**BTEC Assignment Brief**

|  |  |  |
| --- | --- | --- |
| **Qualification** | | **Pearson BTEC First in Award in Business 2018** |
| **Unit Number and title** | | **3: Enterprise in the Business World** |
| **Learning aim** | | **A: Know how trends and the current business environment may impact on a business** |
| **Assignment title** | | **The Business Environment – Factors and Trends** |
| **Assessor** | |  |
| **Issue date** | |  |
| **Hand in deadline** | |  |
|  | | |
| **Vocational Scenario or Context** | | You have decided that you would like to put your business ideas into practice and start your own business.  You have spoken with a local business advisor who has advised you that you will need to write a business plan based on your research of your locality.  Your first task will be to research and report back on the current business environment and the impact that this has on start-up businesses. |
|  | | |
| **Task 1** | | Your business advisor has asked you to write a report that considers the factors of the business environment and the trends that may affect your start-up business.  **Research**  Your first task will be to carry out some research to find out about the current business environment and trends, and the impact that this has on start-up businesses. You should collect reliable information on both national and local factors and current trends, and use this information and relevant examples to support your report.  **Report for the business advisor**  **Part A**  This part of your report will show the likely of effect of local and national factors on your start-up business, and the likely impact on your business if these factors were to change.  The report must consider the following:   * national factors e.g. * political issues * government support * taxation * the economy * local factors e.g. * location * resource requirements   **Part B**  This part of your report will show the likely impact of current trends on your start-up business.  You must consider the following trends:   * technology trends * economic trends * cultural trends * ethical trends * political trends   To support your argument you also need to demonstrate how these trends have impacted on a local start-up business.   * Select **one** local start-up business that is comparable to your business idea * Select **two** trends from the list above * Compare the impact of these trends on chosen local start-up business you have selected, identifying the similarities and the differences.   **Part C**  The business advisor wants to know if your start-up business can succeed in the current business environment.  Bring your report to a close by carefully considering how the current risks, opportunities and trends in the business environment could affect your business start-up, identifying which are the most important or relevant, and arriving at a conclusion that is supported by your research. |
| **Checklist of evidence required** | | Individual report to include relevant examples.  Supporting research. |
| **Criteria covered by this task:** | | |
| Criteria reference | To achieve the criteria, you must show that you are able to: | |
| **2A.D1** | Assess the current risks, opportunities and trends in the business environment for a start-up business. | |
| **2A.M1** | Explain how changes in the current business environment are likely to impact on a start-up business. | |
| **2A.M2** | Compare how two trends have impacted on a start-up business. | |
| **2A.P1** | Outline how the business environment can impact on a start-up business. | |
| **2A.P2** | Explain how current trends will impact on a start-up business. | |
| **Sources of information to support you with this Assignment** | | **Books**  *BTEC First Business Student Book*, Bentley, P., Carysforth, C., Chandler-Corris, L., Glencross, K. and Nield, M. Harlow: Pearson (2013) 978-1-44690-136-6.  *BTEC Level 2 Certificate in Business Enterprise* Learner Handbook with ActiveBook; Donaldson, S; Parry, C; Smith, J; Bunn, C; Pearson (2017) 978-1292196930.  **Websites**  The BBC ‘Bitesize’ website for Business and Enterprise:  www.bbc.co.uk/education/subjects/zpsvr82  The Federation of Small Businesses  [www.fsb.org.uk](http://www.fsb.org.uk)  Website and resources for business from entrepreneur Peter Jones  [www.peterjones.tv](http://www.peterjones.tv) |
| **Other assessment materials attached to this Assignment Brief** | | None |

|  |  |
| --- | --- |
| If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met. | |
| Criterion reference | To achieve the criteria you must show that you are able to: |
| **1A.1** | Identify factors of the business environment that can impact on a start-up business |
| **1A.2** | Identify current trends that may impact on a start-up business |

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

|  |  |
| --- | --- |
| **Approach to teaching and learning to support learners to *‘get it right first time’*** | Pearson expects that before the assignment brief is distributed to learners they should have already:   * attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment * received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work.   It would be most beneficial for learners to explore the individual elements of the assignments task before attempting to put them all together in a mock assessment.  This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission. |
| **The scenario** | The ‘scenario’ can be adapted to any situation that would allow the learner to carry out research on the business environment and its impact on a start-up business.  The assignment provides a realistic vocational context for the learning aim. It would not be good practice to artificially force this assignment into a ‘vocational role’ that is either:   1. not realistic to the level of the learner/qualification 2. not directly relevant to the qualification. |
| **The task** | The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be asked to complete separate tasks for each criterion.  Evidence submitted must be produced by the individual learner, and **not** as a contribution as part of a team. This means that although the learners may carry out research with other learners the evidence submitted must be individual and not a team effort.  Centres may adapt the task providing the requirements of the assessment is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so. |
| **Evidence checklist** | For this instance, a report and research evidence would allow the opportunity for the learner to provide evidence for learning aim A.  It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). It is, therefore, required that there is evidence of research taking place. Annotated screen prints of secondary research and collated results of primary research would support the evidencing of this learning aim. |
| **Sources of information to support you with this Assignment** | Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners.  It is advisable that a mixture of theoretical sources and sources directly contextualised to the business environment will give learners the best opportunity to achieve their best. |
| **Other materials** | This Authorised Assignment Brief does not include any materials to support learners.  It is expected that learners produce their own evidence and the provision of templates **is not** **appropriate**. |
| **Your assessment decision** | You will notice that the assessment criteria form a ‘continuum of effectiveness’. Therefore, when assessing the learners work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria. |