**BTEC Assignment Brief**

|  |  |
| --- | --- |
| **Qualification** | Pearson BTEC Level 1/Level 2Tech Award in Enterprise |
| **Component number and title** | **2:** Planning for and Pitching an Enterprise Activity |
| **Learning aim** | **C:** Review own pitch for a micro-enterprise activity. |
| **Assignment title** | **How Did I Do?** |
| **Assessor** | G Prout |
| **Issue date** | 9/9/20219 |
| **Hand in deadline** | 29/11/2019 |

|  |  |
| --- | --- |
| **Vocational Context** | You have been taking part in a competition that involves planning and pitching a micro-enterprise activity.  The final part of the competition requires you to individually reflect on the plan you produced, and the success of the pitch for your plan, including the skills you demonstrated during the pitch. |
| **Task 1** | **Reviewing success**  Now you have completed stage one and two, the final stage is to review the success of your pitch and suggest improvements  You must prepare a **written review** that evaluates the success of the plan and pitch and recommends how improvements to both the plan and pitch could be made.  Your review will be based on your opinions, supported by the feedback you received from the audience, for example tutors, other learners, and local entrepreneurs.  Your review must include:   * the elements of the plan that contributed to the success of your pitch, and recommendations for improvement to the plan * specific examples of the skills you demonstrated to make the pitch a success, and an identification of any development needs, making recommendations for how you could improve these skills.   You should clearly justify why you have come the conclusions you have and give reasons why you have chosen to focus on certain areas of the plan for improvement, and presentation and communication skills for development. |
| **Checklist of evidence required** | * An individual review that evaluates the success of the plan and pitch and recommends how improvements to the plan and pitch could be made. * Feedback on the plan and pitch from the audience. |

|  |  |  |
| --- | --- | --- |
| **Criteria covered by this task:** | | |
| **Criteria reference** | To achieve the criteria, you must show that you are able to: | |
| **C.2D3** | Evaluate the success of the plan and pitch, and recommend how improvements to the plan and pitch could be made. | |
| **C.2M3** | Analyse the success of the plan and pitch, giving detailed examples, and suggesting improvements. | |
| **C.2P5** | Review the success of the pitch, using examples to reference own skills, and suggest improvements. | |
| **C.2P4** | Describe the elements of the business plan that contributed to the success of the pitch. | |
| **C.1M5** | Outline in detail own skills demonstrated in the pitch. | |
| **C.1M4** | Outline the elements of the business plan that contributed to the success of the pitch. | |
| **C.1P5** | Identify own skills demonstrated in the pitch. | |
| **C.1P4** | Identify the elements of the business plan that contributed to success of the pitch. | |
| **Sources of information to support you with this Assignment** | | **Books**  *BTEC Tech Award Level 1/2 student book Enterprise*, Pearson, 2018,Richards, C., Coupland-Smith, H., Redfern, A. ISBN 978-1292231396  *Running a Micro Business*, Ambassador Publishing, 2010, Topp, C. ISBN 978-0982924518  *Micro-entrepreneurship for Dummies*, John Wiley & Sons, April 2013, Mladjenovic, P ISBN 978-1118521687  **Videos**  The BBC ‘Bitesize’ – Enterprise has several videos that might be appropriate including:  Promoting products at a market stall: <http://www.bbc.co.uk/education/clips/zwj4kqt>  Young Entrepreneur:  <http://www.bbc.co.uk/education/clips/ztqs34j>  Exploring business and enterprise at Reading Festival:  <http://www.bbc.co.uk/education/clips/z8vm6sg> |
| **Other assessment materials attached to this Assignment Brief** | | *None* |

**Notes to the assessor *(to be removed before distribution to learners):***

|  |  |
| --- | --- |
| **Approach to teaching and learning to support learners to *‘get it right first time’*** | Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners.  Pearson expects that learners should have already:   * attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment * received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work.   It would be most beneficial for learners to explore the individual elements of the assignment task before attempting to put them all together in a mock assessment. This will help learners to do their best first time and reduce the likelihood of learners needing a resubmission. |
| **The scenario** | The scenario can be adapted to any situation that would allow the learner to review their pitch of a micro-enterprise activity.  The assignment provides a realistic vocational context for the learning aims. It would not be good practice to artificially force this assignment into a ‘vocational role’ that is either:   1. not realistic to the level of the learner/qualification 2. not directly relevant to the qualification.   In this instance the learner is unlikely to be asked to perform these tasks when reviewing their micro-enterprise, so there should be no requirement for them to be ‘operating’ in a particular vocational role. |
| **The task** | The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be asked to complete separate tasks for each criterion.  Evidence submitted must be produced by the individual learner and **not** as a contribution as part of a team. This means the learners must individually review their summary of their plan for a micro-enterprise of their own devising and their presentation and communication skills.  Centres are free to adapt the task providing the requirements of the assessment is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so. |
| **Evidence checklist** | It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). |
| **Sources of information to support you with this Assignment** | It is anticipated that centres will add to these sources of information with examples relevant to the delivery phase of this Learning Aim.  Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners.  It is advisable that a mixture of theoretical sources and sources directly contextualised to planning, pitching and running an enterprise will give learners the best opportunity to achieve their best. |
| **Other materials** | This Authorised Assignment Brief does not include any materials to support learners. |
| **Your assessment decision** | You will notice that the assessment criteria form a ‘continuum of effectiveness’. Therefore when assessing the learner work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria. |