**BTEC Assignment Brief**

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| **Qualification** | **Pearson BTEC First in Award in Business 2018** |
| **Unit number and title** | **3: Enterprise in the Business World** |
| **Learning aim** | **B: Plan an idea for a new business** |
| **Assignment title** | **My Business Idea** |
| **Assessor** |  |
| **Issue date** |  |
| **Hand in deadline** |  |
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| **Vocational Scenario or Context** | Your business advisor is pleased with the research you carried out on factors and trends and would like to know more about your business idea. He has asked you to provide information on other successful businesses in your locality, and prepare a realistic initial plan for your business idea. This work must be supported by your primary and secondary research. |
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| **Task 1 – Part A** | **Research into successful businesses**  The advisor believes that understanding what makes other businesses successful may help you to make your idea a success.  Your first task will be to select **two** local businesses and find out what makes them successful. This could be financial, customer satisfaction or social success.  **Information sheet for the Business Advisor**  Use your findings to create an information sheet that describes what makes the two chosen business successful e.g. by finding innovative solutions, meeting the needs of new and existing customers, being entrepreneurial and/or having a strong vision.  Be sure to include examples from the businesses.  Conclude by comparing the features, strengths and weaknesses of the two businesses, showing both the similarities and differences. |

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| **Task 1 – part B** | | Your business advisor has asked you to create an initial plan for your business idea, justifying its potential for success in relation to existing local businesses.  **Research of the local area**  To ensure that your idea is realistic, research the market and identify gaps and opportunities for your proposed product or service. Look at which customers you would target, and how your proposed product or service will meet their needs. You will use this information to create an initial business plan to put forward your idea to the business advisor.  **Initial plan for a business idea**  Your plan should justify your idea and include:   * your vision for the business * the proposed product or service, to include a minimum of four features and its benefits * how this product or service has the potential to respond to market needs * the target customer e.g. their age, location, interests and concerns * possible routes to market e.g. physical, online or both * ideas for how the product/service will be branded and promoted to prospective customers * competitors, and your proposed strategy for dealing with them * ideas for financing the business, and the financial viability of the idea * other resources that will be needed i.e. time, premises, materials, equipment and human * the likelihood of success or failure of the business * identification of any major barriers to success * an appendix containing your market research from the local area |
| **Checklist of evidence required** | | Part A: Information sheet with supporting research.  Part B: An initial plan with an appendix of research |
| **Criteria covered by this task:** | | |
| **Criteria reference** | To achieve the criteria, you must show that you are able to: | |
| **2B.D2** | Justify how the initial plan for a business idea has potential for success in relation to existing local businesses. | |
| **2B.M3** | Compare the features, strengths and weaknesses of two successful businesses. | |
| **2B.M4** | Explain how the initial plan for a business idea has the potential to respond to market needs | |
| **2B.P3** | Describe, using relevant examples, the features of successful businesses. | |
| **2B.P4** | Prepare a realistic initial plan for a business idea suitable for the local area. | |
| **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 |

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| 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: |
| **1B.3** | Identify the features of successful businesses |
| **1B.4** | Prepare an initial plan for a business idea for the local area |

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

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| **Approach to teaching and learning to support learners to *‘get it right first time’*** | 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 local area and create an initial plan.  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.  Centres may adapt the task providing the requirements of the assessments is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so. |
| **Evidence checklist** | For this instance, an information sheet and an initial plan would allow the opportunity for the learner to provide evidence for learning aim B.  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 the 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. |
| **Other materials** | This Authorised Assignment Brief does not include any materials to support learners.  It is expected that learners produce their own evidence. Therefore, the provision of business planning templates **is not** **appropriate**. |
| **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. |