

Applied Business – Scheme of Work

Certificate/Extended Certificate

**Unit 5: Developing a business proposal Unit type:** Internally assessed

**Guidance notes**

This Scheme of Work (SoW) illustrates how the unit content could be delivered over 60 GLH. The Developing a business proposal unit should be delivered either after or at the same time as the Unit 4 Managing and leading people unit, and as an integrated part of the chosen optional unit. The way in which the unit should link in with the chosen optional unit is identified in the SoW below.

This Scheme of Work should be used in conjunction with the qualification Delivery Guidance document. You should also note that it follows the GLH Breakdown section of the unit specification in relation to the apportionment of teaching time to unit content.

Choose option

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| **Number of hours** | **Specification reference** | **Key learning objectives**  Consider inclusion and differentiation (as appropriate and relevant) **Equality and Diversity in BLUE** (to be enhanced by unit teacher as appropriate for learner group) | **Learning activities and resources**  What will be learner led? What will be Tutor led? Topics for plenary? Homework?  Classroom based or off-site? Employer engagement?  **Stretch and challenge in RED** *(to be enhanced by unit teacher as appropriate for learner group)* | **Plenary**  How will learner progress be checked?  Evidence requirements? | **Embedding or contextualising**  (opportunities for skills development)  **Maths in PURPLE**  **Transferable Skill opportunities in ORANGE** |
| 3 | PO1 – Using mind maps for decision making and identifying products and target markets |  Understand the purpose and use of mind mapping and how software can support the process of considering potential business ideas   Be able to map the products and target markets of business ideas | Tutor to outline the unit and its relationship to the optional unit. Links to units 1, 2 and 3 outlined.  Tutor to overview idea of mind mapping and to illustrate use of software (eg [http://www.xmind.net](http://www.xmind.net/) or  through a word table template).  Tutor to use one example mind map illustrating three business ideas, focussing on product (good/service) features and characteristics/benefits looked for by target markets – direct link back to unit 3. Tutor to underline  importance of broad thinking at this stage  ie importance of ideas rather than drilling down too far into viability. |  Evidence collection and partial  completion of P1 (taking **approximately**  ½ hour) |  Research skills  when gathering evidence for mind mapping |

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|  |  |  | Learners, working in small groups, to develop mind maps for three business ideas provided by tutor. Learners to present their mind maps. Whole class discussion on the meaning of product features, target markets, segments and the importance of building a general picture of possible business ideas.  Individual learner to start working on own mind map ie initial mind map on three business ideas and associated target markets/products. Tutor to provide individual guidance in relation to scope of ideas. Learners to complete for homework eg by completing sections of a word template **or** top level sheet of an XMind template provided by the tutor. |  |  |
| 3 | PO1 – Outlining resource implications |  Understand the range of resource implications for business ideas   Be able to map the resource implications of business ideas   Be able to analyse the significance of resource implications for business ideas | Tutor to review unit 1, 2 and 3 concepts related to resource requirements of business activities. Learners to confirm understanding and tutor to support.  Learners, working in small groups, to consider resource implications of  business ideas provided by tutor. Tutor to  stress importance of general considerations at this stage (could be a matching exercise eg high/medium/low requirement for resource). Learners to complete mind map showing resources |  Complete mind map of business ideas (targeting criteria P1 and M1, taking **approximately**  ½ hour) |  Research skills  when interpreting evidence for the mind map |

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|  |  |  | needed (eg completing the resources section of the word template or the resources sheets of the Xmind template).  Whole class discussion on the resource implications identified by each group. Tutor to discuss the significance of the resource implications ie how they might impact on the potential success of each business idea.  Learners, for homework, to complete their own mind maps considering resource implications and their potential significance for their own business ideas eg by completing their word templates **or** the resources sheets of their XMind templates (adding written annotations to each sheet to target criterion M1) |  |  |
| 3 | PO1 – Selecting a business idea |  Understand the ways in which the potential of business ideas can be considered   Understand the meaning and purpose of decision making tools: PMI tool; ranking options eg  ‘diamond nine’   Be able to identify the advantages and | Tutor to review units 2 and 3 in respect of bullet points in unit 5’s ‘selecting a business idea’ section. Impact of these bullet points should be related to unit 1 in terms of their financial consequences.  Learners, working in groups, to consider **one** of the business ideas introduced by the tutor in previous lessons (all three ideas collectively covered within the class). Learners, using the Internet, to investigate potential:   competitive advantage and rivalry |  Completed decision making template (targeting criteria P2, M2 and D1, taking **approximately** 2 hours) |  Research skills  when gathering and interpreting evidence for the decision  making exercise   Written communication skills when completing the |

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|  |  | disadvantages of  implementing business ideas   Be able to use decision  making and mind-mapping tools to analyse and evaluate the potential of business ideas |  external environment factors relevant  to the products and target markets   risk and uncertainty   legal issues related to competitor trademarks and patents   continued expansion and potential to protect competitive advantage eg through use of trademarks and/or patents  Whole class discussion of findings, including the use of Internet research and the difficulty of gaining information. Tutor to stress need for ‘broad brush’ at this stage.  Tutor to outline meaning and purpose of decision making tools eg PMI tool. Templates provided and learners, working in small groups, to use these in relation to the previous business idea.  Whole class discussion on tutor business ideas using all available information and justifying best idea. Issues of objectives and personal circumstances to be discussed in relation to how these affect outcome of decision making.  Learner to complete their decision making exercise, using a template provided by the tutor, for their own |  | justification  section of the decision making template |

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|  |  |  | business ideas (to be completed as homework). |  |  |
| 2 | PO2 – Researching, modelling and testing the business proposal (approaches to developing coherent proposals) |  Understand the ways in which coherent business proposals can be developed eg business model canvas | Tutor to review PO2 and PO3 from unit 3 in relation to modelling a business proposal and to outline the Business Model Canvas (BMC) tool as a way of thinking about all aspects of a business proposal, ensuring that it has a good chance of being coherent.  Learners in groups to practice use of BMC based on **one** of the tutor’s business ideas from previous sessions.  Whole class discussion on the completed BMCs and tutor to ensure that learners understand the purpose and use of the tool.  Individual learners to sketch out their  BMC for their own business idea. |  Completed Business Model Canvas |  |
| 1 | PO2 – Researching, modelling and testing the business proposal (research plans) |  Understand the purpose and structure of research plans   Be able to outline a research plan to investigate a business proposal (marketing, operations, human resources and financial | Tutor to outline purpose and structure of research plans (linking to the BMCs completed in the previous session).  Learners, working in small groups, to produce a research plan for tutor’s business idea from previous session. Tutor to confirm understanding and  stress the time limitations for carrying out research ie the research plans should not be focussed and capable of being |  Completed research plan template (targeting P3, taking **approximately**  ½ an hour) |  |

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|  |  | components) | implemented  Individual learner, for homework, to complete the research plan for their own business idea. |  |  |
| 2 | PO2 – Researching, modelling and testing the business proposal (research implementation) |  Understand how to implement research plans to identify key findings   Be able to implement a research plan to collect  and collate data to develop a business proposal (marketing, operations, human resources and financial components)   Be able to analyse research data to identify key findings needed to develop a business proposal | Tutor to run first workshop session on constructing research tools to implement the research plans.  Learners to construct research tools, completed as homework, and tutor to monitor progress.  Tutor to run second workshop session on analysing research findings, to include use of cross-tabulation of questionnaire results eg attitudes towards a product across age groups.  Learners to complete research and analysis for homework, presenting this as a working analysis file ie containing findings and analysis of these findings,  but not presented in any kind of report  format. |  Analysis file (targeting criteria P4 and M3, taking  **approximately** 1  ½ hours) |  Research skills  when gathering and collating information   Maths skills when analysing collated data |
| 2 | PO2 – Researching, modelling and testing the business proposal |  Understand the purpose and use of business proposal spreadsheet models (forecasted sales, costs, contribution/break- | Tutor to outline the purpose and structure of the spreadsheet model template. Tutor to illustrate the use of the spreadsheet template using sample data and  indicating the data that has to be entered by the learner. |  Completed spreadsheet model template (P5) using research findings |  Maths skills  when preparing data for spreadsheet template |

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|  | (completing a spreadsheet model) | even; cash flow; income  statement)   Be able to complete a spreadsheet model, using research findings, to clarify a business proposal’s vision and aims | Learners to practice entering data, using sample data, and modifying this to see the effects on cash flow and profits.  Learners to review their analysis files and identify information useful to them for completing the spreadsheet template. Tutor to support and provide guidance as necessary.  Learners, for homework, to complete a spreadsheet model for their own business proposal. | (taking  **approximately**  ½ an hour) |  |

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| 2 | PO2 – Researching, modelling and testing the business proposal (using a spreadsheet model) |  Understand how to use business proposal spreadsheet models to test viability and clarify vision and aims   Be able to analyse and justify the viability, vision and aims of a business proposal using a completed spreadsheet model | Tutor to outline purpose of what-if analysis in relation to considering the viability of a business proposal.  Tutor to illustrate this using the example spreadsheet from the previous session, focussing on the impact of changes in cost and revenue assumptions on cash flow and profits. Tutor to discuss how this might affect the stated vision and aims of the business proposal.  Learners, working in small groups, to use model set up by tutor to carry out two what-if analyses and to report back to whole class on vision, viability and aims on the basis of the what-if analyses.  Learners, for homework, to complete a  ‘viability, vision and aims’ report template based on a what-if analysis of the spreadsheet model of their business proposal. |  Completed viability, vision and aims report (targeting criteria M4 and D2, taking **approximately** 1 hour) |  Problem solving  skills when carrying out  and interpreting  what-if analysis |
| 3 | PO2 – Using research findings to outline coherent marketing, operations, human resources and financial plans |  Understand the meaning and purpose of business proposals’ key components (within marketing, operations, human resources and financial plans)   Be able to outline a | Tutor to review coverage to date and outline the three 1hr ‘workshop’ sessions covering the development of outline  plans for business proposals:  1) Understand key components of the business proposal, reviewing units 1, 2, 3 and, if delivered, 4. Tutor to help learners to focus on |  Completed business proposal outline template (targeting criterion P6, taking  **approximately** 1 |  Problem solving  skills when thinking through the links between the  key components of the business |

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|  | (outline plans) | business proposal’s  marketing, operations, human resources and financial plans | the meaning and purpose of the  key components of the marketing, operations, human resources and financial plans as they relate to each learner’s proposal  2) Funding providers, either by running the event or providing materials for the tutor to run the event, to provide a practical focus through concentrating on the financial plan and how the marketing, operations and human resources plans feed into this  3) Learners to carry out a ‘health- check’ review of their intentions regarding the outline plans, ensuring that they have the knowledge, research findings and overview of the proposal necessary to complete the outline plans in the time available. Tutor to support and stress the need for concise outlines, as indicated by template provided.  Learner to complete outline plan templates, including print out of key information from spreadsheet model (as a minimum, the cash flow and income | ½ hours) | proposal |

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|  |  |  | statement sheets). |  |  |
| 2 | PO2 – Using research findings to outline coherent marketing, operations, human resources and financial plans (coherence of proposal) |  Understand the meaning of business proposal coherence   Be able to analyse and justify the coherence of a business proposal | Tutor to outline meaning of a coherent business plan ie all components logically support each other. Tutor to introduce template for considering coherence and demonstrating three or four potential  links between components of different  outline plans eg HO: between human resources (skills and organisation of employees) and operations (customer order fulfilment).  Learners, in small groups, to investigate good/bad examples of outline proposals (provided by tutor) and to compare and contrast these examples using the coherence template. Whole class discussion with tutor illustrating the meaning of coherence.  Individual learners to review their own portfolios and tutor to support prior to learners completing the coherence template and justification report for homework. |  Completed business proposal coherence template and justification report (targeting criteria M5 and D3, taking  **approximately** 1  hour) |  Written  communication skills when completing the justification section of the template |
|  | Complete optional unit (6, 7 or 8) based on unit 5 PO2 portfolio evidence | | | | |
| 2 | PO2 – Using research findings to outline coherent |  Be able to review the coherence of a business proposal given new information from the | Learners to use portfolio evidence from their optional units to inform  modifications to their business proposal’s  outline plans. |  Amended evidence for P6, M5 and D3 |  Research skills  when reviewing unit 5 and optional unit |

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|  | marketing, operations, human resources and financial plans (reviewing coherence of proposal) | optional unit   Be able to modify an outline business proposal given new information from the optional unit | Learners to use their spreadsheet  models and Business Model Canvases to review possibilities and impact of any changes on the viability of their  proposals.  Tutor to support in terms of ensuring learners aware of process.  Learners to adjust outline proposal, updating portfolio evidence for P6, M5 and D3. |  | portfolio  evidence |
| 1 | PO3 – Producing materials to communicate the business proposal (methods of communication) |  Understand the use of verbal, non-verbal and visual communication methods in relation to communicating a business proposal | Tutor to review communication methods (introduced in optional module) and focus on how these could be used to communicate a proposal to funders.  Learners to audit their own communications skills and how they  would like to communicate their proposal.  Tutor to stress, however, that all three skills are considered.  Learners to identify methods (using template), tutor to review. |  Completed audit of learner’s communication skills   Completed methods of communication template |  |
| 1 | PO3 – Producing materials to communicate the business proposal |  Understand the meaning and purpose of a business proposal executive summary   Be able to produce an | Tutor to outline meaning of an executive summary and provide an example (linked back to one of the previous example proposals used).  Tutor to introduce executive summary |  Completed executive summary template (contributing to |  Written  communication skills when completing the executive |

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|  | (executive summary) | executive summary for a  business proposal | template and learners to confirm understanding of purpose and the meaning of a concise summary.  Individual learners to complete executive summary for homework. | criterion P7,  taking  **approximately**  ½ an hour) | summary  template |
| 4 | PO3 – Producing materials to communicate the business proposal (materials to communicate the key components of the business proposal) |  Understand the range of materials that can be used to communicate the key components of business proposals   Be able to produce materials to communicate the key components of a business proposal to funding providers | Tutor to outline range of communication materials that could be used and how they might fit with the methods of communication considered. Tutor to stress that face-to-face communication may well not be used.  Tutor to provide examples of succinct and purposeful communications.  Tutor to run three 1hr workshop sessions for learners to investigate and draft possible communications, taking into account communication methods being used. If possible, funding providers to support these workshops:  1. Materials for outlining the proposal  2. Materials for detailing the key parts of the proposal  3. Materials for demonstrating the  viability of the proposal  Learners to complete a communications |  Completion of communications folder (targeting criterion P7, taking **approximately** 1 hour) |  Communication  skills when completing the communication folder |

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|  |  |  | folder, containing the draft and proof versions of materials, for homework |  |  |
| 1 | PO3 – Producing materials to communicate the business proposal (importance of producing concise and logical communication materials) |  Understand the meaning and importance of concise and logical communication materials   Be able to review own communication materials to evaluate their strengths | Tutor to illustrate meaning of concise and logical communications through  good/bad examples. Learners, working in small groups, to investigate additional examples using a template provided by the tutor.  Whole class discussion and tutor to confirm learner understanding of the meaning and importance of logical communication materials. Tutor to stress that delivery of the communication will be brief (nominally 15 minutes) and does not necessarily involve a face-to-face presentation.  Individual learners to complete, for homework, communication materials audit using template provided by tutor. |  Completed communication materials audit template (targeting criteria M6 and D4, taking **approximately** 1 hour) |  |
| 5 | PO3 – Communicating with funding providers (all) |  Be able to communicate a business proposal to funding providers   Understand the range and purpose of funding provider questions concerning the content of outline marketing, operations, human | Learners to review materials and tutor to support prior to delivery.  Tutor to provide support materials on the nature of queries that might occur and how learners can logically and systematically construct responses.  Tutor to schedule learner delivery of materials. Tutor, within the 5 hours allocated, to ensure all learners have |  Completed funding provider communication exercise (targeting criterion P8, using channels suitable for learner and  funding providers |  Verbal, non-  verbal and visual communication skills when completing communication exercise |

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|  |  | resources and financial  plans   Be able to provide supported responses to funding provider questions on the content of a business proposal   Understand the range and purpose of funding provider questions concerning the coherence of business proposals   Be able to provide justified responses to funding provider questions about the coherence of a business proposal | delivered their communications.  Funding providers given time and opportunity to question content and coherence of each learner’s proposal. This may be face-to-face or electronic communication.  Individual learners to consider responses to funding provider questions and complete responses within the time provided.  Individual learners to review communication process and experiences, identifying ways in which their proposals might be taken forward. Tutor to prepare learners for final PO4 coverage and to review learners readiness for this performance outcome. | – no specific time  allocation but **nominally** ¼ of an hour)   Completed funding provider content and coherence exercise (targeting criteria M7 and D5, taking **approximately** 1  ¼ hours to complete responses) |  |
| 3 | PO4 – Strategic contingency planning |  Understand the meaning and process of strategic contingency planning   Be able to describe possible risks faced by a business proposal, if implemented, and analyse responses to them | Tutor to outline aspects of contingency planning:   Risks   Evidence   Impact   Managing resulting change  Tutor to illustrate these aspects to learners’ experiences from the communications exercise (PO3). |  Completed risks and responses template (targeting criteria P9 and M8, taking **approximately**  ½ an hour) |  Written  communication skills |

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|  |  |  | Individual learners to carry out additional research required to complete the contingency plan eg economic forecasts.  Individual learners to use risks and responses template to produce a contingency plan, to be completed for homework. |  |  |
| 3 | PO4 – Achieving aims (factors affecting ability  of the business  proposal to achieve its aims) |  Understand the range of factors affecting the ability of a business proposal to achieve its aims: achieving sales; acquiring human resources; leading and empowering human resources   Be able to describe factors affecting the ability of a business proposal to achieve its vision and aims | Tutor to outline nature of challenges faced by business start-ups in respect of:  1. Achieving sales  2. Acquiring human resources  3. Leading and empowering human resources  If possible, tutor to use one or two local entrepreneurs to provide learners with guidance on practical issues faced when implementing outline plans and how this did/did not affect the overall vision and aims of the business.  Learners to carry out peer review of their business proposals with peers suggesting possible practical issues that might affect the implementation of the proposal.  Individual learners to complete first page of ‘vision and aims’ template provided by tutor. Tutor to emphasise that focus is on how the factors affect the proposal’s |  Partially completed factors affecting achievement of vision and aims template (page  1, targeting criterion P10, taking **approximately**  ½ an hour) |  |

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|  |  |  | vision and aims ie wider thinking than the previous focus on risks. |  |  |
| 4 | PO4 – Achieving aims (modifying the business proposal’s marketing, operations and human  resources plans) |  Understand how the marketing, operations and human resources plans of a business proposal can be modified in response to factors affecting the achievement of its vision and aims   Be able to analyse, recommend and justify potential changes to the business proposal to improve its ability to achieve its vision and aims | Tutor to review progress of learners and carry out any remedial support necessary prior to final phase of the unit.  Individual learners to review all evidence, including that contained within the optional unit, considering the factors identified in the first page of the vision  and aims template.  Individual learners to complete second page of the vision and aims template and, on the basis of this, consider potential changes to the business proposal by returning to the spreadsheet model, carrying out adjustments and reviewing their impact.  Individual learners to complete the final page of the ‘vision and aims’ template based on their previous analysis, justifying changes to the components of the proposal. |  Completed factors affecting achievement of vision and aims template (pages  2 and 3,  targeting criterion  M9 and D6, taking **approximately**  1 hour) |  |