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# CAMBRIDGE NATIONALS IN BUSINESS

Level 1/2

R063 – SETTING UP AND RUNNING AN ENTERPRISE

## DELIVERY GUIDE

MARCH 2015

**OCR**  
Oxford Cambridge and RSA

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website

[www.ocr.org.uk/qualifications/cambridge-nationals-business-level-1-2-award-business-and-enterprise-level-1-2-certificate-j804-j814/](http://www.ocr.org.uk/qualifications/cambridge-nationals-business-level-1-2-award-business-and-enterprise-level-1-2-certificate-j804-j814/)

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

### KEY



English



Maths

# UNIT R063 – SETTING UP AND RUNNING AN ENTERPRISE

Guided learning hours : 60

## PURPOSE OF THE UNIT

This unit will provide learners with an understanding of enterprise activities in a business context. The learner will develop skills which will help to: identify and plan enterprise activities, contribute towards the implementation of an enterprise activity, and review both their own contribution to the enterprise and how successful the enterprise activities were.

The teaching and assessment of this unit builds on many of the areas covered in unit R061, including the external factors that affect business enterprises, the key functions of business (finance, marketing, production/operations and human resources), and their relevance to an enterprise activity. It also builds on the skills developed in unit R062 when skill-sets are matched to roles, and encourages the application of these skills during the planning stages of an enterprise.

Learners will look at what an enterprise activity is and factors which make one viable. They will be able to identify any constraints which may affect the success of an enterprise and consider how to overcome these. Learners will be encouraged to generate their own innovative ideas for an enterprise activity, which if deemed viable, will form the basis for the rest of this unit.

The unit encourages learners to work collaboratively and will enhance their communication, presentation, team-working and negotiation skills. It also develops time-management and project planning skills, skills that will help learners relate what they are learning in the classroom to the real world of work. Learners will have the opportunity to take on different roles and tasks within the enterprise activity, encouraging them to work towards both team objectives and to manage individual areas of personal responsibility. Although activities maybe largely team-based, it is the learner's individual contribution to the enterprise activity which will be assessed. It is therefore important that each learner is aware of how each separate business function operates and how these functions must co-ordinate with each other to ensure the overall success of the enterprise.

On completion of this unit, learners will have identified and planned an enterprise activity, and then gone on to implement these plans. They will have developed evaluative skills by conducting a thorough review of both their own contribution to the activity and of the enterprise itself, identifying areas for improvement. The skills and knowledge acquired by completing this unit will be transferable to further learning or the world of work– project planning, time-management, creative thinking, teamwork and decision-making are all highly-valued attributes in both areas.

### Learning Outcome — The learner will:

1 Be able to select viable enterprise activities

2 Be able to plan enterprise activities

3 Be able to implement enterprise activity plans

4 Be able to contribute to the running of enterprise activities

5 Be able to review the success of enterprise activities

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
Viability of enterprise activity	Learners need to be taught the factors that make an enterprise activity viable. They need to be taught about the differentiation of products or services, availability of resources, competitiveness and break even. There may be other factors eg skills of the staff and the teacher should explore fully what makes an enterprise viable. This should be a practical teaching and learning activity where the learners find out about viability. A guest speaker would also be useful here.	
Original Ideas	Each learner needs to come up with their own ideas. They cannot be given an idea by the teacher which they then all use. Each learner must come up with at least two or three of their own. They should share their ideas with their team and do a SWOT analysis and decide which idea to pursue. The idea needs to be large enough so that if there are four people in a team, each person in the team has a separate role. Each team can have the same idea but it needs to allow them sufficient scope to meet the requirements of the unit.	
Witness Statements	<p>Witness Statements can be provided by a teacher/ tutor or someone else who is supervising the learner. Witness Statements cannot be provided by the learner being assessed or by another learner.</p> <p>This unit relies on comprehensive, individual, detailed and accurate Witness Statements by the teacher. The person providing the Witness Statement must show how the learner has met the requirements in addition to what they have done. A re-write of the criteria does not meet this requirement. The Witness Statement needs to be supported with learner evidence. Problems arise when the Witness Statement and learner evidence do not match.</p>	
Effective contribution	Learners need to be taught how to evidence their contributions. This could be through a log or diary or evidence the contribution they made and this would be supported with a detailed, individual and accurate witness statement from the teacher to support the learner evidence.	
Business planning process	LO2 requires learner to contribute to elements of the business planning process. This is the business plan but also the 'process'. Learners need to be taught how to complete the various sections of the business plan and what other tasks are included in the planning process. Learners need to be taught how to produce their own individual evidence.	<p><a href="http://www.businessballs.com/freebusinessplansandmarketingtemplates.htm">http://www.businessballs.com/freebusinessplansandmarketingtemplates.htm</a> has some good resources for business planning – they may need simplifying for some learners.</p> <p><a href="http://businesscasestudies.co.uk/teacher-resources/#axzz3JhgCk76P">http://businesscasestudies.co.uk/teacher-resources/#axzz3JhgCk76P</a> has some good information about the planning process for a business.</p>

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
Draws from other units in the specification	Learners need to be taught the links between the units so that they are aware of how to evidence this section from the specification. Learners could write a blog, log, diary or statement to show how they have done this. For example if one learner is working on the financial aspects of the business, they could relate this specifically to some aspects of LO3 in RO61. If one learner is working on the recruitment aspect of the business they can relate this specifically to aspects from RO62.	
Meetings	Each learner needs to contribute to the organisation and running of meetings. Throughout the teaching and learning each learner needs to be taught how to plan, run and carry out follow up activities relating to a meeting. They need to be taught how to produce an agenda and minutes and complete any follow up actions. This could be taught through role play.	<p><a href="http://www.effectivemeetings.com/meetingplanning/agenda/agenda.asp">http://www.effectivemeetings.com/meetingplanning/agenda/agenda.asp</a> example of how to plan a meeting.</p> <p><a href="http://www.effectivemeetings.com/guru/solution8.asp">http://www.effectivemeetings.com/guru/solution8.asp</a> example of agenda.</p> <p><a href="http://www.effectivemeetings.com/meetingbasics/minutes.asp">http://www.effectivemeetings.com/meetingbasics/minutes.asp</a> how to take minutes.</p> <p>Microsoft office also contains templates that learners can use.</p>
Communication	Verbal communication can be taught using role plays through face-to-face communication but also through telephone training so that learners can access the highest marks. Remote communication can be emails, skype or messenger and learners should be taught these various techniques so they can choose which ones to use when completing their assessment.	<p>This BBC article and pdf has good role plays that could be used to practice telephone skills.</p> <p><a href="http://www.teachingenglish.org.uk/article/telephone-role-plays">http://www.teachingenglish.org.uk/article/telephone-role-plays</a></p>
Business Documents	Learners need to be taught how to produce formal business documents to a high standard. A formal business letter for example should be fully blocked and aligned to the left margin. Learners should be taught how to produce emails that are 'fit for business', agendas and minutes that follow a standard layout and for example completion of order forms if they need to order any resources.	Microsoft provide templates for many business documents. Within Word, click on File/New to see a selection.
Project plan	Each learner needs to be taught how to plan a project. This can be using a table or Gantt chart but this needs to be drawn up by each individual learner and not in groups. It needs to list every activity/task that is needed to complete the activity, who will complete each task and any resources needed.	<p>There are many free-to-download project planning software options. One is listed below.</p> <p><a href="http://sourceforge.net/projects/openproj/">http://sourceforge.net/projects/openproj/</a></p>
Monitor progress against the plan	Learners should be taught how to monitor progress and this should be part of their plan. They should be taught that regularly eg every couple of weeks, maybe in their team meetings they monitor the plan and check that they are on target in terms of time, resources etc. They should be taught that any changes that are required should be annotated onto the plan and that the annotated plan plus the original plan are used as evidence.	<p><a href="http://www.nfer.ac.uk/schools/developing-young-researchers/how-to-develop-a-project-plan-and-monitor-progress.cfm">http://www.nfer.ac.uk/schools/developing-young-researchers/how-to-develop-a-project-plan-and-monitor-progress.cfm</a></p> <p>This NFER resources includes useful template. <a href="http://www.businessballs.com/freebusinessplansandmarketingtemplates.htm">http://www.businessballs.com/freebusinessplansandmarketingtemplates.htm</a></p> <p>also includes some good resources on how to monitor a plan.</p>

# SUGGESTED ACTIVITIES

Learning Outcome 1 – Be able to select viable enterprise activities			
Suggested content	Suggested activities	Suggested timings	Links to other units
1 Enterprise	Learners could watch the following link which introduces the subject of enterprise with a variety of famous faces that learners may recognise. Learners could write down the key points that are mentioned within the media clip. <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/aims/publicsectorvid.shtml">http://www.bbc.co.uk/schools/gcsebitesize/business/aims/publicsectorvid.shtml</a>	10 minutes	
2 Successes and Flops 	In pairs, learners could consider what makes an enterprise idea viable in today's modern world. They could investigate some very recent successful products, such as Loom bands and equally some products/services that they consider that have not been as successful using their own knowledge. Learners could then feedback a summary of their discussions to the rest of the group. This could then lead on to a group discussion about how people try to ensure that enterprise activities are viable by completing research in the market place ensuring the focus of viability is not always associated with profit.	45 minutes	
3 The Young Apprentice 	Learners could watch a variety of different mini clips from the Young Apprentice and write down the aspects of 'collaborating with others' that may or may not be being shown within the clips such as negotiation, delegation, giving and receiving advice, resolving differences etc. The learners' findings could be reported back to the class.	30 minutes	R061 LO2
4 SWOT	Learners could identify a service such as an ice-cream van business and discuss the positive and negative aspects of such a business and how it could be developed in the future. The findings could then be discussed as a class. This is a good introduction to the concept of a SWOT analysis for learners and the task could be developed further with a specific product being identified, with learners completing a SWOT analysis.	45 minutes	R062 LO3

Learning Outcome 2 – Be able to plan enterprise activities			
Suggested content	Suggested activities	Suggested timings	Links to other units
1 Targets 	Learners could be given a list of 15 products and be asked to identify who the products are aimed at - the target market. Using the information, learners could be asked to alter the product slightly to change the target market. This activity is a good way to ensure that learners are aware of the importance of correctly targeting products at the right customers. It could also be used to discuss how to research a target market.	30 minutes	R062 LO3
2 Card Crazy 	Learners could be given a scenario with the focus being on staffing. In pairs, learners could discuss how levels of staffing may need to change through the year for a card making business who supplies small local businesses. Learners would need to consider the busy times of year such as Valentine's Day, Mother's Day, Easter, Father's Day etc. Learners should also think when staff may need to be employed in order for enough cards to be produced in time to sell within the small businesses. The learners' thoughts could then be shared with the group. This activity will enable learners to understand the planning that businesses need to take when thinking about the products/ services that they sell.	1 hour	R061 LO3
3 Marketing Mix 	<p>Learners could be presented with various different products that have similar features and asked to describe the features of each product. Learners to identify the strengths and weaknesses of the features of each product and note how fit it is for purpose.</p> <p>Learners could compare the cost of products with similar features and identify if the price is right, too high or low and have a discussion as to what they feel the price should be. They should identify if the price is right and why they think this is.</p> <p>Learners should research the products' 'place' and how the business gets the product to customers. Learners should find out how close the customer is to the product, whether competitors' products are more widely available and what suggestions they have for improvements.</p> <p>Learners should review different adverts from YouTube for their similar products and identify the target audience for the advert, what the theme of the advert is, whether the advert achieves its aim and what learners think could enhance the advert.</p> <p>Learners could then choose their own products and produce a presentation covering all questions.</p>	2 hours	
4 Hampers 	Learners could be asked to investigate, using the internet, the cheapest place to purchase an item which forms part of a whole product such as a basket for a hamper. Using this information a group discussion could then take place enabling learners to identify why costs (to produce products) are important within a business which in turn can enable the correct price to be set.	30 minutes	R061 LO3

Learning Outcome 3 – Be able to implement enterprise activity plans			
Suggested content	Suggested activities	Suggested timings	Links to other units
1 Meeting with you 	<p>As a group, learners could discuss the subject of meetings. What meetings have they attended both inside and outside of education? They could be prompted to think about parent/teacher consultations meetings, School Council meetings, house meetings, team meetings for a sports team, training meetings, meetings at their place of work. From this, learners could write down what they consider to be a good meeting verses a bad meeting. Learners could then access the following website which has some good advice about the objectives of meetings, time and progress <a href="http://www.mindtools.com/CommSkill/RunningMeetings.htm">http://www.mindtools.com/CommSkill/RunningMeetings.htm</a></p> <p>This could also lead on to a discussion about the documents required for a formal meeting, such as notice of a meeting, agenda and minutes of meetings.</p>	1 hour	
2 Communication methods 	<p>Learners could create a table to investigate verbal and non-verbal methods communications that people use in business and outside of business. The table could also contain information on the advantages and disadvantages of the different methods of communications, as well as if the learner considers the method to be formal (suitable within a business) or informal (meaning amongst friends).</p> <p>Learners could then be placed in roles and have to practice using the different methods, eg, they could be provided with a telephone role play to a supplier, they could be asked to present information to the class, they could be asked to take part in an interview/discussion, they could be asked to write a letter (link back to the activity in RO62).</p> <p>They could peer review the different communication methods and suggest areas for improvement.</p>	1 hour	
3 Remote Communication	Learners could investigate and produce a table which identifies the acceptable remote methods of communication that are used within business with the advantages and disadvantages of each method explained.	30 minutes	R061 LO4

Learning Outcome 3 – Be able to implement enterprise activity plans			
Suggested content	Suggested activities	Suggested timings	Links to other units
4 A Grand Day Out 	<p>Learners could be given a scenario about a trip that they are planning with their friends to an event or theme park in the next two months. In pairs, learners could be required to think about the different aspects of how to get to the event/park, the timings that they need to consider on each part of the journey, the costs, items they will need to take, spending money as well as alternative solutions if the plans do not all go as they had planned!</p> <p>Learners could be given a table to complete with the different headings to enable them to focus on the different aspects of the task whilst they then find out all the relevant information, such as bus/train times, the entrance fee and travel fee, the items they may want to take such as food, mobile phone and alternative travel arrangements if the train is late, or bus does not turn up, if one of the group is ill etc. As this is a pairs' activity, learners could be encouraged to share tasks in order to divide the work equally between them ensuring that tasks are allocated fairly. They could then produce an information sheet which details all the information they have found out, to be given to their friends, which clearly states all the information they need in order to have a successful day out together. Once the task is completed they could evaluate their own contribution to this group activity and be taught how to produce a good reflective statement.</p>	1 hour 30 minutes	R061 LO3 R062 LO3
5 Contingency plans	<p>In pairs, learners could be given 5 different situations each where things have not gone according to plan within a business situation so an alternative method needs to be arranged. Learners would need to think of the alternative method and give the suggestion to their partner with an explanation. These could then be shared with the rest of the class in a summary.</p> <p>Examples could be: At a small launch event with 10 guests, the caterers fail to turn up, what should happen next? Whilst waiting for a meeting to start, it is obvious that the guest speaker has suddenly become ill. What should the business do? The IT equipment fails to work when showing new employees the main IT system used within the business. What should happen now? The activity gives the learners an insight into decisions that businesses may need to make if situations arise and the importance of having another plan just in case there is the need.</p>	30 minutes	R062 LO3 R063 LO5

Learning Outcome 4 – Be able to contribute to the running of enterprise activities			
Suggested content	Suggested activities	Suggested timings	Links to other units
1 Fly away 	<p>Learners could be given a group activity to complete such as the Paper Aeroplane Company on the following web site <a href="http://www.my-work-experience.com/teachers/enterprise-learning-resources.asp">http://www.my-work-experience.com/teachers/enterprise-learning-resources.asp</a> used in a previous task within this guide.</p> <p>As this is a group activity every member could be given a specific role with the group deciding together, who will do what. Once the task is totally complete, individually each member could write a short report on how they think the activity went, what role they played, how they worked together as a team, were there any arguments or issues within the group, how did they feel within the situation and what would they have done differently. This activity should challenge the learners to think about the many different aspects of working in a group situation to achieve a common goal, which in this case was to produce paper aeroplanes.</p>	2 hours	R062 LO3 R063 LO5
2 What should I do?	<p>Learners could watch the following media clip about dealing with customers and prioritising tasks. <a href="http://www.bbc.co.uk/learningzone/clips/dealing-with-customers/4853.html">http://www.bbc.co.uk/learningzone/clips/dealing-with-customers/4853.html</a>.</p> <p>From watching the clip, learners could be presented with a number of different customer service issues created by the teacher that may arise in business organisations on a weekly basis (incorrect deliveries, missing products, customers given incorrect information, late deliveries, staff not passing messages on). What would the learners do in the situations? They could compare their answers with their peers with a group discussion taking place which could also form some useful guidance which they could then use in different situations.</p>	1 hour	
3 Dos and Don'ts within customer service situations 	Learners could produce an information poster which details the Dos and Don'ts within customer service. They could use images from the internet to help illustrate their work.	1 hour	
4 Negotiating 	Working in small groups, the teacher could provide each group with jigsaw puzzles (however at least three pieces have been swapped into the box of another group). Each group makes their jigsaw and finds that they don't have the right pieces. Learners have to negotiate with other learners to get the right pieces to complete the jigsaw. Learners produce a reflective checklist outlining how effective they felt their negotiation skills are.	1 hour	
5 Giving feedback 	<p>Learners could produce a presentation about themselves, a hobby or famous person. They deliver this to the rest of the class.</p> <p>Learners then complete a peer review of the presentation. Once each presentation has been completed, learners pair up and they provide constructive feedback to each other identifying the strengths and weaknesses of the presentations. Learners should then self-reflect and identify similarities and differences with their own and others feedback.</p>	1 hour	

Learning Outcome 5 – Be able to review the success of enterprise activities			
Suggested content	Suggested activities	Suggested timings	Links to other units
1 My contributions	Learners could think about a group activity that they have recently taken part in and consider how much their own contribution played a part within the success of the task being completed. If learners have completed some of the suggested activities for this unit, they could focus on, A Grand Day Out, Fly Away or Meeting with you activities. Learners could write a short report on the impact that they felt they made to this task, as well as consider if the activity was to be completed again, what improvements could be made for the future.	30 minutes	R062 LO2
2 More feedback	Linked to Giving feedback activity above: <ul style="list-style-type: none"> <li>Learners could then self-reflect and identify similarities and differences with their own and others feedback.</li> <li>Learners could be digitally recorded carrying out their presentations and they could review the recording themselves and with a peer to identify the strengths and weaknesses of the presentation.</li> </ul>	1 hour	
3 Business accounts	Working in pairs, learners could be provided with a set of accounts for a business enterprise. They could identify the successes or failure of the business based on financial information. They could analyse the accounts and come up with suggestions for improvements.	30 minutes	



## Contact us

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