**BTEC Assignment Brief**

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| **Qualification** | | **Pearson BTEC First in Award in Business 2018** |
| **Unit number and title** | | **1: Enterprise in the Business World** |
| **Learning aim** | | **C: Present a business model for a business start-up** |
| **Assignment title** | | **My final plan** |
| **Assessor** | |  |
| **Issue date** | |  |
| **Hand in deadline** | |  |
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| **Vocational Scenario or Context** | | Your business advisor has approved your initial plan and wants you to now prepare a realistic business model for an original business idea. This must draw on your market research, and include the aims and objectives of the business, finances and costs. |
| **Task 1** | | **A Business Model**  Your model must be in 3 sections and will be supported by your research. Each section must be set out as follows:  **Section 1: Format/ownership**   * choice of format (sole trader, partnership, ltd, plc or social enterprise) * reasons for your choice   **Section 2: The Business**   * business name * business aims and SMART business objectives * product or service offered and its price * place (routes to market) * potential customers * likely competitors * financial projections for revenue and estimated expenses * sources of help and support in developing the business (financial and advisory) * stakeholders and their influence on the business * other considerations e.g.   + human resources   + branding   + customer service.   **Section 3: Conclusion**   * reasons for the suitability of the business idea and the reasons for rejecting other ideas * how and why the format and business model will enable your business to carry out its activities successfully * how the business will respond successfully respond to market needs and be successful in relation to existing local businesses   Your conclusion must be clear and fully justified using well-balanced, developed arguments, and be supported by good use of research evidence. |
| **Checklist of evidence required** | | Business model  Supporting research. |
| **Criteria covered by this task:** | | |
| **Criteria reference** | To achieve the criteria, you must show that you are able to: | |
| **2C.D3** | Present a realistic business model for a business, explaining how the format and supporting evidence justifies the initial business idea. | |
| **2C.M5** | Present a realistic business model for a business, explaining how the format and business model will enable it to carry out its activities successfully. | |
| **2C.P5** | Explain the reasons for the choice of format selected for a business start-up. | |
| **2C.P6** | Present a realistic business model for a business start-up. | |
| **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: |
| **1C.5** | Outline the choice of format selected for a business start-up |
| **1C.6** | Present, with guidance, a business model including all components for a business start-up |

**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 a business model.  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, a business model would allow the opportunity for the learner to provide evidence for learning aim C.  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. |
| **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. |