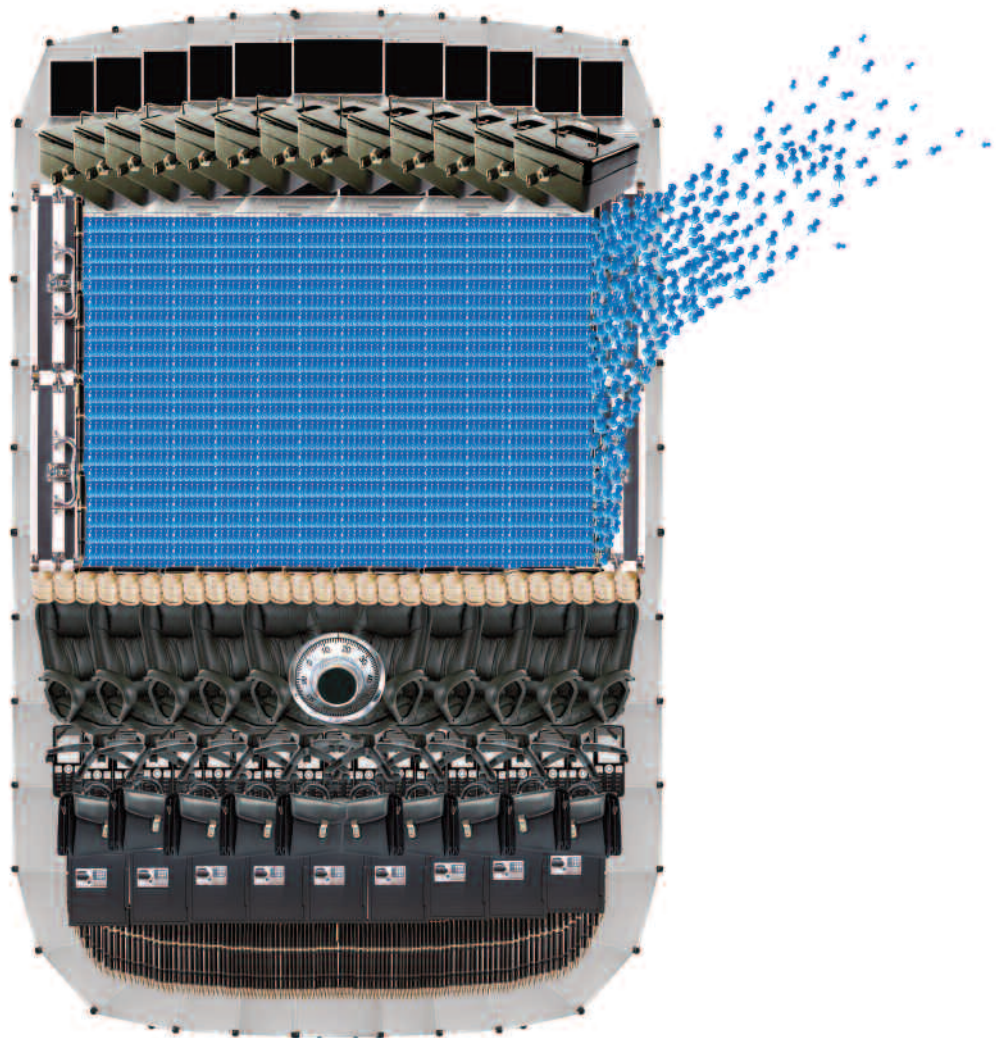


BUSINESS, ADMINISTRATION AND FINANCE

Unit 1: Business enterprise



Business, Administration and Finance

Level 2 Unit 1: Business enterprise

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment, which will be externally moderated. A sample assignment brief is available at www.diplomainfo.org.uk

Total GLH	60
Delivery model	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
Aim	<p>To help learners appreciate the characteristics of entrepreneurs and to understand how entrepreneurship can benefit society through innovation and creativity. Learners will:</p> <ul style="list-style-type: none"> • understand the impact of entrepreneurship and entrepreneurs on business • be able to develop a business enterprise idea • be able to present a business idea to prospective investors • be able to start up a business enterprise.
Notes	<p>The assessment for this unit can be included as part of another unit assessment. This unit has close links with the rest of the qualification and, as such, it is suggested that learners are introduced to this topic at the start of the learning programme and that it is taught concurrently with the remaining units.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information</p>

 indicates opportunities for assessment in ICT.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>1 Understanding the impact of entrepreneurship and entrepreneurs on business</p>	<p>Introduce learners to enterprise skills and their importance by studying the profiles of successful entrepreneurs (AC1a).</p> <p>Organise a talk and a question-and-answer session with a local entrepreneur to understand the difference between employee and entrepreneur and the advantages and disadvantages of owning a business.</p> <p>Talks could be supplemented by DVDs, such as <i>Jump Start</i> from the NFTE: www.nfte.co.uk/index.php?mod=teachers_classroom_resources</p> <p>Working individually or in groups, ask learners to research two or three entrepreneurs (from a local or national background) to identify characteristics of entrepreneurs. Learners must then present their research to the rest of the class.</p> <p>Working in groups, ask learners to research entrepreneurs and their businesses (AC1b). The focus should be on how their businesses have benefited from the entrepreneurs (eg Theo Paphitis and Ryman, the stationery supplier). Learners must then present their research to the rest of the class.</p> <p>Then ask learners to research how the UK economy benefits from the work of their chosen entrepreneur (AC1c), eg in terms of job creation, taxation, growth or customer choice.</p>	AC1a–c			10

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
2 Developing a business enterprise idea	<p>Working individually, ask learners to research ways of generating new ideas and methods of identifying a new product (AC2a).</p> <p>Divide the class into small groups. Ask each to identify a business idea and distinguish between this and a genuine business opportunity. Each group should present their ideas to the class.</p> <p>Working individually, ask learners to prepare a questionnaire to identify needs in their local area. The findings should then be collated as a group to identify potential businesses that might satisfy these needs.</p> <p>Working in small groups, ask learners to consider the strengths and weaknesses of their potential business idea. Learners must take into account the resources available, eg time and money (AC2b).</p> <p>Working individually, ask learners to identify a product based on the viability of their business opportunities (AC2c).</p>	AC2a–c	CT1	* ⌘	10
3 Presenting a business idea to prospective investors	<p>Arrange for a visiting speaker (such as a local bank manager) to talk to the learners. Learners need to understand the importance of having an initial plan, as well as an ongoing plan, for running a business. The speaker should give learners an insight into which ideas are more likely to succeed and why.</p> <p>In a <i>Dragon's Den</i> style activity, ask learners to present their individual ideas to the rest of the group, who will act as the investors (AC3a). The speaker can also take part if they wish.</p> <p>Following the feedback from potential 'investors', learners should produce a final, written, evaluation of their business idea with suggestions for improvement (AC3b).</p>	AC3a, b	IE6 RL3	*	12

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
4 Starting up a business enterprise	<p>Working in groups, ask learners to develop a basic business plan (AC4a). The business plan acts as a tool, allowing learners to:</p> <ul style="list-style-type: none"> • set objectives and break down tasks in order to implement the plan • deploy team members – recognising individual strengths and weaknesses • organise resources • forecast sales • budget • carry out a risk/reward assessment before starting an enterprise • present a plan to a target audience. <p>Arrange for a visiting speaker (such as a local bank manager, a business link advisor or a local enterprise agency representative) to explain the main components of a successful business plan and to emphasise the importance of having clear aims and objectives, and timescales for achieving them.</p> <p>Working in groups, ask learners to identify performance measures to assess the ongoing progress of the business plan (AC4b).</p>	AC4a, b		* ⌘	9
5 Assessment	<p>A sample assignment brief is available at www.diplomainfo.org.uk</p>				19

RESOURCES

Websites

Best Companies: www.bestcompanies.co.uk

Dragons' Den: www.bbc.co.uk/dragonsden

The Prince's Trust: www.princes-trust.org.uk

The Secret Millionaire: www.secretmillionaire.channel4.com

Shell LiveWIRE: www.shell-livewire.org

Business Link: www.businesslink.gov.uk

NFTE (The Network for Teaching Entrepreneurship): www.nfte.co.uk

Startups: www.startups.co.uk

The Social Enterprise Coalition: www.socialenterprise.org.uk/pages/case-studies.html?SP=1892

tutor2u: www.tutor2u.net

Small business advisory services

The Federation of Small Businesses, 2 Catherine Place, Westminster, London, SW1E 6HF.

Tel: 020 7592 8100; Fax: 020 7828 5919; www.fsb.org.uk

NFTE, Enterprise Education Trust, Enterprise House, 1–2 Hatfields, London, SE1 9PG.

Tel: 020 7261 4550; Fax: 020 7261 4530; www.nfte.co.uk

Books

Mariotti, S. and Caslin, M. (2000) *The Very, Very Rich* (formally called 'Entrepreneurs in Profile'). Franklin Lakes, NJ: Career Press. See Chapter 1.

Marcouse, I. (2006) *GCSE Business Studies: Introduction to Enterprise*. London: Hodder Arnold.

Rickman, C. and Roddick, A. (2005) *The Small Business Start-up Workbook: A Step-by-Step Guide to Starting the Business You've Dreamed Of*. Oxford: How to Books.