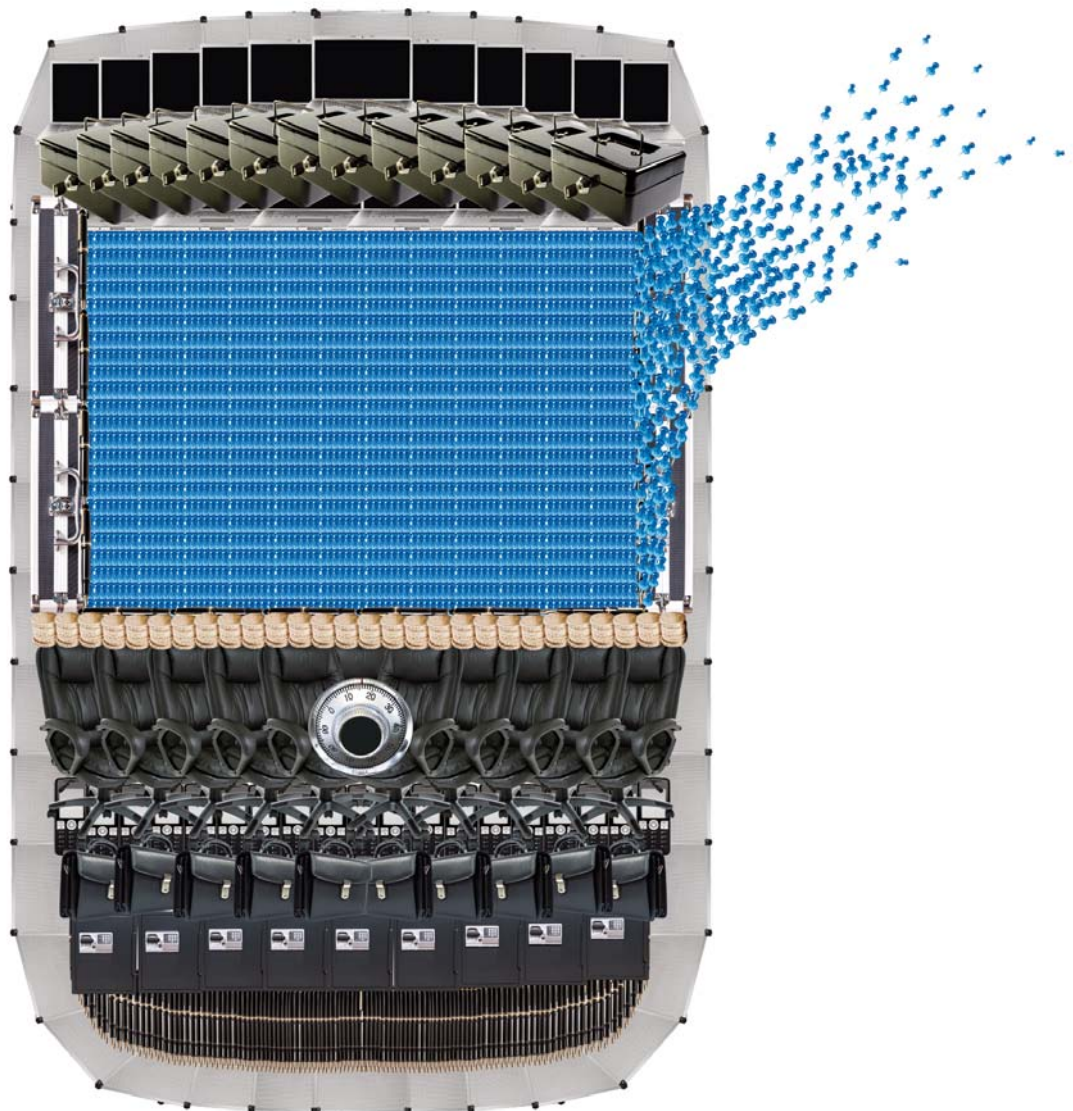


## INFORMATION FOR TEACHERS

### UNIT 1 - BUSINESS ENTERPRISE



# Unit 1 Level 3 Business Enterprise

## Sample assessment material - information for teachers

**This assignment is provided as an example only. Consortia should produce their own assessments in line with the assessment section of the unit, based on their local delivery circumstances.**

### Overview

This unit will help learners gain an understanding of the processes involved in planning, setting up, running and closing down a business venture. Learners will appreciate the characteristics of entrepreneurs and how entrepreneurs identify and develop viable product ideas and business ventures. Learners will explore the risks associated with business activities and how external and internal factors, such as legislation and e-commerce, can impact on business plans and activities.

### Task setting (limited control)

Learners will need to complete the following tasks:

Task 1 – Produce a report researching entrepreneurs

Task 2 – Prepare a business plan and present it to a potential investor

Task 3 – Run a business and produce a monitoring report of their involvement

Task 4 – Close down the business and produce a report evaluating the business.

### Task taking (limited control)

Further information is given below.

### Time

This unit has 90 GLH assigned, of which 60 hours will be needed for the assessment.

The business start-up and implementation plan should take no longer than 2 hours.

Different delivery models can be used but it is anticipated that the majority of consortia will spend at least year 1 of the course to complete this unit. Due to its nature, it is anticipated that other units from Principal Learning will run concurrently with this Business Enterprise assignment.

### Resources

A list of suitable resources is available on pages 32 and 33 of the specification.

Some consortia may want their learners to run the business as a Young Enterprise company, as the requirements of this scheme cover much of the learning outcomes and assessment criteria. If teachers wish to choose this method, early contact with Young Enterprise is recommended.

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

### Supervision

Teacher guidance will play a vital role in learners successfully completing this unit. The choice of the enterprise needs to be considered against the learning outcomes and whether the idea is feasible before the enterprise is launched.

For purposes of the presentation, the teacher or a suitable assessor should play the role of the investor. If the learner is seeking real funding, the presentation can be made to the real sponsor. However, the assessor should also be present and assist in marking.

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching

staff are present. In this way, consortia can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

**Collaboration (limited to medium control)**

Learners are expected to collaborate throughout the assessment, with the exception of completing the written sections of the assessment. For example, the business start-up and implementation plan must be done as an individual piece of work

The bulk of the evidence produced needs to be that of individual learners, but where obvious collaboration is needed then evidence produced by the group may be accepted, for example, the trading accounts of the business will be the same for all individuals, yet, the interpretation and analysis of the accounts are likely to vary depending on the learner.

When a single piece of work is submitted it is still possible for individual contributions to be noted. Work may be annotated by the learner or the teacher to assist the moderation process.

## Marking (medium control)

Please note that the descriptions in this assessment grid relate to the top of each band. Further guidance on using this grid 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 Understand the importance of businesses and entrepreneurship	Explained the main characteristics of entrepreneurs, using examples from local, national or global business.	Explained the main characteristics of entrepreneurs, the contribution of these, and how they are displayed by real entrepreneurs from local, national and global businesses.	Explained the main characteristics of entrepreneurs, linked these characteristics to real entrepreneurs from successful and unsuccessful local, national and global businesses.
	Given a limited evaluation of how creativity and innovation have impacted on society.	Given a comprehensive evaluation of how creativity and innovation have impacted on society; given mostly positive examples, but recognised that there may be negative impacts.	Given a detailed evaluation of how creativity and innovation have impacted on society, looking at both positive and negative impacts and giving examples.
	Offered a basic analysis of the impact of the global economy, and evaluated the influence of innovation and creativity, on business in the UK; used partially relevant information.	Used relevant information to provide a detailed analysis of the impact of the global economy, and evaluation of the influence of innovation and creativity, on business in the UK.	Used relevant information to provide a detailed analysis of the impact of the global economy, and evaluation of the influence of innovation and creativity, on business in the UK, arriving at convincing conclusions.
	0 to 2 marks	3 to 4 marks	5 to 6 marks
2 Understand why businesses fail	Provided a simple description of a number of potential risks affecting the success of businesses.	Described most or all of the main potential risks affecting the success of businesses, mentioning how risks can be minimised.	Described most or all of the main potential risks affecting the success of businesses, mentioning how each one may be anticipated and minimised.
	Explained, using limited knowledge, why businesses fail	Explained clearly, using sufficient knowledge, why businesses fail.	Explained extensively, giving comprehensive reasons why, businesses fail.

	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the different options for the structure and operation of businesses	Conducted basic research into business aims and structures, including activities, functions, trading methods, roles and resource requirements; presented their research with clarity at times.	Conducted effective research into business aims and structures, including activities, functions, trading methods, resource requirements, and the roles and responsibilities of key personnel; presented their research clearly.	Used a variety of sources in conducting effective research into business aims and structures, including activities, functions, trading methods, different types of resource requirements, and the roles and responsibilities of key personnel; presented research in a clear and balanced way.
	Explained in simple terms the factors that influence the structure and operation of businesses on local, national and global scales.	Explained the factors that influence the structure and operation of businesses, using examples from local, national and global businesses.	Provided a detailed, up-to-date and articulate explanation of the factors that influence the structure and operation of businesses, using examples from local, national and global businesses.
	Explained, using limited knowledge, the main functions of a business and the responsibilities of the personnel	Explained clearly, using sufficient knowledge, the main functions of a business and the responsibilities of the personnel.	Explained, using extensive knowledge, the main functions of a business and the responsibilities of the personnel.
	Analysed clearly, using sufficient knowledge, the factors affecting how business resources use is planned.	Analysed, using extensive knowledge, the factors affecting how business resources use is planned.	Analysed, using limited knowledge, the factors affecting how business resources use is planned.
	Offered some advantages and disadvantages of a basic range of trading methods.	Evaluated the advantages and disadvantages of a range of trading methods.	Evaluated the advantages and disadvantages of a range of trading methods to meet different business needs.

	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to develop a business enterprise idea	Generated and screened a limited range of ideas for products/services, primarily considering form and function	Generated and screened a range of ideas for products/services, taking the target market into account.	Generated and comprehensively screened a range of ideas for products/services, taking the target market into account.
	Attempted to select and evaluate the most viable idea.	Selected and evaluated a viable idea giving reasons for the selection.	Selected the most viable and innovative idea; provided a detailed evaluation of the chosen idea supported by evidence about the target market and projected costs and revenues.
	Made limited attempt to develop the idea to a rounded product or service.	Developed the idea to a rounded product or service with some limitations	Developed the idea to a rounded product or service with few or no limitations.

	<b>0 to 4 marks</b>	<b>5 to 8 marks</b>	<b>9 to 12 marks</b>
5 Be able to present a business idea to potential investors	Delivered a presentation to potential investors, using simple prepared materials; included essential information, attempted to give financial forecasts, and responded to questions	Used a range of prepared materials to present a persuasive business case to potential investors; included details of their product/service, financial forecasts, and contingency plans for dealing with risks; handled questions well.	Used a useful range of prepared materials to present a logical and persuasive business case to potential investors; included most or all details of the product/service and clear requests, plans and contingency plans supported by reliable financial forecasts; anticipated questions and provided convincing answers
	Reviewed idea but made limited changes to product.	Reviewed idea and made changes to product.	Reviewed idea, drawing on feedback to improve the product.
	<b>0 to 8 marks</b>	<b>9 to 16 marks</b>	<b>17 to 24 marks</b>
6 Be able to start up and run a business enterprise	Produced a plan detailing business aims and structures, activities, functions, trading methods, roles, resource requirements and potential risks. Implemented the plan to start up the business.	Produced a detailed plan including business aims and structures, activities, functions, trading methods, resource requirements, roles and responsibilities, and potential risks; presented the plan in a clear and understandable way. Implemented the plan to start up the business.	Produced a detailed and realistic plan which relates logically to their business idea and which clearly shows how different functions will operate simultaneously; included business aims and structures, activities, functions, trading methods, different types of resource requirements, roles and responsibilities, and contingency plans to address potential risks; presented their plan in such a way that it could be followed by another person. Implemented the plan to start up the business.
	Made limited monitoring checks throughout the running phase.	Made monitoring checks throughout the running phase; however, shown little effort to respond to problems.	Made continual monitoring checks throughout the running phase, adapting when problems arose
	<b>0 to 4 marks</b>	<b>5 to 8 marks</b>	<b>9 to 12 marks</b>
7 Be able to close down a business enterprise	Attempted to close down their business, showing some attempt to work to plan and at times complying with legislation and regulation.	Closed down their business, showing some attempt to work to plan and mostly complying with legislation and regulation.	Closed down their business, showing working to plan and complying fully with legislation and regulation.
	Given a limited evaluation of the experience, with minimal reference to feedback and giving limited suggestions for improvements for the future.	Given a good evaluation of the experience, with some reference to feedback and giving some suggestions for improvements for the future.	Given a thorough evaluation of the experience of the consultation process, referring to feedback and giving realistic suggestions as to improvements for the future.

## **Sample assessment material – information for learners**

### **Assignment overview**

The main part of this assignment is to set up and run a business enterprise.

Before you do this you need to do some research on entrepreneurs – identifying the characteristics which have made them successful or unsuccessful. This should help you as you start thinking about ideas for setting up a business enterprise and the type of product you will sell. Your ideas will be screened by your teacher before the final option is decided. You will then need to prepare a presentation to encourage people to invest in the business. After this you will set up and run the business enterprise. Finally, you will close the business before evaluating your experience.

You can work in a group to set up and run the business enterprise but you must write up your own written reports as explained below.

### **Time**

You will have 60 hours to complete this assignment. Of this 2 hours will be given to you to complete the initial plan under controlled conditions.

### **Assignment brief/tasks**

#### **Task 1**

##### **Produce a report researching entrepreneurs**

You should produce a short report which investigates the main characteristics of at least two entrepreneurs from local, national or global businesses. You should examine the main characteristics which make them successful (or unsuccessful) and the impact of their creativity and innovation on business and society in the UK and the global economy. You should consider both the positive and negative impacts.

#### **Task 2**

##### **Prepare a Business Plan** (this should be no more than 10 sides of A4)

You need to undertake market research into the market in which your business will be operating. This research will include

- The potential customers within the market for your chosen product
- how your business will market and sell its products.

You should consider for your business:

- its key functional areas
- its key personnel – their roles and responsibilities
- the type of organisational structure.

You need to compile this information so as to present it to a potential investor to secure finance. Your presentation should be no more than five minutes.

You should ensure that you complete contingency plans for any foreseeable problems and consider potential questions and answers. You should use this information to update your Business Plan and supporting documentation with changes as the business progresses.

#### **Task 3**

##### **Run the business enterprise**

You must run your business, providing evidence of your involvement in the activity. You should keep a journal of your involvement which reflects your performance. You should respond positively to any changes that occur and update your Business Plan accordingly.

#### **Task 4**

##### **Closure of the business enterprise and produce an evaluation report**

You must close down the business, ensuring that you comply with the relevant legislation and regulations.

Produce a report which evaluates:

- Your personal experiences from running the business that draws on the research you conducted in Task 1. For example, did you have face problems some of the entrepreneurs you researched experienced?
- Realistic improvements for similar projects in the future, drawing on feedback you received.