**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** | **B:** Pitch a micro-enterprise activity |
| **Assignment title** | **Pitching to Potential Investors** |
| **Assessor** | G Prout |
| **Issue date** | 29/4/2019 |
| **Hand in deadline** | 14/6/2019 |
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| **Vocational Scenario or Context** | You started the competition well with a comprehensive and realistic plan for your proposed micro-enterprise activity.  The next stage of the competition requires you to summarise this plan for and pitch the idea to potential investors. |
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| **Task 1** | **Pitching the plan**  Now that you have prepared your plan, you will need to make a ‘pitch’, individually explaining your idea to an audience of tutors, other learners or possibly to local entrepreneurs.  Your **pitch** must:   * be a summary of the final plan * clearly show all key elements of the plan in a logical sequence.   As well as considering the summary of your plan, the audience will also be assessing your **presentation skills**.  You must show that you:   * can demonstrate a professional behaviour and attitude * are well-rehearsed and prepared, and can reply to audience questions * are considerate of the needs and interests of the audience * have included visual aids such as a slide show with speaker notes, and handouts for the audience.   The pitch should also demonstrate your **communication skills**. These include the use of:   * body language, gestures and eye contact * language and tone, pace, volume and projection * use of business terminology * listening, handling questions and formulating appropriate responses.   After the pitch the audience will give you **feedback** on the contents of your pitch, and your skills in delivering it, to help you prepare a review for the final stage of the competition. |
| **Checklist of evidence required** | * Any materials used to support your pitch, e.g. presentation slides with speaker notes, examples of promotional materials, hand-outs, props. |

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| **Criteria covered by this task:** | |
| **Criteria reference** | To achieve the criteria you must show that you are able to: |
| **B.2D1** | Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills. |
| **B.2M2** | Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills. |
| **B.2P3** | Deliver a pitch of the plan, demonstrating a range of appropriate communication and presentation skills. |
| **B.1M3** | Deliver a pitch of the outline plan, demonstrating appropriate communication and presentation skills. |
| **B.1P3** | Deliver a pitch of the outline plan, demonstrating communication and presentation skills. |

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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 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; 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 assignments 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 pitch 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 pitch, 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 pitching for 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 produce a summary of their plan for a micro-enterprise of their own devising and make an individual pitch.  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** | For the pitch, it is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). The best type of evidence would be a video of the learner giving the pitch (including any answering of questions posed by the audience) accompanied by any materials used in the pitch. In this instance, there is no requirement for the learner to submit a Record of Activity (e.g. observation record or witness statement). However, if for any reason it is not possible to video the learner giving the pitch a detailed Record of Activity would need to be submitted to support the presentation and communication skill aspects of making assessment decisions related to ‘pitching’ that could not be observed by an IV or 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 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. |