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| Unit Title: | Introduction to business enterprise |
| OCR unit number | 13 |
| Level: | 2 |
| Credit value: | 6 |
| Guided learning hours: | 50 |
| Unit reference number | F/503/5866 |

Unit purpose and aim

This unit will develop the learner's knowledge of business enterprise whilst developing their entrepreneurial and professional skills. This unit will encourage growth in effective presentation techniques, the generating of product proposals and knowledge of customer relations.

This unit will allow learners to explore and develop an understanding of product feasibility through finance, costing and bringing a product to market. It is recommended that this unit is assessed through practical business pitches where the learners will present their findings and product ideas to a board of industry representatives, peers or delivery staff.

| Learning Outcomes | Assessment Criteria | Teaching Contents |
|---|---|--|
| <p>The Learner will:</p> <p>1 Know the skills and attributes that are required to run a business</p> | <p>The Learner can:</p> <p>1.1 Identify skills and attributes required to run a business</p> <p>1.2 Identify personal skills in relation to running a business</p> <p>1.3 Produce a skills action plan</p> | <ul style="list-style-type: none"> • Personal skills and attributes • Examine existing entrepreneurs and highlight particular skills that are required to run a business • Skills action plan should: <ul style="list-style-type: none"> ○ highlight own strength and skills ○ areas of possible weakness ○ skills gaps |
| <p>2 Be able to assess the viability of a business idea</p> | <p>2.1 Conduct a SWOT analysis for a business idea. available for businesses</p> <p>2.2 Interpret information to</p> <p>2.3 Identify the unique selling point (USP) of a business</p> | <ul style="list-style-type: none"> • Sources of information and support • SWOT analysis <ul style="list-style-type: none"> ○ enterprise zones ○ business incubation centres • The Princes Trust |

| Learning Outcomes | Assessment Criteria | Teaching Contents |
|---|---|---|
| 3 Understand marketing strategies | 3.1 Evaluate methods of marketing a business | <ul style="list-style-type: none"> • Consider target market, type of product / service. Marketing strategies used should reflect this: <ul style="list-style-type: none"> ○ promotional literature ○ internet ○ TV ○ focus groups ○ conferences, exhibitions and seminars |
| 4 Be able to use basic financial records used by businesses | 4.1 List setup costs of proposed business idea 4.2 Produce a simple cash flow 4.3 Conduct a break-even analysis | <ul style="list-style-type: none"> • Setup costs may include: <ul style="list-style-type: none"> ○ rent ○ utilities ○ equipment ○ software ○ transport ○ staff • Simple cash flow will cover a minimum of the first 12 months |
| 5 Be able to present a business plan | 5.1 Present a business plan to an audience | <ul style="list-style-type: none"> • The business plan should cover: <ul style="list-style-type: none"> ○ purpose, proposal and summary ○ details of the project ○ the market ○ SWOT ○ marketing strategy ○ staffing ○ capital requirements ○ legal ○ finance ○ cash flow • Methods of presentation • PowerPoint or similar |

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and centres must confirm to OCR that the evidence is authentic.

Evidence requirements

Learners will produce and present a business plan. The focus of these should be based on a business concept either conceived by the learner or from a given scenario. The learners will evidence that they have explored the requirements for starting a business, research into their market and competitors, simple costing and marketing strategies.

Following the production of the business plan, learners should deliver a final presentation in a formal business environment to a panel of members ideally assembled from industry or centre tutors or managers.

Guidance on assessment and evidence requirements

Tutors should allow learners the opportunity to develop a business idea either conceived by the learner or from a given scenario. It may benefit learners to have access to mentors who can help guide their business idea. Learners should be encouraged to identify gaps in the market and develop a realistic business idea.

It is possible for learners to link their business idea to designs and products developed throughout the course of their design studies. It is also possible to link this unit to other studies learners maybe taking in business. The final presentation could be evidenced through video or witness statements.

National Occupational Standards (NOS) mapping/signposting

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

| Occupational standards | Unit number | Title |
|---|-------------|---|
| Freelancing in the Creative and Cultural Industries | FL8 | Manage projects as a freelancer in creative and cultural industries |
| Freelancing in the Creative and Cultural Industries | FL11 | Prepare and manage change for your freelance work in creative and cultural industries |
| Freelancing in the Creative and Cultural Industries | FL12 | Manage risk for your freelance work in creative and cultural industries |
| Design | DES12 | Make a presentation |
| Design | DES28 | Developing your own design offer |
| Design | DES30 | Manage a budget within a design environment |
| Design | DES35 | Manage market research for your design business |
| Design | DES39 | Manage a design project |
| Design | DES42 | Negotiate and make deals with design clients |
| Design | DES43 | Assess design services |
| Business Enterprise | O47NBD501 | Carry out the plans for your business |
| Business Enterprise | O47NBD1001 | Get support for a creative business idea |
| Business Enterprise | O47NEE401 | Find innovative ways to improve your business |

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 | ✓ | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | ✓ | Find and select information | ✓ |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | ✓ |

Resources

Equipment

For effective delivery of this unit centres should have access to the following resources and equipment:

- Computer system with Internet access, word processing, spread sheet and business presentation software
- Projector or interactive white board for delivery of presentations
- Access to a library of resources for research purposes
- Access to business plan, cash flow and break-even templates
- Access to groups of peers, staff or industry representatives for presentation purposes
- Photography and video recording equipment
- Document scanner
- Minimum A3 colour printing capacity for display board production

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 .