

Cambridge NATIONALS LEVEL 1/2

# ***ENTERPRISE AND MARKETING***



Unit R066 – Market and pitch a business proposal  
DELIVERY GUIDE

Version 1

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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 outcome so you can see how each activity helps you cover the requirements of this unit.

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 [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/>

## UNIT AIM

This unit will provide learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.

By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile.

They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

### Unit R066 Enterprise and marketing concepts

<b>L01</b>	Be able to develop a brand identity and promotional plan to target a customer profile
<b>L02</b>	Be able to plan a pitch for a proposal
<b>L03</b>	Be able to pitch a proposal to an audience
<b>L04</b>	Be able to review the strengths and weaknesses of a proposal and pitch

To find out more about this qualification please go to:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/>

# RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have been mapped to other Cambridge Nationals Enterprise and Marketing units/learning outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit R066)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Benefits of branding	Unit R064 Enterprise and marketing concepts	LO3 Understand product development
	Research other brands and their appeal to target customers	Unit R064 Enterprise and marketing concepts	LO1 Understand how to target a market
		Unit R065 Design a business proposal	LO1 Be able to identify the customer profile for a business challenge
	Select and justify methods of promotion to meet promotional objectives	Unit R064 Enterprise and marketing concepts	LO4 Understand how to attract and retain customers
<b>LO2</b>	The audience needs and objectives of a pitch	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Practical considerations when planning a pitch	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Effective personal pitching skills	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Personal appearance – dressing for success	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Anticipating potential questions	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Producing effective visual aids	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
<b>LO4</b>	Importance of self-review and development	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Reflection after delivering a professional pitch to an external audience	Unit R066 Market and pitch a business proposal	LO3 Be able to pitch a proposal to an audience
	Review of business proposal	Unit R065 Design a business proposal	LO4 Be able to review whether a business proposal is viable

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Added value</b>	The difference between what a product/service costs to produce and the amount received from consumers when they buy it. It is the increase in value that the business generates when producing the product/service, e.g. the addition of a brand name, specific features/benefits.
<b>Brand</b>	Brands help to distinguish a specific product/service/business from others on the market. Brands typically consist of a name, logo, term, symbol or feature.
<b>Brand identity</b>	How a business wants its products/services/business to be identified by consumers. The elements of the brand, such as name, term or symbol, will be designed to achieve the desired brand identity.
<b>Brand personality</b>	A set of human features/descriptions that can be assigned to a brand name. It is a way of giving the brand a human personality to which consumers can relate.
<b>Brand strategy</b>	The long-term plan devised by a business to detail how they intend to meet their brand objectives.
<b>Business proposal</b>	A written document outlining the idea for a business, product or marketing.
<b>Celebrity endorsement</b>	Where a well-known/famous person publically supports a brand.
<b>Customer loyalty</b>	The likelihood of past customers making a repeat purchase from a business.
<b>Differentiation</b>	Making a product/service different from others.
<b>Digital promotion</b>	Promotional activities carried out via electronic methods, e.g. web pages, social media, SMS texts, podcasts, blogs/vlogs.
<b>Logo</b>	A graphical mark, emblem, badge or symbol used by a business, product or service to distinguish it from others.
<b>Offline/traditional promotion</b>	Promotional activities carried out via non-electronic methods, e.g. posters, newspapers, magazines, leaflets, flyers, sponsorship, events.
<b>Pitch</b>	Delivering the contents of a business plan verbally. The entrepreneur will present/describe the elements of the business plan, answer questions etc. in the hope that the audience will invest/support/finance the business idea.
<b>Promotion</b>	Activities carried out to increase awareness of a product/service, encourage people to buy the product/service and recognise the brand. Promotional activities may include sales promotion, advertising, public relations, and personal selling.
<b>Promotional methods</b>	Techniques/media used to promote a product/service to meet its promotional objectives, e.g. TV/radio/newspaper advertising, sales promotion, public relation activities.
<b>Promotional objectives</b>	Goals set by a business to be achieved via its promotional activities. For example to increase market share by 3% over the next 12 months.
<b>Promotional plan</b>	A plan to detail how a business intends to meet its promotional objectives. It will include details of the promotional methods to be used, timings, resources, objectives and strategies.
<b>Slogan</b>	A memorable motto, catchphrase or phrase to persuade people to buy the product/service or remember a message. Slogans are commonly used in promotional activities.

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Strapline</b>	A short phrase, that is easy for people to remember, to help people recall the product, service or business.
<b>Typeface</b>	A set of fonts. The fonts will have a specific style, weight, slant, width and design.
<b>USP</b>	USP stands for Unique Selling Point. A USP is a feature/benefit that makes the product/service different to others. The USP is often promoted in order to encourage customers to buy the product/service.
<b>Visual aids</b>	An aid used to support the delivery of a presentation/pitch. The aid will be used by the presenter to help the audience to visualise their ideas (e.g. PowerPoint/Keynote presentation slides, photographs, files, handouts, prototypes).

# 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
<b>Confusion that logo and brand are interchangeable terms</b>	By considering definitions of the two terms and looking at how a logo is just one element of a 'brand'.	Consider well-known brands and study the component parts of the brands, e.g. logo, slogan, brand personality.  Logo and brands <a href="https://m.youtube.com/watch?v=NfQJpmoRVc">https://m.youtube.com/watch?v=NfQJpmoRVc</a>
<b>Creating more than one brand design idea is unnecessary</b>	By supporting learners to understand that creative brand design ideas develop incrementally.  By considering the strengths and weaknesses of two or three brand design ideas. Selecting the positive elements from each brand design concept and amalgamating them into one final design.	Show how a brand concept has developed over time, e.g. show a range of visuals for the development of a new brand at the school/college.
<b>Delivering a practice pitch is unnecessary</b>	By considering how personal skills develop from personal experiences and listening to feedback from others. Concept of 'practice makes perfect' and how actors/performers rehearse to improve their performances before sharing with audiences.  How things may be overlooked if the experience is new.  Consider the importance of reflection, self-evaluation and inviting feedback from others.	Clip to show good and bad presentation skills / development of presentation skills. <a href="https://m.youtube.com/watch?v=WJIOZfLQ5w4">https://m.youtube.com/watch?v=WJIOZfLQ5w4</a>  <a href="http://www.telegraph.co.uk/finance/businessclub/11027335/Top-ten-tips-for-winning-investment-in-the-Dragons-Den.html">http://www.telegraph.co.uk/finance/businessclub/11027335/Top-ten-tips-for-winning-investment-in-the-Dragons-Den.html</a>
<b>Teaching and assessing the pitching skills and content of business proposal as one</b>	The pitching skills and content of the business proposal should be considered separately by the teacher and learner.	
<b>Automatically use PowerPoint to support a pitch</b>	Consider appropriate and inappropriate use of PowerPoint.  Outline a range of different visual aids – would a more unique approach make the pitch more memorable?	Past episodes of Dragon's Den which employ innovative visual aids to support the pitch: <a href="http://www.bbc.co.uk/programmes/b006vq92/episodes/guide">http://www.bbc.co.uk/programmes/b006vq92/episodes/guide</a>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Be able to develop a brand identity and promotional plan to target a customer profile		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Introduction to brand identities</b>	<p>A short starter activity to identify a variety of well-known brands from only a small section of the brand identity, e.g. first letter of name/logo, colour, character etc.</p> <p>Each learner to individually come up with their own definition of a 'brand'. Learners to join into pairs and combine thoughts to refine their definition. Each pair to join with another to form a group of four learners to refine their definition further. Each small group could write their definition on the board to enable a collective whole class definition of 'brand'.</p> <p>What is branding?  <a href="https://m.youtube.com/watch?v=JKIAOZZritk">https://m.youtube.com/watch?v=JKIAOZZritk</a></p> <p>Global 500 brands  <a href="http://brandirectory.com/league_tables/table/global-500-2015">http://brandirectory.com/league_tables/table/global-500-2015</a></p> <p>Brands and branding: introduction  <a href="http://www.tutor2u.net/business/reference/brands-and-branding-introduction">http://www.tutor2u.net/business/reference/brands-and-branding-introduction</a></p> <p>Brand directory  <a href="http://brandirectory.com/">http://brandirectory.com/</a></p> <p>Learners could work in small groups to consider examples of brands that they are familiar with. They could compare the features of branded versus non-branded products. How do branded items compare with non-branded equivalents?</p> <p>Learners could be shown a range of well-known brands and learners could discuss in smaller groups, what human personality traits that the brand would have if it were a person. They could draw the person that the brand would be; or alternatively list adjectives to describe the personality traits.</p> <p>The teacher could explain each of the four terms under 'what is a brand' in 1.1 of the unit specification, i.e. strategy, brand personality, brand identity and image.</p> <p>Individually, or in pairs, learners could be tasked to research the four terms under 'what is a brand' in 1.1, i.e. strategy, brand personality, brand identity and image. Learners could select one or two well-known brands and identify how each component is used to develop the brand.</p> <p>Once this information has been collected this could be shared with the rest of the group – short presentations could be used for this purpose.</p>	1 hour 30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Benefits of branding</b>	<p>Learners could compare the features of branded versus non-branded products, e.g. branded cola drinks such as Pepsi or Coca-Cola versus retailer own brand cola drinks. What benefits does the brand name offer? Would they pay more for a branded product and why?</p> <p>Learners could research perceptions of branded versus non-branded products by carrying out a short survey on other group members or learners/teachers outside of their group.</p>	3 hours	R064 LO3
<b>Research other brands and their appeal to target customers</b>	Learners could select a brand (preferably which targets a similar customer profile to their business proposal). Individually, or in pairs, learners could be asked to research the brands and identify the strengths, weaknesses and USPs in relation to their appeal to the target customer group.	40 minutes	R064 LO1 R065 LO1
<b>Select and justify methods of promotion to meet promotional objectives</b>	<p>The teacher could provide learners with the six promotional objectives outlined in section 1.3 of the unit specification, i.e.</p> <ul style="list-style-type: none"> <li>• To raise awareness of a product or service</li> <li>• To remind</li> <li>• To differentiate</li> <li>• To persuade or inform</li> <li>• To create market presence</li> <li>• To boost market share.</li> </ul> <p>Learners could then research and find examples of promotional activities to satisfy each of the six promotional objectives. Finding real-life examples of promotional activities that meet each of the promotional objectives will help learners to gain an understanding of the relevant theory and range of promotional objectives.</p> <p>Learners could work in pairs to mind map as many digital and traditional methods of promotion as they can think of.</p> <p>The various methods could then be shared amongst the group, and learners could again work in pairs to consider the advantages and disadvantages of the methods they have been allocated. Each pair could then feedback the findings for their method(s) to the rest of the group.</p> <p>To reinforce, and apply this knowledge to a practical situation, learners could be provided with one of the six promotional objectives for a specific product/service (product/service examples to be selected by the teacher) and decide which promotional method(s) they would recommend to meet the objectives. They could 'hot seat' in turn to answer questions from the rest of the group as to why their promotional method(s) are suitable to target a specific customer group, and why it is more suitable than an alternative.</p>	1 hour 30 minutes	R064 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Developing a promotional plan</b>	<p>The teacher could bring a number of basic items to the session, e.g. pen, Yellow Pages, plain mug, printer paper etc. Learners could work in small groups and be challenged to develop a promotional plan for the item that they have been allocated to meet a promotional objective specified by the teacher, e.g. to boost the market share of the product by 5% over the next 12 months.</p> <p>The promotional plan should include key headings:</p> <ul style="list-style-type: none"> <li>• Promotional objective</li> <li>• Promotional methods/strapline</li> <li>• Method(s) of promotion selected</li> <li>• How different methods complement each other (if applicable)/timescales</li> <li>• Appeal to customer profile</li> <li>• Methods of evaluation.</li> </ul> <p>Each group could present their promotional plan ideas to the rest of the class – short presentations could be used.</p>	1 hour 15 minutes	

# SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Be able to plan a pitch for a proposal		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Qualities of an entrepreneur</b>	<p>Find photos of well-known entrepreneurs. Print and laminate the photos onto A4 card and cut their faces into four pieces. Give each learner one section and ask them to find peers with the matching pieces to make a complete face. Ask each group to name their entrepreneur and discuss what they know about them, e.g. what are they famous for?</p> <p>Create a list of entrepreneurs, preferably enough so each learner can be given a different entrepreneur. Try to include obvious business examples, but also unique examples of individuals who have been successful as a result of an innovative idea and taking a risk.</p> <p>A list of possible entrepreneurs to use.  <a href="http://en.wikipedia.org/wiki/List_of_entrepreneurs">http://en.wikipedia.org/wiki/List_of_entrepreneurs</a></p> <p>Learners could work individually to research the entrepreneur that they have been given. They should research the qualities/personal traits which have made them successful. This research could be carried out using the internet if learners have access to the internet in their classroom; or alternatively the teacher could produce personal profiles of a range of entrepreneurs which learners could use to obtain the information required. The personal profiles could be used (after the activity) as an inspirational classroom display to support this unit.</p> <p>The learners could conclude by individually assessing their own entrepreneurial skills. Who is the most entrepreneurial person in the class?</p> <p>Some simple quizzes to use as starters to entrepreneurs as a topic:</p> <p>Are you a born entrepreneur? (Forbes)  <a href="http://www.forbes.com/2005/11/15/entrepreneur-personality-quiz_cx_bn_1116quiz.html">http://www.forbes.com/2005/11/15/entrepreneur-personality-quiz_cx_bn_1116quiz.html</a></p> <p>Entrepreneur quiz (WEEST)  <a href="http://www.wesst.org/business-toolkit/entrepreneur-quiz/">http://www.wesst.org/business-toolkit/entrepreneur-quiz/</a></p> <p>Entrepreneurial potential self-assessment (BDC)  <a href="http://www.bdc.ca/EN/advice_centre/benchmarking_tools/Pages/entrepreneurial_self_assessment.aspx">http://www.bdc.ca/EN/advice_centre/benchmarking_tools/Pages/entrepreneurial_self_assessment.aspx</a></p> <p>Successful Dragons Den  <a href="http://startups.co.uk/dragons-den-success-stories-trunki/">http://startups.co.uk/dragons-den-success-stories-trunki/</a></p>	1 hour 15 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>The audience needs and objectives of a pitch</b>	<p>Learners could watch a short clip from the BBC television programme 'Dragon's Den'.</p> <p>Past episodes of Dragons Den  <a href="http://www.bbc.co.uk/programmes/b006vq92/episodes/guide">http://www.bbc.co.uk/programmes/b006vq92/episodes/guide</a></p> <p>After the clip the learners could be asked to identify the objectives of the pitch – what did the entrepreneurs want from the Dragons? How did the entrepreneur consider/address the audience needs/profile? Learners could present their answers on a mind map.</p> <p>The teacher could produce some cards with a range of different audience objectives. Some could be serious, e.g. to make a lot of money; what is the potential demand for the product/service? Other objectives could be less serious, e.g. is the pitch content humorous? The learners could work in small groups/pairs to rank the objectives and justify the reason for their ranking. All small groups should be given the small objectives to encourage discussion/debate at the end as the objectives are subjective.</p>	45 minutes	Unit R066 LO3
<b>Practical considerations when planning a pitch</b>	<p>Learners to consider what practical aspects need to be considered in order for the pitch to be successful.</p> <p>Learners could be divided into small groups. Each group could be given a large sheet of paper with a specific heading to list the practical factors that they believe have to be considered/planned when organising a pitch, e.g. one group could consider the room, another the props required.</p> <p>Groups could then exchange their sheets with another group. The next group could then add detail to the ideas of the previous group. The sheets should be exchanged until all groups have seen/ contributed to each one.</p> <p>This activity could be concluded by a whole group discussion to discuss the factors identified and to produce a group list.</p>	40 minutes	Unit R066 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Effective personal pitching skills</b>	<p>Learners could watch two/three examples of pitches from the BBC television show Dragon's Den.</p> <p>Past episodes of Dragons Den  <a href="http://www.bbc.co.uk/programmes/b006vq92/episodes/guide">http://www.bbc.co.uk/programmes/b006vq92/episodes/guide</a></p> <p>The teacher should try to find examples of very different pitching styles so that learners can contrast the diverse approaches.</p> <p>The group could be divided into two halves. One half could consider what makes an effective pitch – what did they like about the pitches they saw. They should consider the personal skills, body language, content, structure/order of pitch, attention grabbers, use of visual aids/props, ability to answer questions etc.</p> <p>The second half of the group could consider what makes an ineffective pitch – what should be avoided when making a pitch? What did they not like about the pitches they saw?</p> <p>The perfect pitch  <a href="https://neilcocker.com/2011/09/25/the-perfect-pitch-tips-from-dragons-den/">https://neilcocker.com/2011/09/25/the-perfect-pitch-tips-from-dragons-den/</a>  <a href="http://www.thisismoney.co.uk/money/smallbusiness/article-2630246/Dragons-Den-James-Caan-tricks-winning-start-investors.html">http://www.thisismoney.co.uk/money/smallbusiness/article-2630246/Dragons-Den-James-Caan-tricks-winning-start-investors.html</a></p> <p>Body language  <a href="https://m.youtube.com/watch?v=Q-St_hoXto8">https://m.youtube.com/watch?v=Q-St_hoXto8</a></p> <p>Good and bad presentations  <a href="https://m.youtube.com/watch?v=WJIOZfLQ5w4">https://m.youtube.com/watch?v=WJIOZfLQ5w4</a></p> <p>The activity could be finished with a whole group discussion to discuss the findings of both sides and to produce a final list of factors.</p>	40 minutes	Unit R066 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Personal appearance – dressing for success</b>	<p>The teacher could provide learners with photos of six different individuals. Learners could then work in small groups to consider if they would invest in a business proposal made by someone dressed in that way. They could consider body language, professionalism and stereotypes.</p> <p>The activity could end with the teacher showing images of entrepreneurs from the BBC television shows Dragon's Den and The Apprentice. How do they dress? Do they communicate a professional image? Do all entrepreneurs present themselves in the same way? Does success depend on a specific personal appearance?</p> <p>Past episodes of Dragons Den  <a href="http://www.bbc.co.uk/programmes/b006vq92/episodes/guide">http://www.bbc.co.uk/programmes/b006vq92/episodes/guide</a></p> <p>Personal presentation  <a href="http://www.skillsyouneed.com/ps/personal-appearance.html">http://www.skillsyouneed.com/ps/personal-appearance.html</a></p>	30 minutes	Unit R066 LO3
<b>Anticipating potential questions</b>	<p>Learners could work in pairs to think of possible questions they would ask if they were a 'Dragon' considering investing in a business proposal. The pairs could then take it in turns to write their questions on the board to share with other learners and create a full list of possible questions.</p> <p>Learners could then consider what information they would need in order to effectively answer the question. What research is necessary? Do they need facts and figures?</p> <p>The group could conclude by considering how to handle questions that they do not know the answer to. How should such a situation be managed?</p> <p>Review question answering from past episodes of Dragons Den  <a href="http://www.bbc.co.uk/programmes/b006vq92/episodes/guide">http://www.bbc.co.uk/programmes/b006vq92/episodes/guide</a></p>	30 minutes	Unit R066 LO3
<b>Producing effective visual aids</b>	<p>The teacher could show learners a range of visual aids, e.g. PowerPoint slides, handouts, flip charts. Learners could work in small groups to consider the strengths and weaknesses of each visual aid. They could think about how/when it would be appropriate to use the visual aid. Could another method communicate the information more effectively?</p> <p>PowerPoint is a popular visual aid to support a pitch; however, the slides need to be designed effectively. Learners could discuss a selection of different slide designs (created by the teacher) and consider the strengths and weaknesses of how the information is presented. How could the slide design be improved?</p>	40 minutes	Unit R066 LO3

# SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to pitch a proposal to an audience		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Three-minute mini-pitch</b>	<p>Learners could be divided into small groups and given a card with a topic to deliver a three-minute mini-pitch to sell a specific business idea to a group of 'Dragons'.</p> <p>Three learners will act as the 'Dragons' and the rest of the group will act as the audience for the mini-pitch and offer constructive feedback to each presenter to help them to prepare for the actual pitch. The roles could be rotating so that all learners have the opportunity to be a 'Dragon', audience and presenter.</p>	1 hour 30 minutes	
<b>Preparing for feedback</b>	<p>Activity 3 for LO2 involved learners considering the practical aspects of their pitch. Part of the assessment criteria for LO3 and LO4 involves reacting to feedback from others/audience.</p> <p>Learners could individually design a method to collect comments from their peers, e.g. design a questionnaire, voting system etc. The system designed could then be used by the learner during their pitch.</p>	45 minutes	
<b>Supporting peers</b>	<p>Learners need to understand how to give constructive peer feedback after watching others' pitches.</p> <p>The teacher could present feedback examples to the learners. They should consider individually how they would feel if someone reacted in that way after their pitch.</p> <p>How could the feedback be worded/offered so as to help someone to improve/develop in a supportive manner?</p> <p>The teacher could explain the 'feedback sandwich/hamburger' concept. The teacher could give each learner an outline of a scenario and ask them to plan their feedback using the 'feedback sandwich/hamburger' concept:</p> <p><a href="http://robdkelly.com/blog/communication/the-sandwich-method-of-feedback/">http://robdkelly.com/blog/communication/the-sandwich-method-of-feedback/</a></p>	45 minutes	
<b>Preparing a script</b>	<p>Learners must submit a script to assist with the assessment of their work. In this activity learners will learn how to produce an appropriate script. The lesson will cover what information should be included and helpful general annotations.</p> <p>Learners could be asked to produce a script for their mock-pitch as a group, and then use peer assessment to assess another groups' 'mock-pitch scripts'. The feedback obtained could support the learners' personal development ready to prepare for the assessed pitch.</p>	45 minutes	

# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to review the strengths and weaknesses of a proposal and pitch		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Importance of self-review and development</b>	<p>Learners could be divided into small groups and given a card with a topic to deliver a three-minute mini-pitch to sell a specific business idea to a group of Dragons (see activity 1 for LO3).</p> <p>After the activity learners could individually review their performance – what were the strengths and areas for development? What did they learn from the experience? Learners could reflect on their experiences from carrying out each of the roles – ‘Dragon’, audience and presenter.</p> <p>Teachers should lead learners through this review step by step as preparation for completing LO4.</p> <p>An example of a mock personal development plan following a pitch could be shared with learners. The learners could discuss the contents and consider how this activity will help the entrepreneur to be more successful in the future.</p> <p>Learners could then be given a set of cards with different areas for development that may be identified following a pitch. Learners could work in pairs to formulate recommendations as to how the individual could improve on their development point, e.g. could they develop practising more, gaining more experience etc.</p>	1 hour (approx. depending upon number of learners)	Unit R066 LO3
<b>Reflection after delivering a professional pitch to an external audience</b>	<p>The teacher could give learners a selection of reflective log entries to review. Learners could consider the types of information that they include and how they are presented. Do they think they are useful? What else may they consider including in their logs?</p>	30 minutes	Unit R066 LO3
<b>Review of business proposal</b>	<p>Learners could be presented with a sample business proposal (written by the teacher).</p> <p>The learners could critically identify the strengths and weaknesses of the proposal. They could then think of how the business proposal could be developed further in order to increase its chances of success – what is missing or should aspects be removed from the proposal document?</p>	30 minutes	Unit R065 LO4



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