

Introducing the BTEC

14/5/24

Today's Presenters



**Secondary Principal
Tim Rogers**



**IBCP Coordinator
Lisa Murphy**

Objectives for the Workshop

- Explain what the BTEC is and how it fits into the IBCP pathway.
- Describe the structure of the BTEC and what teaching, learning and assessment looks like in this qualification.
- Share how this supports university applications.

The International Baccalaureate (IB) Continuum

IBPYP



KG-Grade 5

IBMYP



Grades 6-10

IBDP



Grades 11-12

IBCP



The IBCP is a **flexible** framework of international education that incorporates the values of the IB into a **unique** programme addressing the **personalised** needs of students engaged in **career-related** education

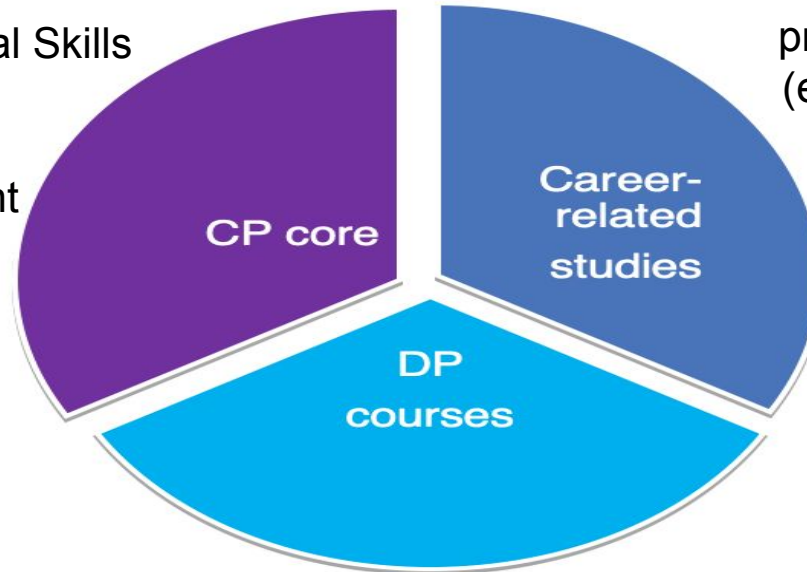
- academically rigorous and leads to further/higher education
- interdisciplinary approach to learning
- student-centered learning



Structure of the IBCP

Pass 4 Core Elements:

- Personal & Professional Skills
- Service Learning
- Reflective Project
- Language Development



¹ Pass the CrS; external providers approved by the IB (equivalent to 2 DP courses)

Pass 2 - 4 DP Courses (SL or HL)
Compared to 6 in DP



Business & Technology Education Council

**Pearson BTEC International Level 3 Foundation Diploma in
Enterprise and Entrepreneurship**

(One of the IB's CrS Strategic Providers)

Developed by Pearson, BTECs are high-quality, career-focused qualifications grounded in the real world of work.

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies.

This means BTEC learners develop and apply the knowledge, skills and behaviours that employers and universities are looking for.

What is the BTEC?



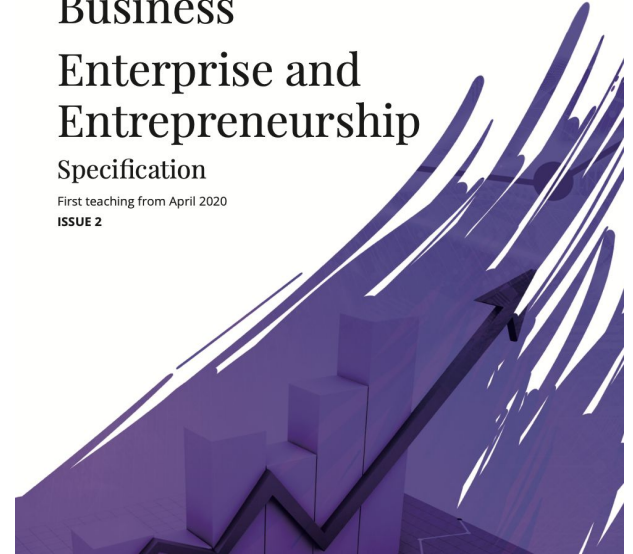
BTEC International Level 3

Business

**Enterprise and
Entrepreneurship**

Specification

First teaching from April 2020
ISSUE 2



BTEC qualifications encompass **applied learning** that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills.

Transferable skills are those such as **communication, teamwork and research and analysis**, which are valued in both higher education and the workplace.

The approach provides **rigour and balance**, and promotes the ability to apply learning immediately in new contexts.

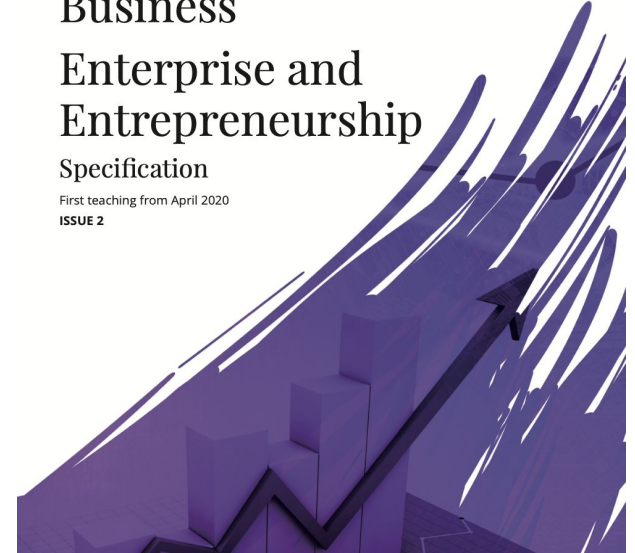
What is the BTEC?



BTEC International Level 3

Business Enterprise and Entrepreneurship Specification

First teaching from April 2020
ISSUE 2



Why Introduce the BTEC?

- More options for students as we grow as a school
- Opportunity to develop industry related skills in entrepreneurship
- A pathway to study at university in the UAE

The MOE have set out equivalency requirements for studying at university in the UAE

CP + BTEC is eligible, and the course studied at university must be related to the BTEC component

Ministerial Decree 41 (2023) sets out the specific requirements



وزارة التربية والتعليم
MINISTRY OF EDUCATION

Pearson have developed BTEC courses in a range of sectors, with qualifications at varying levels:

- Business
- Construction
- Creative Media
- Hospitality
- Sport
- Various others.



The level and type of qualification determine the content, depth, and learning hours required from students to engage in and complete the BTEC.

Details of the BTEC Course at Fairgreen

International Level 3 Foundation Diploma in Enterprise and Entrepreneurship

Size and Structure - 510 Guided Learning Hours (GLH)

(Equivalent in size to 2 DP Courses or 1.5 International A Level)

Mandatory units

There are four mandatory units, two internal units and two set assignment units.
Learners must complete and achieve a Pass or above in all mandatory units

Optional units

Learners must complete optional units totalling at least 120 GLH.



Pearson BTEC International Level 3 Foundation Diploma in Enterprise and Entrepreneurship				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
2	Research and Plan a Marketing Campaign	90	Mandatory	Set assignment
7	Business Decision Making	120	Mandatory	Set assignment
33	Enterprise and Entrepreneurs	90	Mandatory	Internal
34	Launch and Run an Enterprise	90	Mandatory	Internal
Optional units – learners complete units totalling at least 120 GLH				
3	Business Finance	90	Optional	Internal
13	Cost and Management Accounting	60	Optional	Internal
22	Market Research	60	Optional	Internal
24	Branding	60	Optional	Internal
28	Sales Techniques and Processes	60	Optional	Internal
36	Social Enterprise	60	Optional	Internal
37	Intrapreneurship and Innovation in an Enterprise	90	Optional	Internal

Teachers of the BTEC Course at Fairgreen

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Ms Murphy
CP Coordinator
&
Mr Howarth
DP Coordinator



Fairgreen International School, The Sustainable City, Dubai

[illegible]

Assessment:

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal. Some mandatory units are assessed using Pearson Set Assignments.



Example Assessment - Assignment Brief

Vocational Scenario or Context

In enterprise we learn that those who take the biggest risks generally gain the highest rewards. But we also know that for every successful entrepreneur there are several others who have failed. There are very few overnight success stories when it comes to new businesses being set up.

Back in 1999, Richard, Adam and Jon started “Innocent” with a simple aim: to make it easy for people to do themselves and others some good. They pledged that “Innocent” would always give 10% of its profits to charity; a promise fulfilled in how Innocent does business today, ensuring that the more good stuff the company sells, the more good it does. Today their products are widely available and the business is constantly evolving.

All successful modern enterprises started with ideas, visions and the motivation to succeed in spite of the difficulties faced. What characterises the successful ones is often the refusal to take ‘no’ for an answer when faced with obstacles and barriers along with the personal and entrepreneurial skills to overcome these.

Example Assessment - Assignment Brief

Checklist of evidence required	An individual written report.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
33/A.P1	Explain why a chosen entrepreneur and their enterprise(s) has been successful.
33/A.P2	Explain, using examples, why it is important for entrepreneurs to consider the risks facing an enterprise.
33/A.M1	Analyse how the skills and attributes of a chosen entrepreneur, and their attitude to risk, has contributed to the success of their enterprise.
33/A.D1	Evaluate the importance of the skills and mindset of the entrepreneur to the success of their enterprise.

BTEC LEVELS:

P - PASS

M - MERIT

D - DISTINCTION



IBCP Experiential Learning Internships & Sustainable Business Links



Continue to offer CrS SUMAS

Business & Sustainability:

**240
learning
hours**

CrS® Courses

- BSUS 101 Fundamentals of Sustainability
- BSUS 102 Sustainable Innovation
- BFUN 106 Leadership

**150
applied
learning
hours**

Applied Component

- Sustainability Leadership Experience
- Integrative Project Work in one of the pathways: Sustainable Fashion, Sustainable Hospitality, Nature Conservation



Course Delivery:
- Online sessions with SUMAS Professors & other CP students from around the world
- Mentored in school

www.sumas.ch



University Recognition of the BTEC Course



[BTEC University Recognition](#)

BTEC to UCAS Equivalent Points:

D* Starred Distinction - 84 UCAS points

D Distinction - 72 UCAS points

**M Merit - 48 UCAS points
(A Grade at A Level)**

P Pass - 24 UCAS points



**CHERYL-ANN
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QUESTIONS?

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