



# BEING ENTREPRENEURIAL

## Being Entrepreneurial

**In order to assist you with the delivery Being Entrepreneurial we have provided a fully comprehensive support package, giving everything you need to deliver the qualification. This support is free and available to all centres. (Clicking on any OCR resource on this page will either download the resource or open a web page.)**

This includes:

**Progress Tracker** – this is an admin tool for tracking your learners' progress through the qualification.

**Delivery Guides** – lesson ideas with associated activities that you can use with your learners. There is one delivery guide for the Level 2 and Level 3 Being Entrepreneurial units, and one for the Level 2 Pitching ideas to others unit. Each delivery guide is structured by learning outcome and provides you with enough material to teach the content of the specification. Each delivery guide specifies where an associated Lesson Element could be used.

**Lesson Elements** – offer you creative ways to engage your learners. Providing teaching activities each lesson element will help your learners to understand various concepts or build on their existing knowledge. Lesson Elements are in two parts: Teacher instructions/answers and Learner Task sheet.

**Skills Guides** - Skills guides are not specific to a particular qualification, but cover topics that could support a range of qualifications, for example Communication, Legislation or Research Skills.

**Resource Links** - provides you with e-links to a range of teaching and learning websites and materials, including videos, data sets and other online content to support you with the delivery of the qualification.

**Teacher training** - We are working with Youth Enterprise CIC, the deliverers of The Ryman National Enterprise Challenge to bring you an innovative and refreshing free teacher training INSET for the OCR Being Entrepreneurial qualifications. Aimed at all teachers wishing to or offering the qualifications the day provides an insight into how they can be delivered. Information on the day will be disseminated through both theory and practical sessions covering the following:

- Units, Learning Outcomes and Assessment Criteria.
- Delivery ideas and activities.
- Information on resources and support.

In order to assist you with how the content of these may support your delivery we have mapped them against the learning outcomes and assessment criteria of the qualification.

Please note that each individual learner **must provide evidence against all the assessment criteria for the unit.**

Being Entrepreneurial Identifying and Pitching Opportunities Level 2		YES education steps											
Learning Outcomes	Teaching Content	Step 1: The Entrepreneur's Image	Step 2: How the Successful Mind Works	Step 3: Purpose, Vision & Goals	Step 4: Your Goal Achievement Plan	Step 5: How to Reject Rejection	Step 6: Confidence Building	Step 7: The Secret To Success	Step 8: Developing Your Business Idea	Step 9: Marketing Your Business Idea	Step 10: How To Pitch To An Investor	Step 11: Managing Money	Step 12: Making It Happen
The Learner will:	Text that follows i.e. is mandatory and must be taught. Text that follows an e.g. is optional and illustrative.												
<b>1) Understand a range of communication skills used for pitching</b>	• i.e. Verbal communication skills (e.g. pace, volume, projection, pitch and tone, questioning, answers)												
	• i.e. Non-verbal communication skills (e.g. demonstrating - how to do something, how something works, signs, signals and gestures, eye contact, body language, positioning)												
	• i.e. Use of tools to aid communication (e.g. visual aids, memory aids, demonstration aids)												
	• i.e. When would verbal and non-verbal communication be used (e.g. different circumstances when methods of communication would be selected)												
<b>2) Be able to plan a pitch for an idea</b>	• i.e. Planning (e.g. preparation, notes, delivery aids, rehearsal of the pitch, practice of demonstrations, practice using aids, practice of timings, answering questions)										✓ Teaching and Learning		
	• i.e. On-going review of the planning process (e.g. refining the pitch, review of rehearsal, self-evaluation, peer observation, feedback from others, making any relevant changes prior to delivery)										✓ Teaching and Learning		
<b>3) Be able to deliver a pitch to others</b>	• i.e. Deliver – delivery of a pitch that is fit for purpose using an appropriate range of verbal and non-verbal communication skills												
	• i.e. Answer questions about the pitch from others												
<b>4) Be able to review their delivery of a pitch</b>	• i.e. Self-review (e.g. what went well, what did not go well)												
	• i.e. Gaining feedback from others (e.g. accepting and using constructive feedback from others)												
	• i.e. Identify improvements (e.g. what would be changed for next time)												

'Teaching and Learning' indicates that some aspects of the teaching required for this unit, is covered in this Step.



Not covered

### Other resources and support:

We are aware that some of you may choose to use additional resources that have not been produced or endorsed by OCR.

In order to assist you with how the content of these may support your delivery we have mapped them against the learning outcomes and assessment criteria of the qualification.

Please note that each individual learner **must provide evidence against all the assessment criteria for the unit.**

Being Entrepreneurial Identifying Opportunities Level 2		YES education steps											
Learning Outcomes	Teaching Content	Step 1: The Entrepreneur's Image	Step 2: How the Successful Mind Works	Step 3: Purpose, Vision & Goals	Step 4: Your Goal Achievement Plan	Step 5: How to Reject Rejection	Step 6: Confidence Building	Step 7: The Secret To Success	Step 8: Developing Your Business Idea	Step 9: Marketing Your Business Idea	Step 10: How To Pitch To An Investor	Step 11: Managing Money	Step 12: Making It Happen
<b>1) Know what it takes to be entrepreneurial</b> The Learner will:	Text that follows i.e. is mandatory and must be taught.												
	Text that follows an e.g. is optional and illustrative.												
<b>1) Know what it takes to be entrepreneurial</b>	<ul style="list-style-type: none"> <li>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)</li> </ul>	Question 3 Question 5 Question 7 Question 9											
	<ul style="list-style-type: none"> <li>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)</li> </ul>	Question 3 Question 5 Question 7 Question 9											
<b>2) Be able to review own entrepreneurial mind and skill sets</b>	<ul style="list-style-type: none"> <li>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)</li> </ul>	Question 5 Question 6 Question 10											
<b>3) Be able to identify feasible opportunities for a specified scenario</b>	<ul style="list-style-type: none"> <li>i.e. Techniques: (e.g. deliberate creativity, lateral thinking, mind mapping, visualisation)</li> </ul>												
	<ul style="list-style-type: none"> <li>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)</li> </ul>												
	<ul style="list-style-type: none"> <li>i.e. Feasible: means that the proposal could be possible</li> </ul>												
<b>4) Be able to identify viable opportunities</b>	<ul style="list-style-type: none"> <li>i.e. Benefits (e.g. financial rewards, non-financial rewards, benefits to others, social benefits, environmental benefits)</li> </ul>												
	<ul style="list-style-type: none"> <li>i.e. Barriers (e.g. lack of resources, poor time management, poor planning, lack of support, lack of entrepreneurial mind and skill sets)</li> </ul>												
	<ul style="list-style-type: none"> <li>i.e. Risks (e.g. what could go wrong, no demand, escalating costs, lack of resources, competitors)</li> </ul>												
	<ul style="list-style-type: none"> <li>i.e. Is the opportunity viable? (e.g. practicality, resources, time, cost, is it capable of working successfully?)</li> </ul>												
	<ul style="list-style-type: none"> <li>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</li> </ul>												

By answering the questions noted in the Step column, eg Question 3, learners could develop some evidence which could be used towards their final assessment for the unit.



Not covered

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Please note that each individual learner **must provide evidence against all the assessment criteria for the unit.**

Being Entrepreneurial Evaluating Opportunities Level 3		YES education steps											
Learning Outcomes	Teaching Content	Step 1: The Entrepreneur's Image	Step 2: How the Successful Mind Works	Step 3: Purpose, Vision & Goals	Step 4: Your Goal Achievement Plan	Step 5: How to Reject Rejection	Step 6: Confidence Building	Step 7: The Secret To Success	Step 8: Developing Your Business Idea	Step 9: Marketing Your Business Idea	Step 10: How To Pitch To An Investor	Step 11: Managing Money	Step 12: Making It Happen
1) Understand what it means to be entrepreneurial	• 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 accept advice and/or help)	Question 3 Question 5 Question 7 Question 9											
	• 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, managing change)	Question 3 Question 5 Question 7 Question 9											
	• i.e. Why the entrepreneurial mind and skill sets are important: (e.g. application, impact, consequences, benefit to individuals, team and/or employers)	Question 6 Question 7											
	• i.e. Entrepreneurial activities - the mind and skill sets required of those involved in entrepreneurial activity (e.g. improve processes, enhance ideas, add value, create and innovate)	Question 6 Question 7											
2) Be able to assess own entrepreneurial mind and skill sets	• i.e. Self-assessment against the entrepreneurial mind and skill sets (e.g. gap analysis, on-line testing, personality traits, skills audit, gain feedback from others, use feedback from others, understanding strengths and weaknesses)	Question 5 Question 10											
	• i.e. Assessment of strengths and weaknesses (e.g. what they are good at, why they are good at them, why it is important to have these strengths. What they are not good at, why they feel they are not good at them, what impact this could have)	Question 6 Question 10											
3) Be able to apply Techniques and Approaches in the identification of feasible opportunities	• i.e. Techniques: (e.g. deliberate creativity, lateral thinking, mind mapping, visualisation, SCAMPER [Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse])												
	• 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												

*'Teaching and Learning' indicates that some aspects of the teaching required for this unit, is covered in this Step.*



Not covered

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Being Entrepreneurial Evaluating Opportunities Level 3		YES education steps											
Learning Outcomes	Teaching Content	Step 1: The Entrepreneur's Image	Step 2: How the Successful Mind Works	Step 3: Purpose, Vision & Goals	Step 4: Your Goal Achievement Plan	Step 5: How to Reject Rejection	Step 6: Confidence Building	Step 7: The Secret To Success	Step 8: Developing Your Business Idea	Step 9: Marketing Your Business Idea	Step 10: How To Pitch To An Investor	Step 11: Managing Money	Step 12: Making It Happen
The Learner will:	Text that follows i.e. is mandatory and must be taught. Text that follows an e.g. is optional and illustrative.												
4) Be able to evaluate the viability of opportunities	• i.e. Benefits (e.g. non-financial rewards, benefits to others, financial rewards, social benefits, environmental benefits)												
	• i.e. Viability (e.g. evaluate the viability of the opportunity looking at practicality, benefits, barriers and risks, is it capable of working successfully?)												
	• 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, lack of demand, escalating costs, lack of resources, opposition, competitors, poor execution)												
	• i.e. Overcome barriers and minimise risks (e.g. planning, support, leadership, motivation, research, appropriate mind and skill sets)												
5) Be able to hold a dialogue and seek support for viable opportunities	• i.e. Engage in dialogue about their opportunity and justify its viability (e.g. select an appropriate method to communicate the opportunity – conversation, written document/s, presentation, questions and answers)												
	• i.e. Seek support for the opportunity (e.g. persuasion, negotiation, dealing with questions, accepting and taking on board criticism)					✓ Teaching and Learning							

'Teaching and Learning' indicates that some aspects of the teaching required for this unit, is covered in this Step.



Not covered