**BTEC Assignment Brief**

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| **Qualification** | Pearson BTEC Level 1/Level 2 Tech Award in Enterprise |
| **Component number and title** | **2:** Planning for and Pitching an Enterprise Activity |
| **Learning aim** | **A:** Explore ideas and plan for a micro-enterprise activity |
| **Assignment title** | **Planning a Micro-Enterprise Activity** |
| **Assessor** | G Prout |
| **Issue date** | 4/2/2019 |
| **Hand in deadline** | 22/4/2019 |
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| **Vocational Scenario or Context** | One way of exploring how enterprise works is to plan your own micro-enterprise activity. You have seen a competition advertised that involves planning and pitching a micro-enterprise activity and have decided to take part.  The first stage of the competition requires you to develop a plan for a realistic micro-enterprise activity. You will later pitch your idea to potential investors and carry out a review on its success. |
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| **Task 1** | **Planning a micro-enterprise activity**  You have obtained a copy of the competition rules, and it informs you that you need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices.  **Research**  This should include:   * individual research into **three** possible ideas for micro-enterprise activities to allow you to choose **one final idea**.   **Introduction to the plan**  This should include:   * A detailed description of your three potential ideas for micro-enterprise activities based on your market research * A detailed explanation of why you have chosen your final idea, supported by your individual research findings   **Main body of the plan**  This should be detailed and include:   * The aims of your micro-enterprise activity to include: * financial aims * non-financial aims. * The product or service to be sold to include: * its features, benefits and unique selling points * its cost, and how much you will sell it for * the current competition in the market. * An identification of the target market including: * the segment your product or service is aimed at * how and why the product or service will appeal to this target market * how the product or service will reach customers * how you will establish and sustain sales to the target market. * How you will communicate with the customer to include:   + the methods of communication and reasons why they are appropriate for the target market   + the cost effectiveness of the methods chosen   + examples of promotional materials that you plan to use. * An estimation of the resources you will require to include: * physical, financial and human resources * how each of these resources are to be obtained/funded. * An appropriate timescale for the activity, from initial plan through to completion of trading, including when each of the following will take place: * marketing * selling/trading * any other operations. * A risk assessment and contingency plan to ensure the quality of the product or service that includes: * the risks involved * how you plan to overcome these risks and issues should they arise.   The final part of your plan is the **appendix**. This should include:   * initial financial forecasts to include start-up costs, running costs and production costs/cost of sales. * evidence of your individual research. |
| **Checklist of evidence required** | * Individual written plan with complete and accurate initial financial forecasts. * Supporting research. |

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| **Criteria covered by this task:** | |
| **Criteria reference** | To achieve the criteria you must show that you are able to: |
| **A.2D1** | Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research. |
| **A.2M1** | Prepare a detailed, realistic and well-structured plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research. |
| **A.2P2** | Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea. |
| **A.2P1** | Describe three potential ideas for micro-enterprise activities obtained using market research. |
| **A.1M2** | Prepare an outline plan for a final micro-enterprise activity, giving some reasons for choice of final idea. |
| **A.1M1** | Outline three potential ideas for micro-enterprise activities, using market research. |
| **A.1P2** | Prepare an outline plan for a final micro-enterprise activity. |
| **A.1P1** | Identify three potential ideas for micro-enterprise activities, using market research. |

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| **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 9781292231396  *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; www.bbc.co.uk/education/clips/zwj4kqt  Young Entrepreneur:  [www.bbc.co.uk/education/clips/ztqs34j](http://www.bbc.co.uk/education/clips/ztqs34j)  Exploring business and enterprise at Reading Festival:  [www.bbc.co.uk/education/clips/z8vm6sg](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):***

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| **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’s 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 to do a resubmission. |
| **The scenario** | The scenario can be adapted to any situation that would allow the learner to carry out research on and plan a micro-enterprise activity. This could include actual local and national enterprise competitions that might enhance the learner experience and provide ‘real-life’ assessment opportunities.  Care should be taken to ensure that the requirements of actual competitions will allow the learner to meet the assessment criteria without under or over-assessing the learner.  Even where there are no suitable national or local enterprise competitions, the competition format could be used within the centre to further motivate learners. A prize could be offered for best plan, for example.  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 planning their own micro-enterprise, so there should be no requirement for them to be ‘operating’ in a particular vocation 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 criteria.  All evidence submitted must be produced by the individual learner and **not** as a contribution as part of a team. This means the learners must produce a plan for a micro-enterprise activity of their own devising.  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. It is advisable that a mixture of theoretical sources and sources directly contextualised to planning a micro-enterprise activity will give learners the opportunity to achieve their best. |
| **Other materials** | This Authorised Assignment Brief does not include any materials to support learners.  It is expected that learners produce their own evidence. Therefore, **the provision of business planning templates is not appropriate in this instance.** |
| **Your assessment decision** | You will notice that the assessment criteria form a ‘continuum of effectiveness’. Therefore, when assessing the learners 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. |