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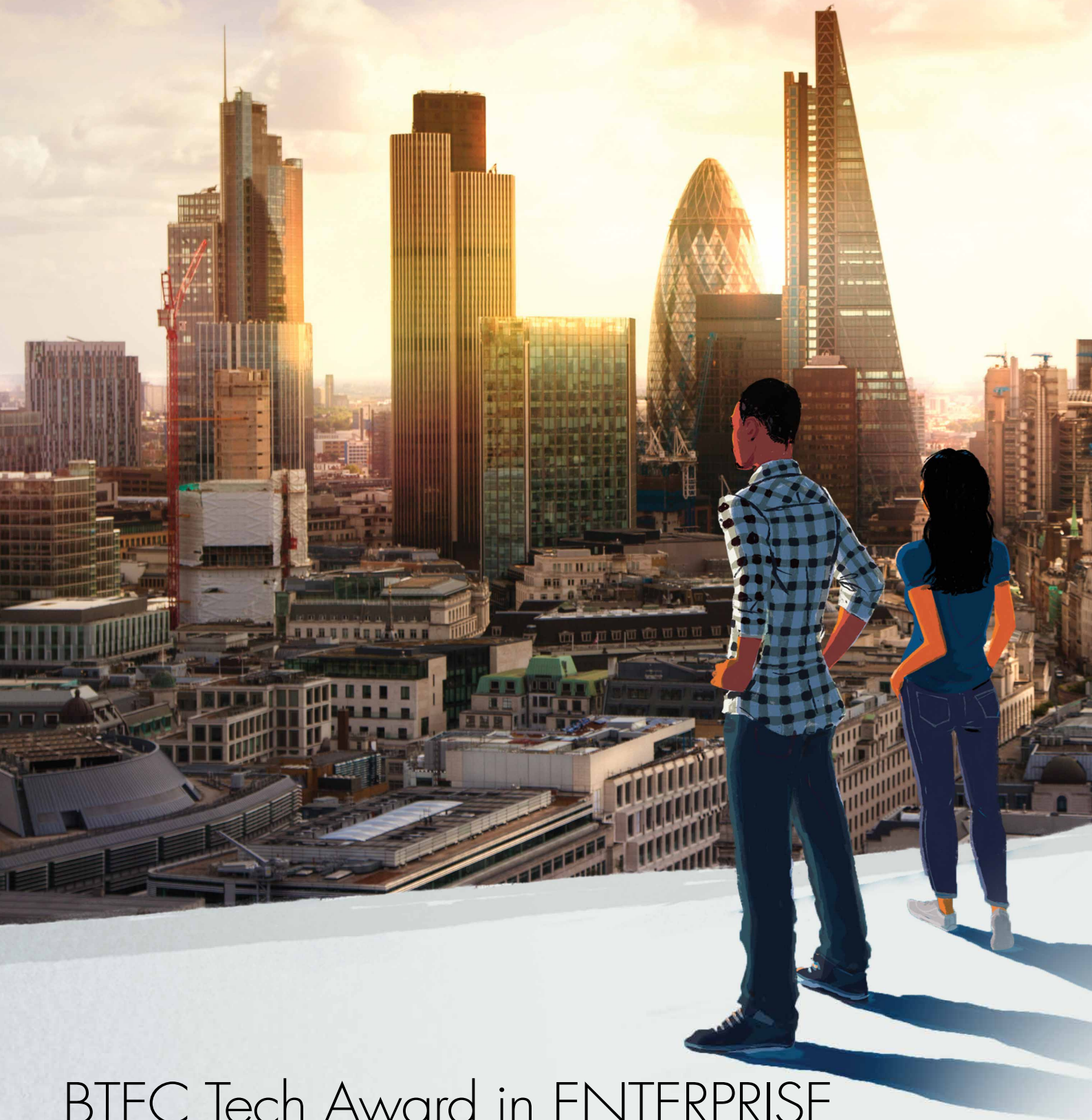
SPECIFICATION

BTEC Tech Award in ENTERPRISE

Level 1/Level 2

First teaching September 2018 | *First certification July 2020*

ISSUE 5

Pearson

Pearson
BTEC Level 1/Level 2
Tech Award in Enterprise

Specification

First teaching September 2018

Issue 5

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The Awards give learners the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. It does not limit progression options because the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from BTECs designed to be taken post-16 as it offers a basis for further study rather than meeting all the vocational requirements needed to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8.
To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the enterprise sector

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.
Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise specification Issue 5 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under *Section 8 Final grading and awarding* subsection *Calculation of the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 49
The points thresholds have been updated in the Calculation of grade table.	Page 50
Example 2 has been updated as a Merit award.	Page 51
The wording in *Section 9 Administrative arrangements* subsections *Learner malpractice* and *Teacher/centre malpractice* have been updated to clarify suspension of certification in certain circumstances.	Page 56

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise specification Issue 4 changes

Summary of changes made between Issue 3 and Issue 4	Page number
Reference to learners in Northern Ireland and Wales was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
Changes to Component 1 include: • the need for the SMEs to be local has been emphasised in the *Component in brief* • teaching content of A4 now specifies entrepreneurial characteristics for clarity • *Suggestions for delivery* now includes further guidance on the use of SMEs in assignments • *Essential information for setting assignments* has been revised to match the assessment criteria • *Essential information for assessment decisions* has been revised to enable the submission of wider forms of evidence and clarify assessment guidance.	Pages 7, 8, 11, 12, 16, 17 and 18
The *Key terms typically used in assessment* in Component 3 has been added.	Page 37
Reference to CCEA Regulation and Qualifications Wales was included in Section 8, paragraph 2.	Page 49

Contents

1   Pearson BTEC Level 1/Level 2 Tech Award in Enterprise – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/1916/1), is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

This Award complements the learning in other GCSE programmes such as GCSE Business. It requires learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that a learner makes post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2, post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and communication skills covered in the qualification will help them to achieve
- study of enterprise post-16 through the study of a Technical Certificate. Learners who perform well in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the business sector.

2   Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise has:

• Total Qualification Time: 150 hours

• Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Enterprise				
Component number	Component title	GLH	Level	How assessed
1	Exploring Enterprises	36	1/2	Internal
2	Planning for and Pitching an Enterprise Activity	36	1/2	Internal
3	Promotion and Finance for Enterprise	48	1/2	External Synoptic

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas. Normally, learners will take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2.

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts.

Component 3: Promotion and Finance for Enterprise requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

The external assessment is based on a context that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade. This component should be delivered and assessed at the end of the course of study.

Component	Description of assessment	Availability
Component 3:	• External assessment set and marked by Pearson, completed under supervised conditions. • The assessment must be completed in 2 hours. • 60 marks	**February/May** **First assessment 2019**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

3   Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

Internal components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, and might be applied when progressing to further study.
Learning aims	Learning aims define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Essential information for setting assignments	This gives you information on how full assignments can be developed for each learning aim.
Assessment criteria	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
Essential information for assessment decisions	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10*.

External components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	Designed with learners in mind. It indicates why the component is important and how learning is structured and might be applied when progressing to further study.
Summary of assessment	Sets out the type of external assessment used and the way it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

Component 1: Exploring Enterprises

Levels: **1** and **2**
Assessment type: **Internal**
Guided learning hours: **36**

Component in brief

Learners will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

Introduction

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors.

You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

This component will give you an understanding of the factors that contribute to a successful enterprise. You will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning aims

A Examine the characteristics of enterprises
B Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
C Investigate the factors that contribute to the success of an enterprise.

COMPONENT 1: EXPLORING ENTERPRISES

Teaching content

Learning aim A: Examine the characteristics of enterprises

Learners examine local SMEs that would provide contact beyond desk based research. For more details on types of SMEs to include, see *Suggestions for delivery* on page 11.

A1 What is an enterprise?

- Enterprises carry out one or more activities, such as being involved with goods, services or both.
- Most enterprises face some kind of competition.
- Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customers.
- The role of customer service in attracting new customers, securing repeat purchase, customer loyalty and an improved reputation.
- Enterprises use creativity and innovation to meet customers' needs by identifying gaps in the market for goods or services, or by identifying a market for new goods or services.
- Reasons why some enterprises fail.

A2 Types and characteristics of SMEs

- Definition of SMEs to include all of the following:
  - o micro – up to 10 people
  - o small – between 11–49 staff
  - o medium – between 50–249 staff.
- Characteristics of SMEs:
  - o run by a single individual or small team of people
  - o small number of employees
  - o type of ownership – sole trader, partnership, ltd.
  - o physical location and/or operate online.

A3 The purpose of enterprises

- Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical.
- Objectives that can provide challenges and targets over a defined period of time.
- How social and political pressures can influence enterprises to consider wider ethical responsibilities.
- Range of the types of products and services provided by enterprises, e.g. cleaning, fitness instruction, IT consultancies, financial consultancies, selling products, for example a food stall, newsagent, artists selling work online.

A4 Entrepreneurs

- Reasons for starting own enterprise – to be your own boss, to pursue a hobby, flexibility.
- Characteristics of entrepreneurs: focus, passion, motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire.
- Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk.

Learning aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour

B1 Customer needs

- The importance of anticipating and identifying customer needs.
- Identifying customer expectations:
  - good-value products
  - rapid response to enquiries
  - clear and honest information.
- After-sales service.
- The ways in which different products can be linked to different kinds of customers according to age, gender, income, lifestyle and location.

B2 Using market research to understand customers

- Qualitative research – based on individual customer responses, open-ended questions.
- Quantitative research – based on numerical and statistical data.
- Primary research – research carried out directly with potential customers.
- Types of primary research, e.g.:
  - questionnaires - using a set of qualitative and quantitative questions, e.g. face-to-face, telephone, post, on a website/social media site
  - visits or observation – looking at and recording how people behave in situations in a structured way
  - interviews or focus groups – talking to people to find out their views and experiences
  - surveys – a quantitative method that involves asking people to fill in paper or online questionnaires.
- Secondary research – using existing research from third parties.
- Sources of secondary research, e.g.:
  - online research, internet searches, websites
  - company materials
  - market reports
  - government reports.

B3 Understanding competitors

- The main features which make products competitive:
  - price
  - quality
  - availability
  - unique features and selling points (USP).
- Identifying competitors.
- How products stand out from similar products in the market.

COMPONENT 1: EXPLORING ENTERPRISES

Learning aim C: Investigate the factors that contribute to the success of an enterprise

Learners will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which SWOT and PEST analysis can be used to support decision making.

C1 Internal factors

- Factors within the control of the enterprise that can impact positively or negatively on costs, to include:
  - o understanding the market – who the competition is, what customers want
  - o keeping customers satisfied – the ability to meet customer needs better than its competitors on quality, price, features, customer service, availability, convenience
  - o effective planning and financing
  - o marketing and promoting the enterprise
  - o unforeseen human resources costs, e.g. staff illness.

C2 External factors

- Factors outside the control of the enterprise that can impact positively or negatively on costs, to include:
  - o changes in the cost of energy, raw materials, borrowing, premises
  - o changes in costs of marketing or selling
  - o governmental changes – new regulations, changes in taxation.
- Factors outside the control of the enterprise that can impact positively or negatively on revenues, to include:
  - o competitors – new competitors, changes made by existing competitors
  - o consumer confidence in the economy – growth/recession, level of employment
  - o changing consumer behaviour – social trends, taste
  - o changes in consumer legislation, sales and labelling of products the misuse of information.

C3 Situational analysis

- Using situational analysis to identify how internal and external factors might affect an enterprise, to include:
  - o SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis – draws together everything that could affect the success of an enterprise, including competitive advantage and disadvantage, usually presented in the form of a table with bulleted points
  - o PEST (Political, Economic, Social and Technological) analysis – identifies all political, economical, social and technological factors that might affect an enterprise, usually presented in the form of a table with bulleted points.

C4 Measuring the success of an SME

- Measures of success of SMEs – how far they meet business aims – surviving, breaking even, making a profit, meeting customer needs.
- Reasons for the success of SMEs:
  - o skills, hard work, determination, resilience and the ability of the entrepreneur
  - o ability to develop/motivate/train employees
  - o level of customer service/satisfaction and the ability to meet customer needs
  - o years of experience operating in this or similar markets.
- Methods of measuring success, e.g.:
  - o surviving
  - o making a living
  - o sales volume/value
  - o market share
  - o profit
  - o customer satisfaction/reputation.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of small to medium enterprises (SMEs). It will also help develop skills in undertaking research and the interpretation of data collected, which can then be used to make reasoned decisions about the success of the selected SME(s).

You could deliver this component as a standalone item as an introduction to enterprise. The knowledge and skills gained will then enable learners to utilise their learning in the second internal component and the external component.

Care should be taken when selecting SMEs for this component:

- the SMEs should be local to the extent they provide opportunities for contact beyond desk based research for the learner, for example face to face contact, visits to the enterprise or visiting speakers
- the same SMEs can be used for learning aims A, B and C in order to avoid increasing the amount of different contacts and research learners will need to conduct
- the SMEs selected should demonstrate contrasting purposes and/or characteristics, such as size or sector in order for learners to make meaningful comparisons
- the SMEs should also provide opportunities for learners to analyse how the SME uses market research. This may not always be possible with some very small micro enterprises. Case studies and enterprises used must give the learner opportunities to achieve all of the assessment criteria
- learners may select a social enterprise providing that it trades and does not rely solely on donations or grant funding as a source of revenue
- learners may select a local franchisee as long as they undertook their own market research to enable the exploration of market research in Learning Aim B.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Examine the characteristics of enterprises
Description
• Learners will investigate two real contrasting SMEs, e.g. a service provider or supplier of goods locally and a larger SME.
• Learners will consider the characteristics of the SMEs and their owners, and the importance of these characteristics in achieving success.
Example task
• Describe the purpose of the SMEs and how they achieve their purpose.
• Describe the characteristics of the SMEs, including size, ownership type, products or services, location.
• Describe the characteristics of the entrepreneurs.
• Analyse the importance of the SMEs and entrepreneurs' characteristics in meeting their purpose.
• Assess how far these characteristics contribute to the levels of success.
Evidence
Evidence must fully meet the requirements of the assessment criteria and could include:
• a written report.

COMPONENT 1: EXPLORING ENTERPRISES

Learning aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour

Description

- Learners will examine how market research is carried out in two SMEs, they can use the same SMEs as used for the report in learning aim A.
- Learners will then discuss how data is collected and how market research methods are designed to meet customer needs, they will understand competitor behaviour in two enterprises.

Example task

- Explain how the selected SMEs use both primary and secondary research and how the data can be presented following research; clearly differentiating between qualitative and quantitative research.
- Discuss how well the methods selected by the SMEs have been designed to meet customer needs and how competitor behaviour can affect SMEs.
- For one of the SMEs assess how effectively the methods selected have been in meeting the needs of the customer and understanding competitor behaviour.

This task will prepare learners for the research for their own micro-enterprise idea in Component 2.

Example evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- a presentation with speaker notes on the range of research methods.

Learning aim C: Investigate the factors that contribute to the success of an enterprise

Description

- Learners will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and how they affect the success of two SMEs; these can be the same as used in learning aims A and B.
- They will then use situational analysis: SWOT and PEST to apply their investigation of internal and external factors.
- Learners will analyse the factors that measure success applied to their chosen SME.

Example task

- Explain the internal and external factors affecting the success of the selected SMEs, which can be those used in learning aims A and B.
- When looking at external factors, the laws protecting both the SME and the customer should be considered. Situational analysis will be used to identify the range of success factors.
- For one chosen SME, analyse the internal and external factors and evaluate which are the most significant factors currently affecting the success of the chosen SME.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- an article for a local magazine or newspaper on the success of a local SME.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Examine the characteristics of enterprises				
A.1P1 Identify the purpose, activities and aims of two contrasting local enterprises.	**A.1M1** Outline in detail how the activities and aims meet the purpose of two contrasting local enterprises.	**A.2P1** Compare the purpose, activities and aims of two contrasting local enterprises.	**A.2M1** Analyse how entrepreneurial characteristics and skills support the purpose of a selected local enterprise.	**A.2D1** Assess how successful a selected local enterprise has been in achieving its main purpose.
A.1P2 Identify entrepreneurial characteristic and skills demonstrated in each selected local enterprise.	**A.1M2** Outline how entrepreneurial characteristics and skills support the purpose of each selected local enterprise.	**A.2P2** Describe the entrepreneurial characteristic and skills demonstrated in each selected local enterprise.		
Learning aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour				
B.1P3 Identify how two local selected enterprises use market research to meet customer needs and understand competitor behaviour.	**B.1M3** Outline how two local selected enterprises use market research to meet customer needs and understand competitor behaviour.	**B.2P3** Explain how two selected enterprises use market research to meet customer needs and understand competitor behaviour.	**B.2M2** Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in two selected enterprises.	**B.2D2** Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise.

Learning aim C: Investigate the factors that contribute to the success of an enterprise				
C.1P4 Identify some ways in which internal factors are important for business success.	**C.1M4** Outline ways in which internal factors are important for business success.	**C.2P4** Explain ways in which internal factors are important for business success.	**C.2M3** Analyse how the internal and external factors determine the success of a selected enterprise.	**C.2D3** Evaluate the most significant internal and external factors currently affecting a selected enterprise.
C.1P5 Identify some ways in which external factors are important for business success.	**C.1M5** Outline ways in which external factors are important for business success.	**C.2P5** Explain ways in which external factors are important for business success.		

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies **either**: all Level 1 Merit criteria **or** all Level 1 Pass criteria **and** C.2P4, C.2P5.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies **either**: all Level 2 Merit criteria **or** all Level 2 Pass criteria **and** C.2D3.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a unit grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions. The same SMEs can be used for learning aims A, B and C.

Learning aim A: Examine the characteristics of enterprises

Evidence for the assignment:

Learners will find out about real local SMEs and will demonstrate their understanding of how their characteristics contribute to their success. These should be individually selected and can be linked to the learner's own knowledge of a particular SME.

Level 2 learners will be able to identify and describe all relevant characteristics and the purpose of the SME and their owners.

Level 1 learners will identify and outline some characteristics of the SMEs and their owners.

Evidence can take any comparable form suitable for the vocational scenario and may include forms such as reports, presentations, articles, blogs or interviews.

For Level 2 Distinction: learners will show that they understand how far the characteristics of a selected local SME and its owners contribute to its levels of success. They will carefully consider the purpose of the SME and each of its characteristics, including the number of people who run the enterprise, the number of people it employs, the type of ownership and whether the enterprise operates physically, online or both. They will also consider how the characteristics of the entrepreneur running the SME have contributed to its success, such as how innovation and adaptability have helped fill gaps in the market. They will clearly show the importance of each characteristic in contributing to the success of the enterprise, showing clear links and interrelationships between the two, and they will be able to select which characteristics are most important, supporting this with relevant reasons and examples.

For Level 2 Merit: learners will carefully examine the purpose and characteristics of the selected local SME, including the number of people it employs, its type of ownership and whether it operates online or physically, and the characteristics of the entrepreneur running the SME such as innovation or adaptability. Learners will use detailed examples to clearly show the importance of the characteristics in allowing the SME to meet its purpose.

For Level 2 Pass: learners will give clear details of the purpose and characteristics of the selected local SMEs, including relevant information about the purpose of the enterprises, the number of people running them, the type of ownership and whether they operate online or physically, and the characteristics of their owners, such as being innovative. Learners will give reasons or relevant examples to show how these characteristics help the enterprises to achieve their purpose. Learners will make links between the purpose and characteristics of the SMEs and their owners, but some links may be irrelevant or unclear.

For Level 1 Merit: learners will give a brief description of the purpose and characteristics of two contrasting local SMEs including the number of people they employ, its type of ownership and type of operation, and some characteristics of their owners, such as innovation. However, there will be no attempt to make links between the purpose and characteristics of the enterprises.

For Level 1 Pass: learners will state the purpose and characteristics of two contrasting local SMEs, including the number of people they employ, type of ownership and operation, such as physical or online, and some characteristics of their owners, such as being innovative. However, details will be lacking and learners will make no links between the characteristics and purpose of the enterprises. Learners may present work in a bulleted or list format.

Learning aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour

Evidence for the assignment:

Learners will investigate how two SMEs carry out market research to find out about customer needs and how the SMEs are affected by competitor behaviour. Learners should ensure that the SMEs they select enable them to have access to the relevant information.

Level 2 learners will explain and assess how effective the market research methods used by the SMEs are in terms of meeting customer needs and understanding competitor behaviour.

Level 1 learners will state and outline how two SMEs use market research methods to meet customer needs and understand competitor behaviour.

This activity will help them to prepare for Component 2, where they will have to plan their own micro-enterprise activity.

For Level 2 Distinction: learners will show how the market research methods are used by two SMEs to meet customer needs and understand competitor behaviour. There will be some analysis of the appropriateness of the methods used and learners will assess how effective these methods are in providing sufficient information for one of the SMEs to be able to meet customer needs, and understand how their competitors behave.

For Level 2 Merit: learners will show how the market research methods are used by two SMEs to meet customer needs and understand competitor behaviour. The work will show evidence of a clear discussion as to how market research methods are designed to meet different customer needs and show how competitor behaviour has been researched in two SMEs.

For Level 2 Pass: learners will explain the key features of market research. They will demonstrate the various methods of primary and secondary research and how the SMEs use or analyse the data collected. Their work will include examples of qualitative and quantitative research results. Evidence will include how the SMEs use and present this information to identify customer needs and expectations. Learners will relate their investigations to how research enables the SMEs to understand their competitors.

For Level 1 Merit: learners will outline the key features of market research. They will list the various methods of primary and secondary research and show how the SMEs use or analyse the data collected. Their work will include examples of qualitative and quantitative research results. Evidence will include an outline of how the SMEs use and present this information to identify customer needs and expectations. Learners will link their investigations to how research enables the SMEs to understand their competitors.

For Level 1 Pass: learners will outline some of the key features of market research and they will list some of the methods of primary and secondary research. There will be limited reference as to how this is used by the SMEs to identify customer needs and understand competitor behaviour.

Learning aim C: Investigate the factors that contribute to the success of an enterprise

Evidence for the assignment:

Learners will look at the internal and external factors that affect success in SMEs. The same SMEs can be used for this assignment as used for learning aims A and B.

Level 2 learners will investigate internal and external factors that have an impact on the operations of selected SMEs.

Level 1 learners will investigate some of the factors affecting the success of SMEs.

For Level 2 Distinction: learners will evaluate the internal and external factors affecting an SME to decide which are the most significant in affecting the success of an SME. Their work will include a situational analysis in the form of a SWOT and PEST analysis. They will refer to measures of success used by SMEs to determine to what extent the SME is making a profit and meeting customer needs. There should be supporting evidence to justify the comments made.

For Level 2 Merit: learners will analyse how the internal and external factors determine the success of an SME. To achieve this, they will have looked at a detailed range of factors and give examples to support their analysis. They will also have included situational analysis and looked at the reasons for measuring success, and the methods of measuring success.

For Level 2 Pass: learners will explain how both internal and external factors impact on SMEs. There will be a clear explanation with a range of factors considered and examples included. For example, how an increase in taxation might have an impact on SMEs.

For Level 1 Merit: learners will outline how both internal and external factors influence two SMEs. There will be a clear explanation with a range of factors considered and examples included. For example, how a change to the levels of employment in the area might influence staffing policies and the success of the SME.

For Level 1 Pass: learners will identify some of the internal and external factors that impact on the success of two SMEs. Examples may be limited and not always applied to the selected SMEs.

Resource requirements

For this component, learners must have access to*:*

- computers and the internet to undertake secondary research
- texts that identify entrepreneurial characteristics and factors that lead to enterprise success
- guest speakers from the world of work or resources to enable visits to a local SME.

Component 2: Planning for and Pitching an Enterprise Activity

Levels: **1** and **2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

Introduction

If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding.

In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching.

Developing your planning and research, presentation, communication and self-reflection skills will help you to progress to Level 2 or Level 3 vocational and academic qualifications.

Learning aims

A Explore ideas and plan for a micro-enterprise activity

B Pitch a micro-enterprise activity

C Review own pitch for a micro-enterprise activity.

Teaching content

Learning aim A: Explore ideas and plan for a micro-enterprise activity

Learners will develop their knowledge and understanding of the skills required to plan for a micro-enterprise activity.

A1 Generating ideas for a micro-enterprise activity

Learners will use their experience from exploring enterprises to independently generate ideas and choose one idea for a realistic micro-enterprise.

- Ideas could involve:
  o innovation of products/services
  o provision of products/services in new contexts
  o provision of products/services to new markets.
- Factors to be considered when selecting final idea, e.g.:
  o resources available
  o financial forecasts
  o costing and pricing
  o methods of communication and promotion
  o potential customers.
- A skills audit by learners, to consider:
  o leadership, personal and communication skills required
  o technical and practical skills required.

A2 Plan for a micro-enterprise activity

Learners will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea, to include:

- Aims of the micro-enterprise:
  o financial aims, e.g. to make a profit, to break-even
  o non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community.
- Product or service to be sold, including:
  o features, benefits and unique selling points
  o selling price
  o cost
  o competitors.
- Identifying the target market:
  o market segment
  o appeal to target market
  o how product or service will reach market, e.g. selling direct, online or both
  o establishing and sustaining sales to the target customers.
- Methods of communication with the customer:
  o selection of methods, e.g. advertising, use of social media
  o cost effectiveness
  o design of promotional materials, i.e. appropriate content (accuracy, completeness and clarity of information/message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text).

- Resources required:
  - o physical resources, including location, materials, equipment, fixtures and fittings, information technology, stock
  - o financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales
  - o human resources, e.g. skills and roles, possible training and development needs.
- Risk assessment, and contingency plans, e.g.:
  - o lack of skills
  - o competitors and their actions
  - o unexpected costs of production
  - o sourcing resources, e.g. financial resources, suppliers of materials/stock
  - o quality control issues
  - o lack of customer interest.

Learning aim B: Pitch a micro-enterprise activity

Learners will demonstrate own skills by pitching an individual summary of the final plan to an audience.

B1 Pitching a micro-enterprise activity

- Pitching: presenting key elements of a business plan logically.

B2 Presenting a business pitch

- Presentation skills:
  - o professional behaviour and conduct of presenter
  - o positive attitude
  - o well-rehearsed and prepared
  - o considerate of the needs and interests of the audience
  - o use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images.
- Communication skills:
  - o body language, gestures and eye contact
  - o language and tone, pace, volume and projection
  - o use of business terminology
  - o listening, handling questions and formulating appropriate responses.

Learning aim C: Review own pitch for a micro-enterprise activity

Learners will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills.

C1 Using feedback and review to identify possible changes to the pitch

- Receive feedback from audience on:
  - o the business content of the pitch
  - o the presentation and communication skills demonstrated.
- Reviewing plan and personal performance, reflecting on feedback gathered from others:
  - o what went well, e.g. clear synopsis of plan, demonstration of skills
  - o what went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills.
- Recommending improvements:
  - o to the contents of the plan
  - o to own performance.

Suggestions for delivery

Learners will write an individual business plan for a micro-enterprise activity and pitch a summary of it to an audience. Successful delivery of this component will allow learners to develop their knowledge and understanding of planning and pitching a micro-enterprise idea. The skills gained can be used when undertaking similar activities in either a real work environment or within a course of further education or training.

You may choose to deliver this component alongside Components 1 or 3.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Suggested assignments

Learning aim A: Explore ideas and plan for a micro-enterprise activity

Description

Learners will individually produce a realistic plan for a micro-enterprise activity, having explored a range of ideas and considered their skills.

Example tasks

Research three possible ideas for micro-enterprise activities and choose one idea to take forward.

Prepare a plan supported by research, to include:

- the product or service to be sold and its selling price
- setting appropriate aims
- identification of the target market
- an estimation of the resources needed and how to obtain them
- an appropriate timescale for the activity
- selecting an appropriate method of promotion communication
- carrying out a risk assessment and identifying contingency plans to overcome any issues identified
- producing initial financial forecasts to include break-even, forecast profit/loss and cash flow forecasts.

Evidence

A realistic plan that covers all the key elements and allows the micro-enterprise activity to function effectively.

Learning aim B: Pitch a micro-enterprise activity

Description

Learners will carry out an individual pitch of their final plan to an audience. The audience could include teachers and peers.

Example tasks

Prepare a pitch of a final plan, to include:

- a summary of the final plan, clearly showing all elements of the plan
- speaker notes
- handouts for the audience.

Rehearsal of the pitch:

- anticipating audience questions and preparing potential replies.

Evidence

Presentation slides and speaker notes, audience handouts.

Learners must demonstrate a range of presentation and communication when pitching their plan. Evidence of these skills could include teacher observations and visual recordings, supported by presentation slides, speaker notes and audience handouts.

Learning aim C: Review own pitch for a micro-enterprise activity

Description

Learners will individually reflect and evaluate whether their plan and pitch were successful and suggest improvements.

Example tasks

A written review of:

- the plan and its contents
- the pitch, to include the skills demonstrated.

Evidence

The review will be based on learners' opinions, supported by the feedback they receive from the audience, for example peers and tutors. The review will include learners' strengths and development needs.

Assessment criteria

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore ideas and plan for a micro-enterprise activity				
A.1P1 Identify three potential ideas for micro-enterprise activities, using market research.	**A.1M1** Outline three potential ideas for micro-enterprise activities, using market research.	**A.2P1** Describe three potential ideas for micro-enterprise activities obtained using market research.	**A.2M1** Prepare a detailed, well-structured realistic plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research.	**A.2D1** Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research.
A.1P2 Prepare an outline plan for a final micro-enterprise activity.	**A.1M2** Prepare an outline plan for a final micro-enterprise activity, giving some reasons for choice of final idea.	**A.2P2** Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea.		
Learning aim B: Pitch a micro-enterprise activity				
B.1P3 Deliver a pitch of the outline plan, demonstrating communication and presentation skills.	**B.1M3** Deliver a pitch of the outline plan, demonstrating appropriate communication and presentation skills.	**B.2P3** Deliver a pitch of the plan, demonstrating a range of appropriate communication and presentation skills.	**B.2M2** Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills.	**B.2D2** Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills.
Learning aim C: Review own pitch for a micro-enterprise activity				
C.1P4 Identify the elements of the business plan that contributed to success of the pitch.	**C.1M4** Outline the elements of the business plan that contributed to the success of the pitch.	**C.2P4** Describe the elements of the business plan that contributed to the success of the pitch.	**C.2M3** Analyse the success of the plan and pitch, giving detailed examples, and suggesting improvements.	**C.2D3** Evaluate the success of the plan and pitch, and recommend how improvements to the plan and pitch could be made.
C1.P5 Identify own skills demonstrated in the pitch.	**C.1M5** Outline in detail own skills demonstrated in the pitch.	**C.2P5** Review the success of the pitch, using examples to reference own skills, and suggest improvements.		

Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies **either**: all Level 1 Merit criteria **or** all Level 1 Pass criteria **and** C.2P4 and C.2P5.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies **either:** all Level 2 Merit criteria **or** all Level 2 Pass criteria **and** C.2D3.	Learner evidence satisfies all Level 2 Distinction criteria.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Explore ideas and plan for a micro-enterprise activity

Evidence for the assignment: learners will individually research three potential ideas for a micro-enterprise activity and prepare a business plan for one of these ideas.

Level 2 learners will develop a comprehensive plan for their micro-enterprise idea. It will need to be based on the research concepts from Component 1 and learners will show how they considered relevant factors when choosing their activity to plan. Financial forecasts will be realistic for the type of enterprise activity and timescales.

Level 1 learners will use market research to develop an outline plan, showing some consideration of relevant factors when making their choice. However, they may need some support and guidance to ensure that all elements of the plan are in place before they pitch the micro-enterprise idea. Evidence will include the outline plan but not all elements may be present and the financial forecasts may not be accurate.

For Level 2 Distinction: learners will produce a comprehensive plan that gives details of all elements, including:

- explanation of the aim of the enterprise activity
- an estimate of the resources required, both physical and financial, and a discussion on how these resources are to be obtained/funded
- an appropriate timescale for the activity, from initial plan through to completion of trading
- methods of promotion, giving reasons why they are appropriate
- a risk assessment and contingency plan to overcome any issues identified and ensure quality of the product/service.

Learners will give detailed and valid reasons for the choices made.

Learners will produce complete and accurate financial documents, which must be realistic and achievable for the type of enterprise activity.

For Level 2 Merit: learners will produce a detailed plan that gives mostly relevant information, including:

- the aim of the enterprise activity
- an estimate of the physical and financial resources required and how these resources are to be obtained/funded
- an appropriate timescale for the activity, from initial plan through to completion of trading
- appropriate methods of promotion
- a risk assessment and identification of ways to minimise any issues and ensure quality of the product/service.

The plan will be logically structured and learners will give valid reasons to support their decisions.

In addition, learners at this level will produce complete financial documents that will be mostly accurate, although there may be some minor errors. The forecasts must be realistic and achievable for the type of enterprise activity.

COMPONENT 2: PLANNING FOR AND PITCHING AN ENTERPRISE ACTIVITY

For Level 2 Pass: learners will clearly describe their three potential ideas for a micro-enterprise activity, giving clear records of their market research of each idea. They will give reasons for their choice of activity, showing how they considered relevant factors, including resources, financial forecasts, costing and pricing, methods of communication and promotion, and potential customers.

Learners will produce a plan that gives a clear account of most relevant information, including:

- the aim of the enterprise activity
- physical and financial resources (any omissions are minor)
- appropriate methods of promotion
- timescales for most aspects of the plan
- a risk assessment with recommendations for how to minimise risks and ensure quality of the product/service.

The plan will follow a logical sequence.

Learners will produce financial forecasts that will be mostly accurate, although there may be some minor errors and the forecasts may not be realistic.

For Level 1 Merit: learners will give an outline description of their three ideas for a micro-enterprise activity. They will include some evidence of research into each idea, although detail may be lacking. They will show that they have considered some relevant factors when making their final choice, although detail may be lacking or links may be unclear.

Learners will produce a plan that briefly describes:

- the aim of the enterprise activity
- at least two resources, including a physical and a financial resource
- at least two different methods of promotion
- timescales for some aspects
- a risk assessment.

Learners will give an outline description of each point and will follow a logical sequence. However, the plan will lack detail or there may be omissions in some aspects. Not all of the plan will be realistic.

Learners will produce some basic financial forecasts that reflect the aims of the plan. The forecasts should include all details, however the forecasts may not be realistic or achievable and there may be errors.

For Level 1 Pass: learners will identify three ideas for a micro-enterprise activity. They should be able to state how they used their research to identify their ideas, although links made to relevant factors may be unclear or irrelevant.

Learners will produce a plan that states:

- the aim of the enterprise activity
- at least two resources required
- a method of promotion
- basic risk assessment
- when the activity will be completed.

The plan will take the form of a list or bulleted points, without further description or explanation. Learners may not put points in a logical order and not everything in the plan will be achievable or realistic.

Learners will attempt to produce some financial forecasts but they will include errors and omissions, and may not reflect the aims of the plan.

Learning aim B: Pitch a micro-enterprise activity

Evidence for the assignment: learners will create and pitch a plan for their chosen idea so that they have an opportunity to explain their idea to an audience, this is not expected to be a lengthy process. The pitch will show the audience the learner's idea in summary format. The audience may include teachers and/or peers.

Learners must demonstrate the presentation and communication skills listed in the content when pitching the plan.

Level 2 learners will create a presentation for the plan and pitch it to an audience. The plan will be supported by detailed reasons for their choices. Learners will use appropriate presentation and communication skills proactively and fluently.

Level 1 learners will create a basic presentation for the outline plan and pitch it to an audience. The pitch of the outline plan will be brief. Learners will demonstrate basic presentation and communication skills.

For Level 2 Distinction: learners will deliver a pitch that summarises the key elements of a business plan to an audience logically. Learners will present a persuasive pitch by supporting all key elements of the plan, with carefully selected reasons for their choices.

Learners will also demonstrate effective:

- presentation skills
- communication skills.

For Level 2 Merit: learners will produce and deliver a clear pitch that includes mostly relevant information.

The pitch will be presented to the audience coherently as a clear summary of the plan. Learners will explain in detail the reasons for their choices and will present their plan fluently with few hesitations.

Learners will also demonstrate confident:

- presentation skills
- communication skills.

For Level 2 Pass: learners will deliver a pitch that gives a generally clear account of mostly relevant information. The pitch will follow a logical sequence. Learners will provide reasons to support their most significant choices.

Learners will also demonstrate a range of appropriate:

- presentation skills
- communication skills.

For Level 1 Merit: learners will produce a pitch for their outline plan, giving reasons for some choices, but there will be little attempt to support their pitch.

Learners will also demonstrate appropriate:

- presentation skills
- communication skills.

For Level 1 Pass: learners will attempt to summarise the plan but there are likely to be omissions. Learners will pitch their final outline plan, giving reasons for some choices. However, not all reasons may be realistic or valid, detail will be lacking.

Learners will also demonstrate:

- presentation skills
- communication skills.

However, their use of skills may be inconsistent.

Learning aim C: Review own pitch for a micro-enterprise activity

Evidence for the assignment: learners will individually reflect on the plan produced and the success of the pitch for their plan.

Learners will consider in detail how their use of skills contributed to the preparation of the plan and the success of the pitch. They will include their strengths and development needs. They will support their evaluation with evidence drawn from the audit of their skills and feedback from others. They will make clear links between their use of skills and the success of the pitch. They will reach a reasoned conclusion and give reasons for any identified development needs.

Evidence could include teacher observations and audio or visual recordings, supported by presentation slides, speaker notes and audience handouts. Feedback from peers and/or mentors may also be provided.

At Level 1, learners may need greater guidance and will make some simple statements about the plan and success, or otherwise, of the pitch.

At Level 2, learners will reflect on their plan and their use of skills during the pitch. They will make reasoned judgement as to how they could improve their performance in the future.

For Level 2 Distinction: learners will consider in detail and reach a conclusion about how their use of skills contributed to the success of the pitch. They will make clear links between their use of skills and the success of the pitch. They will reach a reasoned conclusion on the success of the pitch and give reasons for any recommended development needs. They will include their strengths and development needs and will support their evaluation with evidence drawn from their review of their skills and feedback from others. Learners will reach justified conclusions on their plan and propose logical and feasible amendments that will add to its potential success.

For Level 2 Merit: learners will consider their plan and their own performance during the pitch. They will carefully consider whether the pitch was successful, including how their skills contributed to its success. Learners will support their review with detailed and relevant examples, identifying which were the most important factors for success. Learners will provide a sound analysis of the plan, with a review of the main features. They will suggest key improvements with some justification, including information gathered from others.

For Level 2 Pass: learners will reflect on their plan and pitch, including their use of skills. They will use feedback from others as part of their review in order to suggest areas for improvement. Learners will review the success of key elements of the plan.

For Level 1 Merit: learners will note their use of skills during the activity but detail will be lacking. They will outline any key elements of the plan that appeared successful.

For Level 1 Pass: learners will need guidance and support from a mentor or peer group to produce a review of the plan and pitch. They will identify key elements of the success of the business plan without any significant reflection.

Resource requirements

For this component, learners must have access to*:

- opportunity and space to pitch their plan to an audience
- guest speakers from the world of work or resources to enable visits to a local small-medium enterprise (SME).

Component 3: Promotion and Finance for Enterprise

Levels: **1/2**

Assessment type: **External Synoptic**

Guided learning hours: **48**

Component in brief

Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Introduction

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats.

In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

You will develop skills in analysing information and giving advice for a specific purpose, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete.

This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The number of marks for the assessment is 60.

The assessment availability is twice a year in February and May. The first assessment is February 2019.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate knowledge and understanding of elements of promotion and financial records

AO2 Interpret and use promotional and financial information in relation to a given enterprise

AO3 Make connections between different factors influencing a given enterprise

AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Essential content

A Promotion

A1 Elements of the promotional mix and their purposes

Learners will explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate.

The use of advertising to persuade and inform.

- The two basic aspects of advertising are:
  - o the message: what the communication needs to say
  - o the medium: how to get the message across.
- Advertising methods: moving image, print, ambient, digital, audio.
- Sales promotion: providing incentives to customers.
- Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts.
- Personal selling: face-to-face, by telephone, via email, through video or web conferencing.
- Public relations activities: promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly:
  - o methods: exhibitions, sponsorship, press releases.
- Direct marketing to establish an individual relationship between the enterprise and the customer:
  - o methods: direct mail (junk mail), mail order catalogues, magazines, telemarketing.

A2 Targeting and segmenting the market

Learners will consider why an enterprise targets its market, and the impact this has on promotion.

- Types of market: Business to Business (B2B), Business to Consumer (B2C).
- Segmenting the market to identify which customers its promotions will target through:
  - o demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group
  - o geographic: location
  - o psychographic: social class, attitudes, lifestyle and personality characteristics
  - o behavioural: spending, consumption, usage, loyalty status and desired benefits.

A3 Factors influencing the choice of promotional methods

Learners will consider the factors affecting the choice of promotional method for an enterprise.

- Size of enterprise.
- Budgetary constraints.
- Appropriateness for product/service.
- Target market.

B   Financial records

Learners will complete, interpret and check the information on financial documents and statements.

B1 Financial documents

- Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account.
- Importance to a business of accuracy when these documents are being used.

B2 Payment methods

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.
- Impact on customers and enterprises of using different methods.

B3 Sources of revenue and costs

- Income from sales and from assets.
- Start-up costs and running costs.

B4 Terminology in financial statements

- Turnover (net sales) and cost of sales (cost of goods sold).
- Gross profit, expenses, net profit, retained profit.
- Fixed assets and current assets.
- Current liabilities and long-term liabilities.
- Debtors and creditors.
- Net current assets.
- Capital.

B5 Statement of comprehensive income

Learners will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions.

- Statement of comprehensive income: shows the profit or loss of an enterprise over time.
- Calculate profit/loss using a simple statement of comprehensive income.

B6 Statement of financial position

Learners will complete and interpret a statement of financial position using given figures, and suggest appropriate actions.

- Statement of financial position: shows the financial performance of an enterprise at a point in time.
- Categorise total assets and liabilities using a statement of financial position.

B7 Profitability and liquidity

Learners will interpret statements of comprehensive income and of financial position to calculate ratios.

- The difference between cash and profit.
- The difference between liquidity and profitability.
- Calculate profitability ratios from given formulae:
  - gross profit margin percentage (GPM): (gross profit/revenue) × 100
  - net profit margin percentage (NPM): (net profit/revenue) × 100.
- Calculate liquidity ratios from given formulae:
  - current ratio: current assets/current liabilities
  - liquid capital ratio: (current assets – inventory)/current liabilities.

C   Financial planning and forecasting

Learners will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise.

C1 Using cash flow data

- Cash – liquid assets of the business; bank balance plus cash in the business.
- Cash flow – difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows), positive and negative liquidity.
- Difference between sales and purchases.
- Cash flow statement: the cash inflows and the cash outflows over the past 12 months.
- Cash flow forecast: outlines the forecasted future cash inflows (from sales) and the outflows (such as raw materials, wages) per month over a period of time.

C2 Financial forecasting

- Purpose of a cash flow forecast:
  - to identify money coming in (inflows) and going out (outflows) of the enterprise over time
  - to determine net current asset requirements and make business decisions.
- Inflows: sales, capital introduced, loans.
- Outflows: purchases, running costs.

C3 Suggesting improvements to cash flow problems

- Analysis of cash flow information – considering changes in inflows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow.
- Cash flow problems – not having enough cash to pay employees and suppliers.
- Impact of timings of inflows and outflows, and suggested solutions to problems:
  - increasing revenue
  - selling off unused assets
  - selling off inventory
  - chasing debtors for monies owed
  - cutting costs
  - delaying payment to suppliers
  - reducing credit period offered to customers
  - cutting back or delaying expansion plans.

C4 Break-even analysis and break-even point

- Learners will construct and interpret a break-even chart, and recognise its limitations.
- Costs: variable costs, fixed costs, total costs.
- Sales: total revenue.
- Margin of safety.
- Break-even = fixed costs/(selling price per unit – variable cost per unit).
- Break-even point.
- The value and importance of break-even analysis to enterprises when planning.
- Limitations of break-even analysis.

C5 Sources of business finance

- Learners will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.
- Sources of finance:
  - o owner funds
  - o retained profits
  - o loans
  - o credit cards
  - o government grants
  - o hire purchase and leasing
  - o trade credit
  - o venture capital
  - o peer-to-peer lending.
- Advantages and disadvantages of each source.

Grade descriptors

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners demonstrate basic knowledge of the elements of promotion and financial records. They can make basic observations about given information and can identify different promotional and financial factors that have positive or negative impacts. They demonstrate a basic ability to interpret information to identify factors that could potentially affect the performance of an enterprise, such as relevant information from cash flow forecasts and statements. Learners are able to make basic recommendations for success.

Level 2 Pass

Learners demonstrate knowledge and understanding of the elements of promotion and financial records and apply them in context. They are able to interpret given information to explain factors that could potentially affect the performance of an enterprise, including the impact of specific factors such as information from cash flow forecasts and statements. They can explain how different factors have positive or negative impacts. Learners can produce some realistic recommendations for success.

Level 2 Distinction

Learners demonstrate a high level of knowledge and understanding of the elements of promotion and financial records and apply them in context. They demonstrate a high level of ability to interpret given information and can explain, in detail, the factors that could potentially affect the success of an enterprise, and how different promotional and financial factors have positive and negative impacts. Learners can produce clear recommendations for success, with clear, realistic and convincing justifications.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Command verb	Definition
Add/Label	Requires the addition of labelling to a stimulus material given in the question, for example labelling a diagram or adding units to a table.
Analyse	Examine (something) methodically (e.g. break down into its component parts) and in detail, typically in order to explain, interpret or communicate something.
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
Calculate	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
Complete	Provide the missing information for a table/diagram so that it is complete (contains all the necessary information).
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.

Command verb	Definition
Draw	Produce a diagram either using a ruler or using freehand OR create a graphical or visual representation of information.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgment supported by evidence which will often be in the form of a conclusion.
Explain	Requires identification of a point and linked justification/ exemplification of that point. The answer must contain some linked reasoning.
Give/Name/List/State	These generally require recall of one or more pieces of information.
Identify	Usually requires some key information to be selected from a given stimulus/resource.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

How does this qualification contribute to Key Stage 4 learning?

This qualification provides opportunities to apply learning from GCSE English and mathematics to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of the characteristics of a small enterprise, or strategies to improve business performance, or when completing financial statements.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example researching, planning, problem solving and communicating, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5   Internal assessment

Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. These will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. These will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

Operating internal assessment

The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook.*

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1. S*ome of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information

- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

Level 2 Distinction	A learner has satisfied all the Level 2 Distinction criteria for the component through: • outstanding performance fully addressing all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.
Level 2 Merit	A learner has shown high performance across the component through **either**: • having satisfied all the Level 2 Merit criteria for all learning aims **or** • having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.
Level 2 Pass	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: • showing coverage and understanding of content at a good standard and appropriate skill demonstration.
Level 1 Merit	A learner has shown an acceptable standard across the component addressing a range of content and demonstrating some understanding through **either**: • having satisfied all the Level 1 Merit criteria for all learning aims **or** • having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.
Level 1 Pass	A learner must satisfy all Level 1 Pass criteria for the learning aims through: • showing basic knowledge and ability to complete routine tasks.
U	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence, based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and, where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

6   Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the Pearson Guide to Quality Assurance on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering

- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery

- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The BTEC Tech Award suite has an externally-assessed component that comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as a preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out in the summary of assessment the specific arrangements for the external assessment. This assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available in February and May from 2019 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the external assessment and whether learners are likely to benefit more from a resit or from having a longer period to prepare.

Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment such as sample marked learner work, further sample materials and examiner feedback.

Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions

- **medium control**
  this is completion of assessment, usually over a longer period of time, which may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking and awarding grades

Marking

Pearson will mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com (search for *key dates*).

8   Final grading and awarding

Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*. The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be available in the latest version of the specification on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

U	0
Level 1 Pass	12–17
Level 1 Merit	18–23
Level 1 Distinction	24–29
Level 2 Pass	30–35
Level 2 Merit	36–41
Level 2 Distinction	42–48

Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be available on our website.

Examples of grade calculations based on table applicable to registrations from September 2018

Example 1: Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		Level 1 Pass	**42**

Example 2: Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		Level 2 Merit	**101**

Example 3: An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		U	**65**

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

9   Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson Equality and Diversity policy is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between components that are internally assessed and those that are externally assessed.

Internally-assessed components

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* (available atwww.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15* of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  o adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  o age of learners
  o centre guidance for dealing with malpractice
  o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas for how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

High-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides and interactive activities via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on our Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment

- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms used to define the requirements in the components.

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.

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