy assumes that learners have already completed a considerable amount of preparation work towards developing their business plans when completing mandatory units in the Level 2 BTEC Enterprise and Entrepreneurship qualifications.

For P1, learners should create a business plan with sections organised in order. The plan sections should be logically presented, with sufficient information on risks and for a funding decision to be made.

For M1, the business plan should be complete in all sections and the document should follow business conventions regarding layout and use of business English. The plan should be coherent and the sections should clearly relate to each other. There will be evidence that the plan has been well thought through, as all evidence should be relevant and should add to the logic of the plan.

For D1, the details in the different sections of the plan should flow through from one section to another, so that the whole proposition is accurately, clearly and coherently expressed. The plan will be innovatively conceived in the sense that there are creative solutions to identifiable problems.

For P2, learners should deliver a presentation that includes the main points of the business plan that they will have developed from working through previous units. Learners should draw on a relevant range of presentation skills. Learners are required to present to a sponsor who could potentially invest in the vision. Centres should ensure that the sponsor inputs into the assessment of this criterion. Learners could present to an entrepreneur, who might consider investing, or to a guest bank manager.

P3 and P4 require learners to review their proposal and to make recommendations for changes. Learners could engage in a review session following their pitch, with a sponsor and others, and collate feedback on possible changes. Learners should annotate changes on their business plan or provide a summary of where changes have been made as evidence of review.

For M2, the presentation should be logically structured and the audience should find it easy to follow.

For D2, the presentation should be convincing. This could be achieved either through the use of good presentation skills or through detailed preparation leading to the ability to answer questions in a convincing way. The plan presented should be robust and coherent.

For P3, learners should produce a plan that structures most of the activities needed to bring a product to market including a list of activities with deadlines. This could be integrated into the business plan as a statement of strategic actions to bring a product to market.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P2, M2, D2	Presenting the Business Plan	Learners present their plans in a realistic setting.	Learners' evidence could be from witness testimony and video recording.
P1, P3, P4, P5, M1, D1	Developing the Business Plan and Project Plan to Bring the Product to Market	Learners collate and augment their evidence from business planning units to develop a business plan.	Each learner prepares a written business plan. Learners annotate their plan with proposed changes acting on feedback.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Business Planning and Pitching
The Business Environment	
Researching the Market	
The Marketing Plan	
Financial Modelling and Forecasting	

Essential resources

Learners will need facilities for role play and systems for making real purchases for their businesses. They will need materials and equipment for putting together professional-looking reports and also for preparing and giving oral presentations.

Employer engagement and vocational contexts

Links with entrepreneurs will be essential in ensuring learners understand the value of a business plan. Entrepreneurs could support the development of presentation skills through delivery of a sample presentation and by mentoring learners through their own presentation practice.

Indicative resource materials

Textbooks

Barrow P – *The Best-Laid Business Plans* (Virgin Books, 2005)
ISBN 978-0753509630

Carysforth C and Neild M – *BTEC First Business Student Book, 2nd Edition*
(Heineman, 2006) ISBN 978-0435499075

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

Reuvid J – *Start Up and Run Your Own Business* (Kogan Page, 2009)
ISBN 978-0749454159

Websites

www.businesslink.gov.uk	Business Link
www.peterjones.tv	Peter Jones TV
www.sfedl.co.uk	Small Firms Enterprise Development Initiative
www.socialenterprise.org.uk	Social Enterprise Coalition

Delivery of Personal Learning and Thinking Skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Self-managers	P1 producing a structured business plan that contains an analysis of risks and sufficient information for a funding decision (SM2) P5 planning to bring a product to market (SM2)
Effective participators	P2 pitching a business plan to a potential sponsor (EP1).

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are...
Creative thinkers	developing a business plan that is integrated and responds to market needs (CT3)
Reflective learners	developing a business plan that is integrated and responds to market needs (RL2/RL3)
Team workers	responding to feedback from peers, tutor and entrepreneurs following the presentation (TW1)
Self-managers	organising their time in the development of their business plan and the planning of the pitch presentation (SM3).

Unit 9: Enterprise in the Workplace

Unit code:	Y/600/0180
Level:	2
Credit value:	10
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to develop skills and knowledge to be entrepreneurial. Learners will do this by undertaking specific projects which involve working on real business problems in host organisations.

Unit introduction

Running your own business can be an exciting yet daunting challenge. Exciting, as the drive to succeed and personal dreams are fulfilled; daunting, as unknown challenges are faced. It is important, therefore, for learners to have the opportunity to experience typical day-to-day entrepreneurial activities first hand and to be able to undertake specific projects or solve real business problems. This unit aims to develop knowledge and understanding of how businesses succeed and the skills and abilities entrepreneurs draw on when faced with everyday issues or problems. This will be achieved through learners undertaking enterprise work placements to build their confidence and skills.

Learners will undertake a minimum of two work experience placements working with two host enterprise organisations in order to broaden their experiences and apply their skills to particular projects or real business problems. This experience will enable learners to agree and set goals and to monitor and review the objectives through the process of identifying and developing ideas for the project or problem. Each project or problem, to be agreed with the host organisation and tutor, will focus on the production of an action plan with aims, objectives and targets that supports the development of the problem-solving process. Learners will monitor their progress against the agreed action plan targets, and review the effectiveness of their own performance through recording their experiences in a learning log or diary. Being able to reflect on and evaluate their performance and progress, and learn from challenges other successful entrepreneurs face, will help learners understand the importance of planning and monitoring goals and the skills developed whilst on the placement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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 Know the features of the work placement organisations	1.1 describe the type, structure and function of the host organisations 1.2 identify the competitors of the host organisations
2 Be able to agree and undertake two suitable projects or problems to solve	2.1 prepare a plan showing agreed objectives and targets for one activity in each of two work placements (RL2, TW1, SM3) 2.2 demonstrate problem-solving skills in carrying out the plans
3 Be able to review work experience	3.1 maintain a reflective log to monitor the progress of activity and development of own skills and behaviours (RL3, SM2)
4 Be able to report and present outcomes	4.1 present results of activities in a suitable format describing own contribution in the workplaces (RL6).

Unit content

1 Know the features of the work placement organisations

Types of organisation: public limited company (plc); private limited company (ltd); partnership; local authority; charity; franchise

Internal structure of organisation: aims; role; policies and procedures of organisation; organisational charts; functional interdependence; staff organisation and roles; learner's role and place in structure

Sector: business, eg finance, banking, law, management, human resources, marketing, charity

Function: type, scope and purpose of business, eg national, international, global, eg sales, services; profit, not for profit

Competitors: names; links; national; EU; global

2 Be able to agree and undertake two suitable projects or problems to solve

Aims, objectives and targets: personal/career development, work-related, eg job competencies, daily duties and routines, operational, practical, technical, people-related, learning and development, quality, health and safety, equal opportunities, benefit to the learner/organisation, review/achievement dates

Project/problem to solve: agreeing scope, terms of reference, budget, time scales, resources; action planning, setting SMART objectives

Problem-solving skills: being creative and innovative; methods of achieving aims, objectives and targets; intended outcomes

3 Be able to review work experience

Reflective log: diary format, eg daily, half daily, hourly; detail, eg tasks, supervisors, location; signatures, eg mentor, supervisor, tutor; information, eg meetings, training; achievements; best and worst aspects; reflection; evaluation

Skills and behaviours: dress code; punctuality; working with others; teamwork; communication and interpersonal skills; business etiquette; respect for diversity; asking questions; improved confidence; reliability

Monitor performance: recording activities; assessing outcomes of project or problem; judging own performance; personal achievements against aims and objectives

Review: self-review; review with workplace supervisor; review with tutor; formative and summative; strengths and weaknesses of project; use and transferability of new skills and knowledge; identification of issues; application of solutions

4 **Be able to report and present outcomes**

Outcomes: benefits to self and to work placement provider; career development plans; success of solutions applied to identified issues; successful and unsuccessful outcomes; identification of improved knowledge and skills; development of problem-solving skills

Report: written; verbal; use of materials, eg photographs, work-related forms; witness testimony; diary, log

Presentation: to tutor, workplace provider, other learners; one-to-one or to group; simple format for presentation, written or verbal; use of ICT, eg PowerPoint; use of activity log or other records

Essential guidance for tutors

Delivery

Work experience will be undertaken over two sessions of a minimum of one week each, totalling a minimum of two weeks of placement with **two different** host enterprise organisations. Although one week in each host organisation is the minimum required, it is preferable for learners to undertake two weeks with each host organisation. Host businesses could include social enterprises as well as small businesses.

The placements will be agreed with the tutor, the organisation and the learner, with the aim of undertaking specific projects or business problems to solve. Working in different organisations will broaden learners' experience of working with others in a variety of types of organisation and will consequently enhance the evidence they are able to present for this unit.

Prior to the placements, learners need to understand the features of different types of organisations. Learners can split into groups with each group researching the key features of the organisations, be they public, private, voluntary, franchises, etc. Learners should also research in terms of competitors, the sector in which the organisation operates, and its internal structure and function.

Prior to the placements, the centre must liaise with the employer and ensure that health and safety measures and insurance are in place and are appropriate. The centre should also ensure that they are satisfied with the organised programme of the placement and that the following are in place: an induction, and a set programme of role(s) for the learner, together with the appointment of a mentor who will have regular meetings with the learner.

The key to success in this unit is to ensure that learners undertake experiences that enable them to use problem-solving skills. Employers will need support on the types of work task that could be suitable, but these are likely to include specific projects requiring entrepreneurial skills, such as researching new markets or developing new ideas. Learners will benefit from working with experienced entrepreneurs and staff members in this capacity.

The centre must ensure that a tutor visits the learner as appropriate during the placements to discuss and review progress with both the learner and mentor, and to address any concerns or problems which may arise. Learners require supported time to plan, review and evaluate their work experience placements, and should be encouraged to be reflective throughout the whole process. They will need encouragement to collect a variety of evidence as they progress through their work experience. Evidence could include, for example, observations or witness statements from colleagues, supervisors or mentors, or even from customers, or where confidentiality is not an issue, completed work.

As part of the learning on this unit, and in order to prepare for work experience, learners could carry out skills development training for working with others. The importance of dress code, punctuality, business etiquette, and interpersonal skills should be emphasised. Role plays and videos could be used to illustrate how to create a positive image as well as workplace interactions.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment	Hours
Tutor-led introduction to the unit and the programme of learning.	2.0
Learners research types of businesses or social enterprises, or tutor provides examples of suitable work placement opportunities. Learners research specific host organisations.	7.0
Learners research components of structure, function and competitors of host organisations and feed back to class.	7.0
Tutor-led consolidation of aspects of structure and function of businesses.	4.0
Preparation for assignment: The Host Organisation (P1, P2, M1) including individual learner work on features of host organisation.	8.0
Entrepreneur-led session on benefits of work placement and learning from experience and the expectations of a learner in the workplace.	2.0
Tutor-led group sessions on theory components of aims/objectives of placement.	8.0
Learners brainstorm skills and behaviours that might be needed during work experience and discuss in groups.	4.0
Learners meet their prospective employers and agree aims and objectives of the work placement assignment: Setting Objectives (P3, P4, M2).	5.0 x 2
Entrepreneur-led session on importance of reviewing own work experience against objectives.	2.0
Learners keep a learning log during both work experiences. Assignment: Active Entrepreneurship 1 (P5, M3).	40.0
Learner-initiated private study and preparation of assignment presenting results of personal development assignment: Active Entrepreneurship 2 (P6, M3, D1, D2).	6.0
Total learning time hours	100

Assessment

Evidence for this unit will be generated from work experience and the learners' reflection on the development of their own knowledge, understanding and skills. Assessment should be supported with detailed work placement reports, witness testimonies and, where appropriate, observations. Tutors should seek opportunities to observe learners at their placements wherever possible.

To achieve P1, learners will need to describe their host organisations, including structure and internal organisation. This means that, ideally, the chosen organisations need to be of sufficient size and complexity to have different functional departments. This may not be the case with a small entrepreneurial organisation.

In these circumstances, learners would describe how the functions are combined within the structure. For

P2, learners must identify competitors. If learners are researching social enterprises they should understand the different relationships with competitor organisations.

For P3, P4 and P5, learners should prepare objectives, demonstrate skills and maintain their log for **each** work placement. For P3, learners need to include evidence which demonstrates agreeing objectives and targets for the work placement activities. Such evidence should include an action plan for the activity/problem clearly setting out aims, objectives and targets, showing when these have been reviewed or completed. For

P4, witness testimony from tutors, the work placement or from customers could provide evidence of the demonstration of skills. For P5, learners need to provide a reflective log or diary to monitor the progress of their activities and development of their skills and behaviours in the workplace. It is envisaged that this log or diary will include details of meetings, working in teams, gathering information, problem solving etc, together with any copies of relevant documentation.

For P6, learners will present results of their experiences, particularly on their performance and progress to complete activities. Learners can combine their experiences of the two placements. This evidence would be suitable as either a written report or an oral presentation which must include copies of handouts, slides, and journal/diary notes. It would be useful to have both the mentor and the tutor in the audience.

To achieve merit grade (M1), learners will need to develop their work for P1 to include a deeper understanding and analysis of the sector within which the organisations operate. Learners should relate their understanding of the structure of the organisation to the way in which it functions. For M2, evidence from P3 will be developed, linked, and understanding shown by the use of appropriate examples.

For M3, evidence from P4 and P5 will be developed, linked, and applied using appropriate examples.

Distinction level work is characterised by the ability to use problem-solving skills, be innovative and think creatively. To achieve D1, learners should develop their ideas for merit grade and make an objective evaluation of how the work experience supported the development of entrepreneurial skills. D2 requires learners to evaluate their own contribution to the work placement organisations and it is envisaged that work placement activities will have been substantial enough for impacts to be assessable.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	The Host Organisation	A research portfolio prepared prior to working in the selected businesses.	Prepare a report describing the key features of the host organisations.

The following assignments should be conducted for each placement.

Criteria covered	Assignment title	Scenario	Assessment method
P3, P4, M2	Setting Objectives	Brief to include agreed work project.	Prepare a plan outlining agreed objectives and targets.
P5, M3, D1	Active Entrepreneurship 1	Keeping records of projects carried out.	Prepare a reflective practice journal on skills and behaviours.

The following assignment should refer to both placements.

Criteria covered	Assignment title	Scenario	Assessment method
P6, D2	Active Entrepreneurship 2	Brief to include outcome of activity and own contribution in each work placement.	Deliver a presentation on own contribution to each work placement.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Enterprise and Entrepreneurship sector suite. The unit has particular links with:

Level 2	Level 3
Creating a Vision for your Business Plan	Leadership and Teamwork

This unit also links to the following National Occupational Standard at Level 2 in Understanding Enterprise:

- Unit UE6 – Planning for success.

Essential resources

The completion of this unit depends on suitable learner placements with appropriate projects to undertake or business problems to solve. Learners must have access to library and research facilities including the internet. Training videos may also be useful for this unit, especially for the interpersonal skills such as body language and communication.

Employer engagement and vocational contexts

The selection of a suitable work placement organisation for completion of this unit is essential. Centres should develop links with organisations who are willing to provide work experience in terms of agreeing an appropriate and challenging work activity, as well as support and guidance for the learner.

Indicative resource materials

Textbooks

Avery C, Walker M and O'Toole Murphy E – *Teamwork is an Individual Skill: Getting your work done when sharing responsibility* (Berett-Koehler, 2001)
ISBN 978-1576751558

Evans K, Unwin L, Rainbird H and Hodkinson P – *Improving Workplace Learning* (Routledge, New Edition, 2006) ISBN 978-0415371209

Munro A, Rainbird H and Hodkinson P – *Workplace Learning in Context* (Routledge, 2004) ISBN 978-0415316316

Journals and newspapers

Business Review Magazine (Phillip Allan Publishers – see www.philipallan.co.uk)

The Economist and quality newspapers, especially the business sections

Websites

www.work-experience.org.uk National Council for Work Experience

Unit 10: Planning an Enterprise Activity

Unit code:	R/503/2888
Level:	2
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have a broad introduction to prepare to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Know how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service
		1.2	Describe why people might want to buy their product or service
2	Be able to prepare a plan for implementing an enterprise activity	2.1	Describe the tasks that need to be completed to carry out the enterprise activity
		2.2	Present the timelines required to carry out the tasks identified
		2.3	Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified
3	Understand the risks involved in running the enterprise activity	3.1	Assess main risks that may occur in implementing the enterprise activity
		3.2	Discuss ways to minimise the risks

Unit content

1 Know how to choose a viable enterprise activity

Key aspects of a viable product or service: providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place

Possible customers: clear idea of what the product or service is and what it will do or provide for the customer eg handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants eg people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery

2 Be able to prepare a plan for implementing an enterprise activity

Planning to implement the enterprise activity: key activities needed eg administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience

3 Understand the risks involved in running the enterprise activity

Assess main risks: different types of risks eg lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks eg start up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner must describe their choice of product or service, what it will provide to the customer, and how it will be provided. For 1.2, the learner needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

For 2.1, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. For 2.2, the learner needs to estimate and present a timeline showing how long it will take to carry out the tasks.

For 2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should also include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and they must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

For 3.1, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions. For 3.2 the learner must consider ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

No essential resources are required for this unit.

Websites

www.businesslinks.gov.uk

www.makeyourmark.org.uk

Unit 11: Running an Enterprise Activity

Unit code: Y/503/2889

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have the opportunity to carry out an enterprise activity. Learners will develop an understanding of the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly. They will also develop the ability to evaluate the success of their activity and review their personal involvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	Identify what is required in an operational plan
		1.2	Create an operational plan for the actual enterprise activity
2	Be able to carry out an enterprise activity using appropriate skills and procedures	2.1	Demonstrate a range of skills and techniques to sell the product or service
		2.2	Demonstrate good customer care
		2.3	Demonstrate correct handling money procedures for an enterprise activity
		2.4	Explain the importance of correct handling money procedures for an enterprise activity
3	Be able to evaluate the profitability of the enterprise activity	3.1	Present financial records to show the set up costs, running costs and other costs
		3.2	Present financial records showing sales and profit or losses
		3.3	Give reasons for the financial success or financial failure of the enterprise activity
4	Know how to review personal involvement in an enterprise activity	4.1	Describe skills gained from running the enterprise activity
		4.2	Describe personal strengths which were demonstrated during the enterprise activity
		4.3	Describe skills that need to be improved as a result of participating in the enterprise activity

Unit content

1 **Be able to provide a strategy to ensure the success of an enterprise activity**

Features of an operational plan: research eg current marketplace provision, customer research, product research, competitors; practical implementation eg facilities, resources, quality assurance, skills; finance and cash flow;

Features of an effective strategy for success: importance of planning for success eg conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills

2 **Be able to carry out an enterprise activity using appropriate skills and procedures**

Selling the product or service using appropriate skills, techniques and materials: suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated

Customer care: communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems eg defective goods, unsatisfactory level of service, incorrect price charged

Importance of handling money correctly: knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation

3 **Be able to evaluate the profitability of the enterprise activity**

Using financial records to explain the success or failure of the enterprise: evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity

4 Know how to review their personal involvement in an enterprise activity

Role in the enterprise activity and skills gained: roles eg salesperson, planner, team motivator, finance person, administrator, overseeing production; skills eg planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills

Identify strengths and weaknesses of their personal involvement: strengths eg strong leadership skills, good customer relations, effective selling techniques; weaknesses eg lack of time management

Essential guidance for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly practical way. Group working and group discussion would be appropriate as delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, or making jewellery, or providing a service, for example, selling ice cream or car washing.

Learners should be given as much practical experience as possible. This unit has been designed so that it can be delivered with *Unit 28: Planning an Enterprise Activity* and *Unit 30: Producing a Product*.

Learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

The enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

Assessment

Assessment of this unit centres on the completion on an enterprise activity.

For 1.1, the learner needs to identify what needs to be included in their operational plan. The learner should consider the customer, what they intend to do, resources, and how and when they are going to do it. This work can form the basis of material for 1.2.

For 1.2, the learner must produce a plan for achieving success in a chosen enterprise activity. This could be in a written report, a brief presentation, as video-based evidence or a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should also include reference to the times, the venue, the staffing, quality control, any additional relevant information should be included, such as health and safety information or special arrangements for dealing with cash.

For 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve 2.2, the learner must demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). For 2.3, the learner must demonstrate appropriate handling of money for example, the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.4 the learner must explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1 and 3.2, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied for 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

For 4.1, learners should describe the skills they have learnt in the course of their activity. For 4.2, the learner must evaluate their involvement in the activity and comments on the skills that have been gained through the activity. The learner should describe at least two personal strengths. This feeds into 4.3, where the learner must describe at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

No essential resources are required for this unit.

Websites

www.businesslinks.gov.uk

www.makeyourmark.org.uk

Unit 12: Producing a Product

Unit code:	L/503/2890
Level:	2
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

Unit introduction

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit learners will have the opportunity to identify these skills and understand how these skills will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required
		1.2	Outline the safety measures to be taken to ensure the production process is safe
		1.3	Outline the expected quality of the finished product
2	Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item
		2.2	Discuss how and where new skills will be learned
3	Be able to produce the product or item in line with the plan and outlined safety requirements	3.1	Make the product using the materials and equipment specified in the plan
		3.2	Describe how the safety requirements were met during the production process
4	Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1	Identify the parts of the plan that were successful
		4.2	Identify the parts of the plan that were not successful
		4.3	Make suggestions on how to improve the plan
		4.4	Outline the positive and negative points of product or item
		4.5	Make suggestions on how the product could be improved

Unit content

1 Be able to plan the manufacture of a product or item

Planning to make the product or item: logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment eg knowledge of using equipment

Safety factors: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment eg tools, measuring instruments, appliances, containers

Expected quality of product: eg appearance, durability, effectiveness, taste, size, shelf-life

2 Understand the new skills required to make the product or item

New skills needed to make the product or item: personal skills eg creativity, determination, confidence; practical skills eg using new equipment, using new techniques or processes, problem-solving skills

How and where new skills will be learned: undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item

3 Be able to produce the product or item in line with the plan and outlined safety requirements

In line with the plan: use materials and equipment as listed in the original plan, follow suggested timelines and production methods

Planned levels of safety in producing the product or item: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product

4 Be able to assess the plan and the finished product or item and make suggestions for improvements

Impact of the original product plan on quality of the product: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified

Future improvements: suggestions for changes to plan in the light of experience eg change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly

Essential guidance for tutors

Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with progress reviews undertaken by the tutor or line manager to identify knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

At this level, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress made, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be simple in design-it is the learner's learning experiences which are of most importance.

Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

For 1.1, the learner must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages.

For 1.2, the learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

For 1.3, the learner must complete an outline of the intended quality of the product which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used for 1.1-1.3 such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

For 2.1, the learner must assess at least two new skills that they will need to acquire in order to produce the product or item. It can be a personal and practical skill. For 2.2, the learner should explain how and where the new skills referred to in 2.1 will be acquired.

For 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 3.2 the learner needs to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

For 4.1 and 4.2, the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused problems in the production of the product or item. The learner should be able to give at least two suggestions on how to improve the plan with regard to the final quality of the product or item.

Evidence for 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used by the learner for 1.1, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template

For 4.4 and 4.5 the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. Evidence could take the form of a recorded discussion or a written outline.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

Learners need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.

Websites

www.businesslinks.gov.uk

www.makeyourmark.org.uk

Unit 13: **Developing Personal Skills for Leadership**

Unit code:	A/503/2870
Level:	2
Credit value:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to give learners the opportunity to develop their personal leadership skills. The unit covers the main features of leadership and practical leadership.

Unit introduction

The ability to understand and use effective personal leadership skills is often a desirable aspect of employability. Whether using these skills formally as a team leader or supervisor, or informally to lead a small group of people or convey instructions to others, it is important that learners develop and reflect upon their personal leadership abilities. In this unit, learners will develop an understanding of the main features of leadership and how to prepare to demonstrate their leadership skills in an appropriate leadership activity.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Know the main features of leadership	1.1	Describe the main features of leadership
		1.2	Describe how own skills and qualities relate to the main features of leadership
2	Know how to demonstrate own leadership skills	2.1	Describe the range of skills that can be used to lead others
		2.2	Describe how own leadership skills can be put into practice in order to lead others
3	Be able to prepare for a leadership activity	3.1	Select a suitable activity to demonstrate leadership skills
		3.2	Explain how the selected activity will enable demonstration of an appropriate range of skills

Unit content

1 Know the main features of leadership

Main features of leadership: responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems

Own skills and qualities: review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

2 Know how to demonstrate own leadership skills

Putting a range of skills into practice: supporting others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings

Leadership skills: allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on task performance; making decisions, eg making a decision to solve a problem, deciding on the best way of doing something

3 Be able to prepare for a leadership activity

Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately

Why the activity was selected: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/ or a skill they wish to improve on

Essential guidance for tutors

Delivery

When introducing this unit, tutors/line managers could help learners consider what leadership means in a broad context. This could be through a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example, what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees, learners or to other people, about their safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors might wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team captain at football or rugby or been a leader in a social context, for example in guides or scouts). They could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels.

To help learners to plan for learning outcome 2, tutors could give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed by their line manager/ tutor in advance and be included in their plan as appropriate.

In preparing for a leadership activity (for learning outcome 3), if learners are in the workplace, they might wish to select naturally occurring opportunities at work that would demonstrate specific leadership skills. These opportunities can be identified with the help of a supervisor or other appropriate colleague. In a non-workplace setting, the tutor could provide examples of real-life or simulated activities where leadership skills can be demonstrated; the learner can be supported to select an appropriate activity from the examples provided.

Assessment

Evidence for 1.1 and 1.2 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence etc. It can also be supported by written notes from the learner or tutor/line manager. The learner must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For 2.1, the learner needs to be able to plan how they will demonstrate some basic features of leadership. Examples of the kinds of skills that can be included in the learner’s plan are detailed in the unit content. The tutor could support the learner in discussing and agreeing the skills they are planning to demonstrate.

Evidence for 2.1 and 2.2 could come via a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be of for example a taped discussion, presentation, video evidence. Evidence could also come from written notes in the form of a plan by the learner or written notes of a discussion from the tutor/line manager. The learner must describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor could support the learner in deciding how these skills could be put into practice.

In achieving 3.1, the learner needs to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate.

For 3.2, the learner should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation can also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

The learner must also be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill.

Evidence for 3.1 and 3.2 should come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence or written evidence. It can also be supported by written notes from the learner or tutor/line manager. The tutor can need to guide the learner to an activity that will allow them to demonstrate the appropriate range of skills. The learner must refer to at least two different types of leadership skills.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Level 1	Level 2
Unit 12: Developing Personal Skills for Leadership	Unit 12: Practising Leadership Skills With Others
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to delegate tasks to others.

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net

Unit 14: Practising Leadership Skills with Others

Unit code:	F/503/2871
Level:	2
Credit value:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to give learners the opportunity to develop their leadership skills with others as well as assessing their effectiveness.

Unit introduction

Working alongside others provides invaluable opportunities to learn how to lead. In this unit, the learner will be able to practise their leadership skills with other members of a group. Learners will gain an understanding of skills such as giving feedback, decision making and allocating tasks and responsibilities within a leadership context. In addition to developing leadership skills through working with others, learners can evaluate their ability to lead others and suggest areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Know how to lead a group activity	1.1	Describe how leadership skills contribute to a given group activity
2	Be able to demonstrate effective leadership skills with others	2.1	Give support to other members of the group
		2.2	Allocate tasks and activities appropriately to other members of the group
		2.3	Give and receive appropriate feedback for members of the group
		2.4	Make decisions about tasks and activities to solve problems
3	Be able to review own leadership performance	3.1	Assess own leadership performance
		3.2	Suggest areas for improvement of own leadership performance

Unit content

1 Know how to lead a group activity

Group activities: in the workplace within a small team, in a school or college (or other place of learning) in a group project eg cross-curricular project, assignment within a vocational or subject-based area

Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved eg giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 Be able to demonstrate effective leadership skills with others

Giving support to others: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members

Allocating tasks and activities: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members

Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of task

Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3 Be able to review own leadership performance

Assessing own leadership performance:

Different ways of evaluating performance: formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor/line manager; using feedback from different sources when evaluating your performance;

Assessing performance: considering communication, allocating tasks and planning, feedback, making decisions; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about time set for the task

Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate) eg get feedback and suggestions from all team members before deciding on solution to problem in the team task, listening more, allowing team members more autonomy

Essential guidance for tutors

Delivery

Learners will need to make use of appropriate videos, websites and magazines to find the relevant information for this unit. Valuable information can also come from line managers, tutors and visiting experts.

When thinking about how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher, their tutors). They could also discuss leaders in their local community or that they know socially.

For learning outcome 1, a suitable group activity could be a discussion with the group and the tutor/line manager could provide examples of activities which require leadership. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context.

In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager should encourage the learner to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, the learner should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, when carrying out the activity and will need therefore to have a clear idea of what the activity is and how they want to achieve it.

When allocating tasks and activities appropriately, it would be appropriate for learners to take some responsibility for making decisions about who should be allocated which activity. They could review the strengths of group members and decide which members would be most appropriate to carry out the tasks. They could show that they can discuss and agree their allocations with others and communicate to others why decisions have been made. Tutors/line managers could support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate not only communication skills but also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. They should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

Assessment

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. It can also be supported by written notes from the learner or tutor/line manager.

Evidence for 2.1, 2.2, 2.3 and 2.4 could be an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation could be of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner reviews their performance, describing what went well and what did not go so well. The learner needs to discuss at least one aspect that they felt pleased with (for example making a good decision which improved the group's performance) and one that they did not feel went so well (for example interrupting another member of the group). The learner must also suggest at least one area where their leadership performance could be improved.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Level 1	Level 2
Unit 12: Developing Personal Skills For Leadership	Unit 11: Developing Personal Skills for Leadership
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners need access to relevant sources of information about leadership such as texts, websites and magazines. Learners will need to participate in a group task that allows them to demonstrate leadership skills.

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net

Unit 15: Communicating Solutions to Others

Unit code:	L/503/2873
Level:	2
Credit value:	2
Guided learning hours:	20

Unit aim

This unit gives learners the opportunity to deal with problems by considering if a solution is needed, how to solve the problem and how to communicate the solution to others. Learners will also assess how successfully they communicated with others.

Unit introduction

Being able to solve problems and share solutions with others is a valuable skill for employability, learning and for life in general. In this unit learners will find out why a problem requires a solution, how to communicate possible solutions to others in an appropriate way and how to deal with responses to what has been presented. Additionally, learners will review the effectiveness of their performance in presenting a solution to others and suggest possible areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Know why a problem needs to be solved	1.1	Describe a possible problem to solve
		1.2	Describe reasons why the problem needs a solution
		1.3	Describe a way to solve the problem
2	Be able to communicate the solution effectively to others	2.1	Explain to others how the problem was solved
		2.2	Use appropriate information to support their explanation
3	Be able to provide appropriate responses to questions or objections	3.1	Identify possible questions or objections to their solutions to a problem
		3.2	Plan how to deal with feedback and questions from others in the group
		3.3	Respond appropriately to questions or objections from others
4	Be able to assess own performance	4.1	Explain why parts of the communication were successful
		4.2	Explain why parts of the communication were not so successful
		4.3	Suggest ways to improve the communication of the solution

Unit content

1 Know why they need to solve a problem

Possible problems to solve: differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new services/processes/products, need to improve or change a current situation, need to test or check new ideas, need to find information

Reasons why the problem requires a solution: eg lack of communication could lead to missed deadlines, inadequate management or knowledge means quality of work would not be so good, project cannot be undertaken unless sufficient knowledge/funding/resources are available, changes in technical equipment could lead to problems in producing a product, learner cannot complete project on climate change without first finding out why climate change is occurring

Ways to solve problems: eg rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before actually changing the equipment, submit an application for funding for a project, enrol in training course to improve customer service skills

2 Be able to communicate the solution effectively to others

Methods of presentation: verbal presentation either formally or informally; written presentation eg by email, project, portfolio, letter

Appropriate information: background research, evidence of where the solution has been used successfully before; what has improved since the problem was solved or what could improve once the problem is solved; who was contacted to provide support, guidance or advice

3 Be able to provide appropriate responses to questions or objections

Possible questions/objections: wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented, finding problems with the proposed solution

Responding appropriately: give clear and accurate information; provide full information; offer to provide further information if necessary; deal with questions politely and tactfully; take on board other people's views

4 **Be able to assess their performance**

Carrying out an evaluation: discussion with tutor/line manager either formally or informally; using a checklist or appropriate evaluation form; identifying what went well and what did not go well

Suggesting how to improve on own performance: eg not interrupt those who are asking questions about the solution, speaking more slowly when explaining how the problem was solved

Essential guidance for tutors

Delivery

In relation to learning outcome 1, tutors/line managers might find it useful to give learners the opportunity to take part in group or teamwork where the contribution of each member of the group can be assessed. The tutor/line manager could support the group in identifying a problem, and it is suggested the learner focuses on problems which are related to a work or learning context. Alternatively, learners could work individually in describing a problem to their tutor/line manager.

Tutors/line managers might wish to guide learners when carrying out some simple research into methods to use in solving the problem. This could include prompts of where to find appropriate information to solve a problem requiring background research, prompts of who to contact for support or guidance either within or outside of the organisation (for example the human resources department for a problem with annual leave or sickness absence, a tutor for a problem relating to a class project), or prompts how learners might tackle the problem (for example comparing advantages and disadvantages of one approach to another).

Opportunities for developing and practising the communication skills needed for learning outcomes 2 and 3 can be achieved, for example, by organising learners into groups and then asking one member from a group to present their solution to another group. This could all be carried out informally and within small groups so that learners feel confident in their presentation. Learners could also choose other ways to communicate, for example if the people the learner needs to contact are not immediately available, the learner could choose to draft an email or a memo which describes the problem and its solution. These written documents do not need to be lengthy or complex.

For learning outcome 4, tutors/line managers and learners would probably find it most appropriate to discuss performance in a one-to-one or small group situation.

This unit could be used in a variety of ways. For example, the unit could be used as part of a cross-curricular project in a school or college setting, or can be used within the workplace to encourage learners to develop problem-solving and communication skills. There could also be links to national schemes such as Young Engineers, BA CREST awards, mathematics challenges or apprenticeship awards.

Learners should use appropriate texts, websites and magazines. Valuable information can also come from line managers, tutors, guest speakers and visiting experts.

Assessment

Evidence for 1.1, 1.2 and 1.3 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence or other appropriate format. It can also be supported by items such as written notes or photographic evidence from the learner or tutor/line manager. The learner needs to describe a possible problem, explain why it needs to be solved and describe one possible way of solving it.

The problem the learner describes should not be overly complex and they must describe at least one way in which the problem could be solved. The solution the learner describes does not need to be sophisticated, but must show evidence that the learner has arrived at the solution through research or discussion with others. The learner needs to explain why the problem is actually a problem, for example it can be that something is a problem because it results in a piece of work being completed too slowly and so a deadline is missed, or something might be a problem because, unless it is solved, a team goal cannot be reached.

Evidence for 2.1 and 2.2 could either be an observation of the learner by the tutor, supervisor, line manager or other designated person, or written evidence. The learner must demonstrate that they can explain how the problem was solved and use appropriate information to support their explanation.

The observation could be a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 3.1, 3.2 and 3.3 could be an observation of the learner by the tutor, line manager, supervisor or other designated person, or from written evidence. The learner must identify two possible questions and/or objections that others might have concerning the solution they are presenting. The learner must also be able plan how they would respond to such questions or objections and then show that they can respond in the appropriate way. Whether interacting with others via written means or face-to-face, the learner needs to respond clearly and politely to any questions or objections raised.

The observation could take the form of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor/line manager and the learner in which the learner evaluates how effective they were in communicating their solution to others. For 4.1, the learner to identify at least one aspect that was successful (for example the learner was able to answer all the questions raised by others) and 4.2 requires them to identify one that was less successful (for example the learner forgot to run a spelling check on their presentation documents). For 4.3, the learner needs to suggest at least two areas for improvement in their performance (for example, have more supporting information available when presenting a solution).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 17: Solving Work-related Problems	Unit 15: Communicating Solutions to Others	Unit 23: Solving Work-related Problems
Unit 19: Speaking Confidently at Work	Unit 24: Solving Work-related Problems	

Essential resources

Learners should have access appropriate sources of information on communicating solutions to problems.

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

www.tellmehowto.net

www.wikihow.com

www.worketiquette.co.uk

Unit 16: Effectiveness at Work

Unit code: R/503/2874

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

In this unit learners will gain the understanding and skills necessary to work effectively to achieve personal, team and organisational goals.

Unit introduction

In any workplace, it is important to work effectively to achieve personal, team and organisational goals. Understanding what makes an effective employee, and being able to demonstrate these skills, are essential aspects of employability.

This unit focuses on understanding the importance of positive attitudes and behaviours both within and outside of the workplace. Learners will have to demonstrate that they understand and can demonstrate appropriate behaviours in the workplace. They also need to show that they are able to represent their workplace appropriately with customers or others outside of the organisation. Learners will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Understand effective workplace behaviour	1.1	Describe different ways in which employees can behave effectively within the workplace
		1.2	Describe different ways in which employees can behave effectively when representing their employer outside of the workplace
2	Be able to demonstrate effective working practice	2.1	Interact appropriately with a wide range of colleagues in the workplace
		2.2	Interact appropriately with others outside the workplace to meet workplace objectives
		2.3	Apply organisational codes of practice, procedures and safety rules appropriately
3	Be able to evaluate their own practice	3.1	Review own practice to establish what went well
		3.2	Review own practice to establish what did not go well
		3.3	Suggest areas for improvement of performance

Unit content

1 Understand effective workplace behaviour

Different ways in which employees can behave effectively: interacting with other colleagues in the workplace eg communicating appropriately with other colleagues, managing time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the place of work eg codes of conduct, personal reviews/appraisals, human resources guidelines; working outside of the organisation eg welcoming delegates to an external meeting, behaving appropriately towards customers when visiting a client's site, behaving appropriately when attending an external training course as part of their job

2 Be able to demonstrate effective working practice

Interact appropriately with others in the workplace: interactions with different types of colleague in carrying out day-to-day work eg senior managers, team members, line managers, unfamiliar colleagues

Represent the workplace positively when dealing with others outside of the workplace: show appropriate behaviour when on company/organisation business outside of the workplace **or talking to customers** eg conferences, external meetings, training courses, visits to customer's place of work

Apply organisational procedures appropriately: applying procedures when carrying out the job eg follow health and safety rules for dealing with hazardous substance in a factory, deal with customer enquiries according to guidelines in the training manual, fill in relevant form to request time off work for a hospital appointment

3 Be able to evaluate their own practice

Evaluation of own practice: identify what went well eg dealing promptly with customers, receiving positive feedback from colleagues; identify what did not go so well eg not understanding what was requested by senior colleagues or customers; suggesting areas for improvement eg better communication with other team members, ask supervisor for help when needed

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, as part of a work placement or volunteering commitment, or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between the learner and their line manager, supervisor, tutor or another appropriate person familiar to the learner. Tutors/line managers could support the group or individual learner in facilitating a broad discussion about what the learner thinks it means to be an effective employee. This could include aspects such as their interactions with others and how they manage their workload, their interactions with customers. Learners could create presentations, posters or leaflets to record their ideas.

It might also be useful for tutors/line managers and learners to discuss examples from the workplace that show what different organisations and workplaces consider to be 'effective', for example in the construction industry this might be about completing a job on time and to a certain quality standard, in a call centre this could be about the number of calls dealt with and the quality of the service provided, in retail it could be about helping customers and improving sales figures.

Tutors/line managers could then move to discussing the conduct and behaviour expected of employees when working outside of the organisation, for example when working with customers off-site or representing the organisation at conferences. Examples of representing the organisation could include: welcoming delegates at a conference, handling basic enquiries at an exhibition, dealing with customers on the phone when outside of the place of work, directing clients or visitors to meetings.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate the relevant behaviours. Where the demonstration of working practice is not in the workplace, learners should be encouraged to demonstrate that they can interact positively with unfamiliar people, for example visitors to a college or training venue.

Learners could be observed undertaking a range of day-to-day activities to demonstrate that they can follow organisational procedures. They could be using organisational systems appropriately (for example human resources systems such as timesheets, annual leave forms), using the correct forms and documents (for example headed paper, forms for procurement or for finance), using IT appropriately (for example email and the internet), telephone systems (for example voicemail, answering calls). There may be opportunities for learners to demonstrate following other organisational procedures, for example if there is a fire drill they could show that they have understood and can act on the organisational procedures governing this.

For learning outcome 3, learners could evaluate their own practice through a one-to-one discussion with the tutor/line manager and the learner. Learners and tutors/line managers would discuss how the learner fared in their demonstration of effective practice. Learners should have the opportunity to talk through how they might handle some aspects differently and improve in the future. The tutor/line manager might wish to support the learners in identifying appropriate people to seek advice or feedback from about their performance.

Assessment

For 1.1 and 1.2, the learner must describe at least two ways in which employees can behave effectively within and outside of the workplace. Evidence to support this could be records of group or individual discussion. These can be written by the tutor/line manager, by the learner with sign-off from the tutor/line manager, or be via video or audio recording.

For 2.1, the learner must demonstrate effective working practice by interacting with a wide range of colleagues in the workplace, including people not familiar to them, for example a senior manager. Whatever the types of colleague, it is important that the learner is able to interact with them positively at a range of levels and familiarity.

For 2.2, the learner needs to know how to represent the workplace positively when dealing with customers or others outside of the workplace. They would not be expected to represent an organisation at a high level or to take responsibility for decision making on behalf of an organisation. The learner does not have to be outside of the workplace to demonstrate 2.2.

For 2.3, the learner must apply at least two organisational procedures, codes of practice or organisational rules appropriately.

The demonstration of 2.1, 2.2 and 2.3 should be observed either by the tutor or another person designated to assess the learner (this could be a line manager or supervisor, for example). The observation must form the basis of a discussion with the learner after the demonstration of performance. This observation could take the form of a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or could be a video with supporting commentary from the tutor or line manager.

For 3.1 and 3.2, the learner must describe at least two aspects of their performance that went well (for example dealing with a customer promptly or receiving a positive response from a colleague or customer on their performance) and one aspect that did not go so well (for example getting nervous when speaking to a senior manager) and be able to suggest areas for improvement. The learner can reflect on their performance by discussing it with the tutor or other observers. Following these reflections, the learner must identify and record independently any areas and strategies for improvement.

Evidence to support this can be either written, for example written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Written statements produced by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager in advance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 16: Working in a Team
Unit 9: Self-management Skills	Unit 17: Working in a Team	Unit 18: Building Working Relationships with Colleagues
Unit 13: Working in a Team	Unit 19: Building Working Relationships with Colleagues	Unit 8: Self-management Skills
	Unit 9: Self-management Skills	Unit 19: Building Working Relationships with Customers

Essential resources

Learners need access to copies of organisational procedures for different types of organisation as appropriate for example school or college procedures for staff and/or learners relating to conduct and behaviour (or if in the workplace, copies of workplace procedures).

They also need information regarding relevant training or development courses relating to good conduct (for example assertiveness, communication skills etc).

They also need copies of any appraisal system documents which recognise good conduct/performance.

Websites

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

Unit 17: Working in a Team

Unit code:	Y/503/2875
Level:	2
Credit value:	3
Guided learning hours:	30

Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

Unit introduction

Team working skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will develop understanding how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner 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.

Learning outcomes		Assessment criteria	
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Assess advantages of having a team complete a task
		1.2	Assess disadvantages of having a team complete a task
2	Understand the need for a team to work to an agreed code of conduct	2.1	Create a code of conduct for effective team work
		2.2	Explain likely consequences of team members not following a code of conduct
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team
		3.2	Assess relevant strengths, skills and experiences that other members bring to a particular team
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team
		4.2	Describe how each role contributes to the team's objectives and the completion of the team task
5	Be able to work positively as a member of a team	5.1	Identify relevant ideas and suggestions from others that will enable the team to complete the task
		5.2	Devise a team plan to solve a problem when working with others
		5.3	Make a contribution to a team by sharing skills and knowledge
		5.4	Offer help, support or advice to team members when appropriate
		5.5	Respond positively to advice and constructive criticism
		5.6	Follow a plan to complete a task or activity on time

Learning outcomes		Assessment criteria	
6	Be able to reflect on the performance of a team	6.1	Discuss how individual performance contributed to the overall performance of the team
		6.2	Describe ways in which the team as a whole performed effectively
		6.3	Select areas in which the team could improve its team work skills

Unit content

1 **Understand the advantages and disadvantages of having a team complete a task**

Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task can be better completed by one person; task may require directing by a leader

2 **Understand the need for a team to work to an agreed code of conduct**

Code of conduct for teamwork: eg every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

Consequences of team members not following code of conduct: team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

3 **Be able to recognise the different strengths, skills and experiences different people bring to a team**

Teamwork skills, strengths and experiences: practical skills eg ability to cook, paint, use a computer, good with numbers and money; interpersonal skills eg patient, friendly, enthusiastic, loyal; communication skills eg confident speaker, good listener; motivational skills eg good at encouraging or helping others, organisational skills

4 **Be able to allocate roles and responsibilities within the team in relation to a given task**

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 Be able to work positively as a member of a team

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Team task plan: including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, division of labour, timelines, expected outcomes

Give help, support or advice to others: offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent

Respond positively to advice or constructive criticism: value of the advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks

Complete own task successfully and on time: carry out own task to appropriate standard within agreed timescale eg finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline

6 Be able to reflect on the performance of a team

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team worked well together, every team member made a contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance for tutors

Delivery

The unit has been designed to be a practical unit therefore learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. For this, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask other colleagues about the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be considered before beginning delivery of learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to a team known to the learner, the learner will need some time to get to know the other team members to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable and achievable and which match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team.

Learners could compile a logbook that includes the agreed roles and responsibilities of each member of the team. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss in a group the performance of individuals and that of the team as a whole. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

For 1.1 and 1.2, the learner will need to assess at least two advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the response.

For 2.1, the code of conduct could be produced as a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include at least two likely consequences of team members not following the code of conduct for 2.2.

For 3.1, the learner must describe how at least one of their strengths, skills and experiences are relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. Evidence for 3.1 and 3.2 could to be recorded in an appropriate format such as a logbook.

For 4.1, the role of the learner played in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must describe how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the information. The logbook could take a variety of forms, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 can be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing can be used for example witness statement or observation.

The evidence for 6.1, 6.2 and 6.3 can be through a group discussion. Learners responses should be recorded for verification purposes.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 16: Positive Attitudes and Behaviours at Work	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	

Essential resources

Learners will need the opportunity to participate in a team working task.

Websites

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/team-building.html

Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- 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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

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.

How to obtain National Occupational Standards

Please contact:

Council for Administration
6 Graphite Square, Vauxhall Walk
London SE11 5EE

Telephone: 020 7091 9620
Website: www.cfa.uk.com

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.

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. 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.

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- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework for the enterprise sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3			Pearson BTEC Level 3 Understanding Enterprise and Entrepreneurship	Pearson Level 3 Diploma in Enterprising Skills in a Business Environment
2			BTEC Level 2 Award in Understanding Business Enterprise BTEC Level 2 Understanding Enterprise and Entrepreneurship	

Annexe B

Mapping with National Occupational Standards

The following grid maps the knowledge covered in the BTEC Level 2 Award/Certificate/Extended Certificate in Enterprise Skills units against the components of the Level 2 NOS in Understanding Enterprise.

KEY

Letter = BTEC unit maps to 'what learners need to know' component in the NOS unit

Number = BTEC unit maps to 'what learners need to understand' component in the NOS unit.

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7
Unit 1: The Entrepreneurial mindset	1 Know the mindset and skills required to be a successful entrepreneur	P1 Describe the mindset and skills needed by successful entrepreneurs to plan and run a business.	3,4	5					
		P2 Describe how successful entrepreneurs		7					
	2 Be able to develop mindset and skills for business	P3 Conduct a skills audit of self, identifying areas for improvement	b, d						
		P4 Describe how skills required for the business will be resourced						c, d, 4	
		P5 Plan own personal development							
		P6 Review own progress against the plan	4						

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7
Unit 2: Creating a Vision for your Business Plan	1 Understand why business ideas are successful	P1 Explain why business ventures are successful	3	1, 2, 3, 4	3	2			
	2 Be able to assess the suitability of a business idea	P2 Generate an idea that could be implemented, giving reasons		a					
		P3 Explain the reasons the other ideas were rejected		e					
	3 Be able to articulate a coherent vision for a new business idea	P4 Plan how an idea could develop over a period of at least two years	c	b/c				a	
	4 Be able to use sources of help and support in developing a new business	P5 Describe sources of advice and guidance, and networks that can help in developing a new business					1, 2		
		P6 Consult trusted sources and networks for information and to help make decisions	e, 2			a	a, b		
		P7 Explain how businesses can use sources of advice and guidance, and networks, to support business development					3		

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7
Unit 3: The Business Environment	1 Know how the current business environment may impact on a microbusiness	P1 Identify sources of information about the current business environment							
		P2 Describe how a new microbusiness relates to the business environment					3		
	2 Understand current social, technological and environmental trends	P3 Explain current trends and how these will impact on a micro start-up business							
		P4 Describe potential ethical concerns of customers about a micro start-up business							
	3 Be able to select a format and business model for a microbusiness	P5 Justify a format and business model for a micro start-up business						a, b	
	4 Understand the principles of employing and managing others	P6 Identify the main provisions of employment law which affect a micro start-up business							
		P7 Explain how you will lead a new business over the next two years						e	

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7
Unit 4: Researching your Market	1 Be able to carry out market research	P1 Describe the market research needs for a micro start-up business			I				
		P2 Plan market research for start-up business							
		P3 Conduct primary and secondary market research for a micro start up business			a				
	2 Be able to analyse and interpret data about a market	P4 Analyse marketing data using appropriate analytical techniques							
		P5 Draw conclusions from market research which include customer needs			b, 2				
		P6 Apply conclusions from market research in planning for ongoing success of a micro business			c, i			a	

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7
Unit 5: The Marketing Plan	1 Understand marketing concepts used by businesses	P1 Assess own business proposition using marketing concepts							
		P2 Choose and justify types of promotion for a micro start up business drawing on evidence of success or failure in the marketplace			3, 4				
	2 Be able to plan marketing and promotion	P3 Plan marketing for a micro start-up business that is relevant to customer needs			e, 3				
		P4 Plan promotional activity for a micro start-up business or social enterprise, that is appropriate for customer groups			e				

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7	
Unit 6: Financial Modelling and Forecasting	1 Be able to use terminology used for financial planning	P1 Use financial terms accurately in a micro start-up business plan							3	
	2 Know about sources of finance	P2 Describe suitable sources of finance for a micro start-up business or social enterprise							a, b	
	3 Be able to produce a robust financial model for a microbusiness	P3 Input data accurately using business planning software for micro start-up business								4
		P4 Estimate the financial implications for the business model of a micro start-up business								c, d, 1, 2
		P5 Produce a robust financial model for a micro start-up business	f							d, e, 2
		P6 Describe how success in the business will be measured	f					a, 4		
	4 Be able to develop a costed supply chain	P7 Describe the tools and resources needed for the business							c	
		P8 Describe how tools resources will be obtained							c, d, 4	
		P9 Develop a costed supply chain for a selected product or service								

Unit title	Learning outcome	Assessment criteria	UE1	UE2	UE3	UE4	UE5	UE6	UE7
Unit 8: Preparing and Pitching a Business Plan	1 Be able to develop a business plan for a micro start-up business	P1 Produce a structured business plan that contains an analysis of risks and sufficient information for a funding decision		f, 6				2	
	2 Be able to pitch a business plan	P2 Pitch a business plan to a potential sponsor			d	e			
	3 Be able to review a business plan	P3 Review own business plan, drawing on views of others	g			b, c, f			
		P4 Make recommendations for improvement of own plans	g	g		d			
	4 Be able to construct a viable project plan to bring a product to market	P5 Plan to bring a product to market							

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