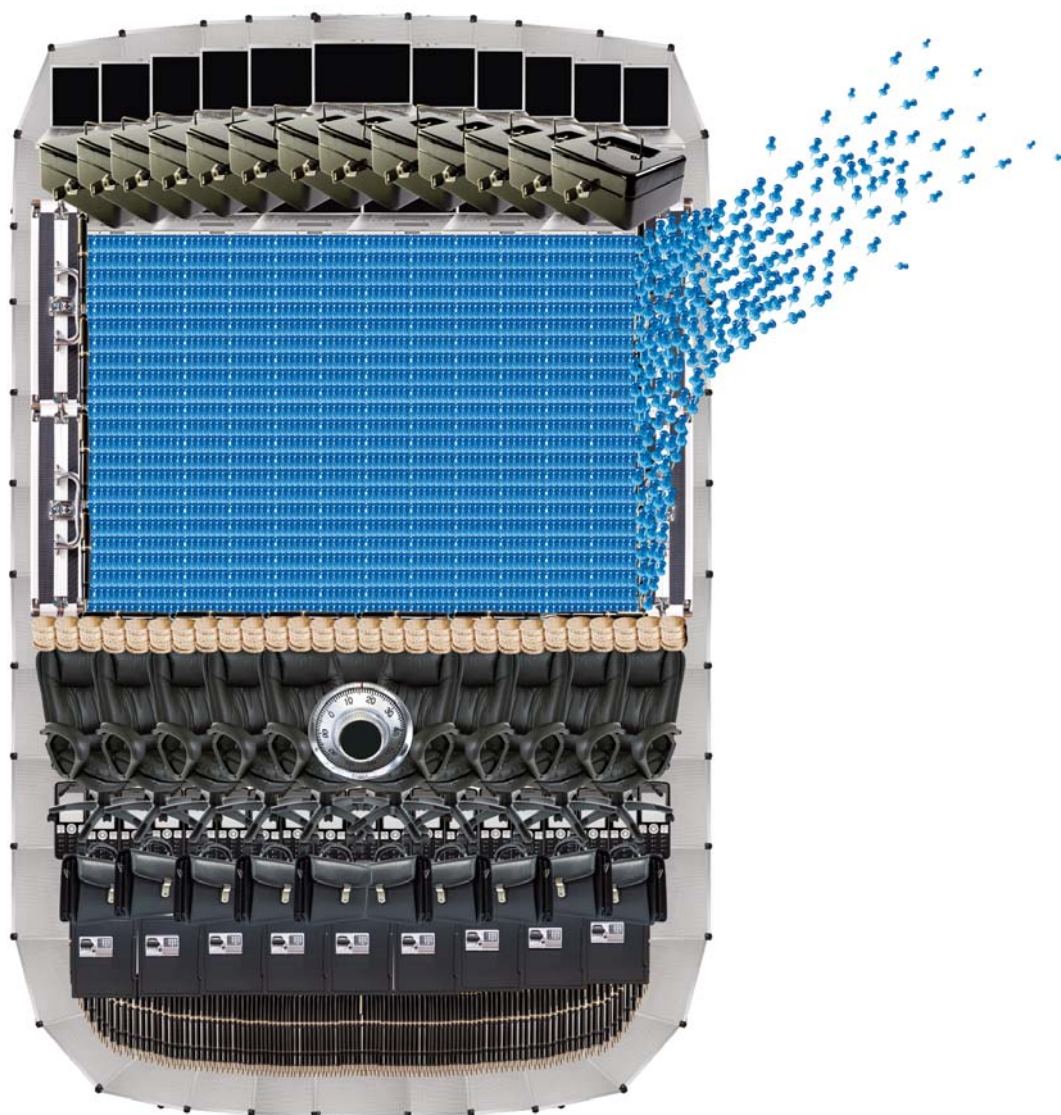


INFORMATION FOR TEACHERS

UNIT 1 - BUSINESS ENTERPRISE



Level 1 Unit 1 Business enterprise

Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia should produce their own assignments in line with the assessment section of the unit, based on their local delivery circumstances. This example has been written as if it has been prepared by the Lead Assessor at the Consortia who has given it to the teacher to deliver.

Overview

This unit can be assessed as part of an integrated assignment with other units, particularly Unit 3: Teams and communication in business and Unit 4: Customer service and sales in business, or as a discrete assignment.

There are advantages with both approaches. An integrated assignment can help to reduce the assessment burden and maximise employer involvement. A discrete assignment may help with timetabling constraints.

Whichever approach is taken the assignment must include tasks that allow:

- the generation and selection of a viable business idea
- a pitch to a prospective investor.

Forms of evidence must include:

- evidence of market research and a report
- a witness statement or presentation with notes.

The brief for this sample internal assessment is based on a discrete assessment for the unit. The word 'idea' rather than 'product', 'service' or 'business' is used to ensure that the learners have a wider scope in this assessment. They could do any of the three and still meet the Unit 1: Business enterprise criteria. The idea of using the Dragons' Den concept is to highlight to learners how individuals can provide support or investment (whichever is applicable) and give a platform for a business reality scenario. The learners should be advised that both investment and support are available to them as is shown in the Dragons' Den programme. Learners should be directed to the Dragons' Den website and allowed to view the clips.

Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section with instructions on task setting for that unit. Parameters are specified in terms of:

- that covers all the Learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** including the level of demand
- the **evidence** that must be produced.

Task 1 (a–b)

The first Learning outcome requires the learner to “Know how to generate and select product ideas for development”. This is a challenging start to enterprise activities as learners can find it difficult to generate a suitable idea. Learners could also select ideas that may present insurmountable problems that are not evident until well into their work. A possible solution is to present an outline idea to learners that allows them to put their own slant on the solution. This task involves learners developing a business idea to raise money for a charity which owns a local building. It requires them to show how the building could best be utilised. This has the advantage of containing the task whilst allowing learners the opportunity to generate and select from a wide range of ideas for development. It also means they do not need to be concerned about leases, rent, contracts or planning permission.

Teachers can help the learners by showing them ways of doing initial quick research. It is not necessary to do a questionnaire for this task although it is a possibility.

This task will be evidenced by each learner writing down their own ideas, giving reasons for choosing them, and promoting them at a meeting.

Task 1 (c–f)

This task deals with the second Learning outcome “Be able to use simple market research to modify the business idea”. The emphasis here is to decide on a method of research and use it to look at the three ideas, choose one idea and make changes based on the research. Teachers should ensure that learners are aware of different ways of doing research, both primary and secondary. Using text messages, web, emails, Twitter, Facebook, questionnaires, focus groups, etc are all ways which should be investigated.

Learners will be working in groups but they will need to produce an individual report.

As evidence is presented as a report, controls are limited and relate to the time allowed for producing the report.

Task 2

This task involves learners preparing for the presentation they are required to undertake in Task 4. It also provides continuing evidence for the second part of Learning outcome 2 where learners must decide on a final idea after modifications are made based on their research. Learners should add more detail to the idea – for example costs, resources, and allocation of identified responsibilities. This information can be used in Task 4 when learners must sell their idea to the “Dragons”. This task is assessed by the minute writing for Learning outcome 2 and is a necessary preparation for Task 4. Therefore learners are asked to keep notes.

Task 3

This task is targeted at Learning outcome 3. Each of the assessment criteria could be undertaken at differing levels of complexity and therefore care should be taken that too much is not demanded. For example, learners should have identified the main target for their product and discovered what type of promotion could be used. Because the idea has been contained in Task 1 it is likely that a simple promotion would be appropriate, such as a Yellow Pages entry or a leaflet using ICT. Equally IT based tools such as Twitter, Facebook etc could be used.

Providing a detailed outline of how the business idea will be launched should be constrained. Learners need only identify what alternatives are available to launch the product (other than the promotional method they have decided to use).

Evidence is presented in the form of the method of promotion used (a sample) and details of the alternatives which could be used to launch the idea.

Task 3 could be completed before or after Task 4. There are advantages to both approaches. Task 3 could provide visual aids for the presentation in Task 4. However, Task 4 could provide

feedback that may influence promotional materials or launch information in Task 3.

Task 4

This task is targeted at Learning outcome 4. Each learner will work as part of a group to make a five minute presentation to a Dragons' Den panel which will include questions and answers.

The questioning session should be designed to ensure that each learner is asked a specific question by either the teacher or a "Dragon" to identify individual contributions.

As the evidence for this task is an oral presentation, medium controls should be in place with the teacher and the "Dragons" providing a witness statement. Presentations should be videoed if possible.

Time

Learners will have a total of up to 15 hours to complete this assignment. The details of time allowed are shown in the Task Summary sheet.

Resources

Initially learners should be shown clips from the Dragons' Den website www.bbc.co.uk/dragonsden. Learners should then be encouraged to go on to the website if they have not seen the TV programme to explore the concept further.

If information from websites is required by learners, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learner with the Assignment Brief.

Assignment Brief

In order that learners can develop a business idea, the teacher should identify local vacant business premises.

Task Summary

Task	Evidence for assessment	Group or individual	Control	Time allowed	Related LO
1(a) Decide on three ideas of how you would like to use the premises to raise money for the charity.	List of three ideas with reasons why they would work.	Individual	Teacher supervised	30 minutes	1
1(b) Decide as a group which three ideas to do further research on. Discussion should be based on: <ul style="list-style-type: none"> advantages and disadvantages of each idea which ideas are achievable. 	None.	Group		1 hour	1
1(c) Decide as a group how you are going to do further research to see if the chosen three ideas might work. Prepare the materials for this research.	Research materials.	Group	Teacher supervised	3 hours	2
1(d) Carry out research to find out whether the three chosen ideas would be liked by the public and will raise money.	None.	Individual		2 hours	2
1(e) Meet with the group to share your answers from the research.	None.	Group	Teacher supervised	1 hour	2
1(f) Produce a report (maximum 500 words) which states the research findings and detail: <ul style="list-style-type: none"> which idea should be chosen why the idea should be chosen what changes might need to be made why the changes should be made. 	Report stating the results of individual and group research and the suggested choice of idea, with reasons. Also give any changes to original idea and say why they should be made.	Individual	Teacher supervised	2 hours	2

Task	Evidence for assessment	Group or individual	Control	Time allowed	Related LO
2 Meet with the group to share your thoughts about: <ul style="list-style-type: none"> • what tasks need doing • what resources might be needed • what the final idea will look like. 	Brief minutes of the meeting which outlines what tasks need doing and who will do them; what resources are needed; what the actual business will be, etc.	Group/ Individual	Teacher supervision for minute writing	1 hour 30 minutes (30 minutes for minute writing)	4
3 Decide on a way of promoting the idea to the target audience using IT. Suggest alternatives which could be used with reasons why they would be effective for the launch of the idea.	Evidence of how IT was used to promote the idea – eg sample email, brochure, mail shot, Twitter, YouTube video etc. Details of alternative methods of the launch of the idea – brief description of each method.	Individual	Teacher supervised	3 hours	3
4 Take part in a presentation to the “Dragons” to tell them: <ul style="list-style-type: none"> • the details of the business idea • the advantages to them of being involved • what is needed in terms of cash or advice/support. 	Copy of the presentation slides, annotated with individual contributions as notes or notes attached Video of presentation Witness statements from teacher and “Dragons” on: <ul style="list-style-type: none"> • how successful each individual was at persuading them • whether examples were used to help them decide • were questions answered and did negotiations take place. 	Group and individual	Teacher supervised Video Witness sheets	1 hour	4

AQA control features

Aspect	L1	L2	L3
1 Task setting	Limited	Limited	Limited
2 Task taking:			
a Time	Limited	Limited	Limited
b Resources	Limited/medium	Limited/medium	Limited/medium
c Supervision	Medium	Medium	Medium
d Collaboration	Limited/medium	Limited/medium	Limited/medium
3 Marking	Medium	Medium	Medium

Task marking: medium level of control

Assessors must use the 'best fit' method to assess the learners' work. This means that they must follow the three 'bands' provided in the assessment grid included in the unit. Assessors are however free to interpret the assessment grid in terms of the local delivery and assessment issues noted in the Task Setting section.

Collaboration

Learners will need to collaborate throughout the assignment.

Roles

A Dragons' Den panel needs to be arranged to provide feedback on learners' initial ideas for the use of the building. The panel will comprise of three members including the group teacher.

The teacher will play the role of the chairperson of the panel for the purposes of this assessment and will also provide a witness statement for each learner's performance during the Dragons' Den presentation. The other "Dragons" will play the role of likely investor/supporter.

Marking

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know how to generate and select product ideas for development	Identified market needs and customer preferences with limited accuracy; demonstrated aspects of generating and selecting potentially viable product ideas.	Identified market needs and customer preferences with accuracy; generated and selected product ideas which are potentially viable.	Identified market needs and customer preferences with accuracy, using this information to demonstrate all stages of generating and selecting potentially viable product ideas.
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Be able to use simple market research to modify the business idea	Used simple market research to test ideas on potential customers, with limited success. Briefly recorded changes to the business idea based on key findings.	Used simple market research to test ideas on potential customers, with sound results. Briefly recorded how findings modified the business idea, showing the link between the findings and the changes.	Used simple market research proficiently to test ideas on potential customers, with sound results. Recorded in detail how the key findings modified the business idea, showing valid links between the findings and the changes.
	0 to 3 marks	4 to 6 marks	7 to 9 marks
3 Know how to implement the business idea	Promoted a product to a target market with limited success, showing the use of ICT. Outlined aspects of the business launch.	Promoted a product to a target market, making successful use of ICT. Outlined how the business idea will be launched, with some details.	Promoted a product to a target market in a persuasive manner, showing proficiency in the use of ICT. Offered a detailed outline, using specific examples, of how the business idea will be launched.
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Be able to communicate the merits of the business idea to prospective investors	Briefly outlined merits of the business idea and attempted to influence prospective investors.	Broadly outlined the merits of the business idea, presenting a case for action in order to influence prospective investors.	Outlined, using specific examples, the merits of the business idea, presenting a persuasive case for action in order to influence and negotiate with prospective investors.

Sample assessment material – information for learners

Assignment overview

In this assignment you will generate ideas which can be used to raise money for a local charity. The charity will lend you their vacant building to help you with this. You will market research your ideas and present these ideas to a team of “Dragons” with the hope of gaining either their money or their support.

You will be required to:

- carry out a questionnaire with members of your class
- develop and choose viable ideas
- market research your idea
- prepare to launch your business
- present your business idea to a panel of prospective investors.

Time

You will have 15 hours to complete the assessment. The following amounts of time are recommended for each task:

- Task 1 – 9 hours 30 minutes (of which 2 hours will be needed to complete the written parts of the assessment)
- Task 2 – 1 hour 30 minutes (of which 30 minutes will be needed to complete the written parts of the assessment)
- Task 3 – 3 hours
- Task 4 – 1 hour

Roles

Your teacher will play the role of the chairperson of a panel of “Dragons” and will assess your work.

Assignment Brief

DRAGONS' DEN



The BBC television programme Dragons' Den has been very successful. It has made the viewing public interested in entrepreneurs and excited by entrepreneurs "pitching" their new products. If you have not seen the programme you can access what it looks like at www.bbc.co.uk/dragonsden.

This assignment has a Dragons' Den theme where you will decide on a business idea, use market research to develop the idea, prepare to launch the idea and pitch your idea to a team of "Dragons".

Before you can enter the Dragons' Den you will need to have a business idea to "pitch".

You have heard that there is an empty building in your local area which a charity owns. They are prepared to allow a group of people to use the building at no cost providing the group raises money for the charity. You need to decide what the empty building could be used for if you were allowed to use it. The building has planning permission to be used as a temporary shop, an office, or a workshop (providing that heavy machinery and transport are not used in and around the building). The building also has good IT facilities which you can use, and chairs, desks and tables plus a back room and a front room (with access for the public). It is also big enough to hold an event for up to 30 people as the back room is quite large

When you have decided what sort of business you might want to run, you need funding to help you open for business; this is where the "Dragons" can help. The "Dragons" have money to invest in the right business ideas. You will make your "pitch" to see if they will invest.

Tasks

Task 1 - Generating business enterprise ideas

You must work as a team to generate ideas of how best to use the premises. Your team should ideally be 4 – 6 people.

- 1(a) Individually**, decide on three ideas which you think would generate money for the charity. You should then talk to friends or family and record feedback. (Keep a copy of these ideas and feedback in your assignment folder (LO1).
- 1(b) As a group**, decide on three ideas, by discussing:
- the advantages and disadvantages of everyone's ideas for raising the money
 - whether you think each idea is practical for you as a group to deliver.
- 1(c)** Develop a way of finding out:
- whether these three ideas would be liked by the public – what are the advantages and disadvantages?
 - what changes to each idea would the public like to be made?
 - whether the public would pay for the ideas to help the charity?
- 1(d) Individually**, once you have decided on how to do your research you should prepare materials and carry out research.
- 1(e & f)** You should meet as a group and share your results of the research. As a classroom exercise, individually write a two page report (no more than 500 words) which says:
- what research materials you used and why you chose them
 - which of your ideas you think is the best to achieve money for the charity and why
 - what changes need to be made to that idea for it to succeed.

This document should be put into your assessment folder (LO2).

Your group should then meet again to decide which idea to adopt. You can use your report as notes to say what your decision was and why, and any changes which you think need to be made.

Task 2 - Developing the business enterprise idea

You now need to develop the idea into a business proposal in more detail.

For example, if you had decided on providing an on-line service, who would be your target market be and what software might you use? If you are going to sell a product what would it be, where would you get the materials, would you make it or buy it ready made? If you are running an event who would be invited; would you provide food? Take some notes which you will need for Task 4, so that you can have some real details of your business to give to the "Dragons".

Your teacher will then allocate a job to each of you to research. The jobs could be deciding on the cost of your idea and the profit you could make; it might be about sourcing the raw materials; it may be deciding which people are best for each role; or it could be designing an arrangement of the rooms of the building. You should do the research for your job and write a one page document which says:

- what needs doing, how it should be done and who should do it
- what resources will be needed.

This document should be put into your assessment folder and labelled Task 2 (LO4).

Task 3 - Starting up the business

As a group you will be preparing to start your business. This will include launching and promoting the business idea.

Decide on a way of promoting your idea to your target audience by using IT. Develop this into a final version to launch your business. Include brief details of other ways of launching your idea which may or may not involve using IT. This should be put in your assessment folder and labelled Task 3 (LO3).

Task 4 - The Dragons' Den

Working as a group, each of you will have up to 5 minutes to present two PowerPoint slides (the first showing your view of the idea you have chosen as a group and the reasons for choosing it and the second showing the advantages to the "Dragons" of getting involved and providing finance and expertise). You will also need to answer the "Dragons" questions. The presentation should tell the "Dragons" the merits of your business idea and about your practical task which supports the launch of the business. The copies of your slides and notes should be put in your assessment folder (LO4).

The presentation will be videoed and your teacher will provide a witness statement about your presentation. The "Dragons" will also provide feedback for each person on how convincing they were in persuading them to invest in the idea. (The feedback sheets should also be put in your assessment folder) (LO4)).