Unit Title:	**Being entrepreneurial – identifying viable opportunities**
OCR unit number:	2
Level:	2
Credit value:	10
Guided learning hours:	60
Unit reference number:	K/505/3908

Unit aim and purpose

The aim of this unit is for learners to know what it takes to be entrepreneurial and to find out if they have the entrepreneurial mind and skill sets that are valuable to individuals, teams and employers. This set of skills can be applied to **all** aspects of everyday life.

They will be able to identify viable opportunities which could include solutions to a problem, to meet a need, or fill a gap in the market.

By the end of the unit they will be able to communicate to others why the opportunity is viable.

Learning Outcomes	Assessment Criteria	**Teaching Content** Text that follows i.e. is mandatory and must be taught. Text that follows an e.g. is optional and illustrative.
The Learner will: 1 Know what it takes to be entrepreneurial	**The Learner can:** 1.1 Identify entrepreneurial mind sets 1.2 Identify entrepreneurial skill sets	• i.e. Entrepreneurial mind sets: (e.g. self-belief, taking initiative, risk-taking, determination, resilience/attitude to failure, persistence, creativity/innovation, ethical responsibility, vision, passion/energy/spirit, willingness to seek advice and help) • i.e. Entrepreneurial skill sets: (e.g. problem solving, planning/organisation, risk management, people skills, communication, research, selling, negotiating, networking, customer service, financial awareness, leadership, ability to multi-task, coping with change)
2 Be able to review own entrepreneurial mind and skill sets	2.1 Carry out a personal audit of their own entrepreneurial mind and skill sets	• i.e. Personal audit against the entrepreneurial mind and skill sets: (e.g. personality traits, skills audit, self-analysis, gain feedback from others, use feedback from others)

Learning Outcomes	Assessment Criteria	Teaching Content Text that follows i.e. is mandatory and must be taught. Text that follows an e.g. is optional and illustrative.
3 Be able to identify feasible opportunities for a specified scenario	3.1 Identify feasible opportunities through either Techniques or Approaches	• i.e. Techniques: (e.g. deliberate creativity, lateral thinking, mind mapping, visualisation) • i.e. Approaches: (e.g. problem solving: identifying an opportunity by finding a solution to a problem, accidental: identifying an opportunity by chance, imitation, innovation) • i.e. Feasible: means that the proposal could be possible
4 Be able to identify viable opportunities	4.1 Describe the potential benefits of opportunities 4.2 Identify potential barriers and risks for opportunities 4.3 Describe the potential impact of the barriers and risks on opportunities 4.4 Explain why an opportunity is viable	• i.e. Benefits (e.g. financial rewards, non-financial rewards, benefits to others, social benefits, environmental benefits) • i.e. Barriers (e.g. lack of resources, poor time management, poor planning, lack of support, lack of entrepreneurial mind and skill sets) • i.e. Risks (e.g. what could go wrong, no demand, escalating costs, lack of resources, competitors) • i.e. Is the opportunity viable? (e.g. practicality, resources, time, cost, is it capable of working successfully?) • i.e. Explain why an opportunity is viable –using the information from the benefits, barriers and risks to help select and justify a viable opportunity

Assessment

This unit is centre assessed and externally moderated by OCR.

Assessors should mark the work and ensure each learner has met all of the Learning Outcomes and Assessment Criteria before submitting the evidence for moderation.

This unit is Pass/Fail.

Evidence requirements

The learner should explain to others the viable opportunity they have identified by completing learning outcomes 3 and 4.

Please note a witness statement of the communication is not acceptable evidence on its own of the learner's achievement of Assessment Criteria 4.4. The witness statement could support a digital recording, written documents, presentation etc.

Evidence guidance

Evidence can take many forms, for example, DVDs, digital recordings, CD and paper-based or digitally formatted documents.

If group work is used as evidence, the learner's contribution must be clearly identified.

Evidence can come from a number of sources for example:

• Observation

• Questioning

• Witness statements

• Tasks.

If using digital recordings please follow the guidance below.

Where portfolios contain electronic evidence that is greater than 10MB, e.g. digital recordings or other digital information, video footage, sound recordings, this must be submitted as a DVD and posted to the moderator. (If your centre uses e-portfolios, and you are prepared to provide log on information to our moderator, we can moderate the learners' e-portfolios.)

Guidance on delivery

The teaching content is similar for Unit 3: Being entrepreneurial – evaluating viable opportunities (Level 3) and Unit 2: Being entrepreneurial – identifying viable opportunities (Level 2). It is the breadth and depth of coverage that needs to be addressed to enable your learners to achieve the Assessment Criteria for the level of qualification they are entered for. This makes it possible to co-teach both the Level 2 and Level 3 units.

Learning Outcome 1: Know what it takes to be entrepreneurial

This is about your learners being able to identify a range of entrepreneurial mind and skills sets.

Your learner could identify entrepreneurial mind and skill sets they see in others; for example friends, family or individuals in their local area. This set of skills can be applied to **all** aspects of everyday life.

Individuals with entrepreneurial mind and skill sets could be defined as those who are more likely to start up and run their own business; but not all individuals will want or have the opportunity to do this. However, the entrepreneurial mind and skills sets they do have will be important to and valued by employers.

An employer is defined as a person or organisation that employs others. Employers value the entrepreneurial mind and skills sets of others as these assist in the development of ideas and opportunities.

Learning Outcome 2: Be able to review own entrepreneurial mind and skill sets

Having identified entrepreneurial mind and skill sets your learners should review which ones they have. This should include them undertaking a personal audit of their own entrepreneurial mind and skill sets: they could identify what entrepreneurial mind and skill sets they think they have, speak to others, ask for feedback from tutors, peers, friends or family.

Learning Outcome 3: Be able to identify feasible opportunities for a specified scenario

Learners should be given parameters to work within. For example, they could be told to come up with opportunities to:

• assist with a specified problem

• help a certain demographic

• provide a service to a certain person/group of people.

Your learners should use the following to identify opportunities:

1.   Techniques – These are deliberate tools that are used to identify opportunities such as deliberate creativity or lateral thinking.

2.   Approaches – Learners should recognise that a solution to a problem could provide opportunities. They could identify a problem and try to find a solution for it. Tutors could provide real life examples of this, for example the coffee clutch, cats' eyes or Dyson Cyclonic Vacuum cleaner. In addition, they should recognise that some opportunities may present themselves purely by accident. Tutors could highlight this by providing real life examples such as the discovery of penicillin, post-it-notes or Velcro.

This activity could be carried out individually or in small groups – however each learner must provide individual and independent evidence to meet the assessment criteria. We encourage you to give your learners the scope to be as creative as possible and come up with a variety of different opportunities.

Feasible means that the proposal could be possible. However, it may not be capable of working successfully and therefore not viable.

There is an opportunity to deliver learning outcome 3 and 4 holistically.

Learning Outcome 4: Be able to identify viable opportunities

Your learners need to identify the potential benefits, barriers and risks for the opportunities they have identified in Learning Outcome 3. This learning builds on the previous learning outcome.

Having carried out the above they should identify at least one opportunity that is viable. If they identify more than one viable opportunity they will need to decide which one they want to choose.

Viable means that the proposal is capable of working successfully.

Your learners should be able to tell others about their opportunity and explain why they think it is viable. This may take the form of a brief conversation, a written document such as an email, blog entry, or a short presentation etc.

At this level there is no expectation that they need to engage in dialogue with the audience they are communicating to

There is an opportunity to deliver learning outcome 3 and 4 holistically.

If you would like your learners to develop the knowledge and skills to pitch an idea you should consider the OCR unit *Pitching ideas to others*.

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	X	Representing		Use ICT systems	X
Reading	X	Analysing		Find and select information	X
Writing	X	Interpreting		Develop, present and communicate information	X

Resources

A set of teaching resources will be made available.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document *'Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk.