

Scheme of work: e-Business implementation

This scheme of work can be used as it is or amended to suit teachers’ needs. It is not mandatory for them to use these SOWs.

Assumed coverage

This scheme of work illustrates how the unit content could be delivered over 60 GLH. The e-Business implementation unit should be delivered as an integrated part of Unit 5 Developing a business proposal. The way in which the unit should link in with the Business proposal unit is identified below.

This 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.

PO1 Investigate e-business opportunities and threats

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO1 – e-business models (meaning) | * Understand the meaning and scope of e-business, e-commerce and m-commerce. * Understand the meaning of the following e-business models: B2C; B2B; C2B; C2C. | Completed homework exercise on meaning of e-business for one relevant small business. | 2 | Tutor to outline importance of this unit in relation to unit 5 ie unit 6 is an opportunity to develop a deeper understanding of e-business technologies and their application to developing a business proposal. Tutor to outline PO1 as a general introduction to the meaning and use of e-business and associated technologies ie a general background before investigating their own e-business implementation.  Tutor to outline meaning and scope of e-business, including e-commerce and m-commerce, and the categories of e-business models. See, for example, [e-commerce business models](http://www.tutorialspoint.com/e_commerce/e_commerce_business_models.htm)  Tutor to illustrate these using a website for one **small** business (selected from a ‘bank’ of small business websites e.g. drawn from website developers such as [Independent web marketing](http://www.web-marketing.co.uk/small-business-website-examples).)  Individual learners to investigate a small business website, relevant to their own business proposal, identifying the use of e-business. Learner to consider how the full range of business models might be used within the market sector that the small business operates within eg C2B and C2C. Complete for homework. |
| PO1 – e-business models (use and benefits) | * Understand the use of e-business models by small businesses. * Be able to outline examples of e-business models used by small businesses. * Be able to analyse the benefits of e-business for the customer value propositions of small businesses. | * Completed e-business model template (targeting P1 and M1, taking approximately 1 hour) * Research skills when gathering and interpreting evidence for e-business model template | 2 | Tutor to outline meaning of customer value propositions (CVP) in relation to e-business. CVP concept reviewed from unit 3, and linked to the example small business used in the previous lesson - tutor to illustrate possible CVP supported through using e-business.  Learners, working in small groups, to investigate two to three additional examples of small businesses (drawn from the ‘bank’ of small businesses) to analyse each business’ CVP. Learners to consider how the range of e-Business models might be used to support the CVP.  Whole class discussion and Tutor to review understanding of purpose of e-business in terms of CVPs.  Tutor to illustrate how each category of e-business model can be used by small businesses to support customer value propositions, systematically considering the benefits/capabilities of each model. Tutor to use a case study of a small business in the immediate locality, perhaps using information supplied by the owner(s) and manager(s).  Learners, working in small groups, to analyse effectiveness of these e-business methods. Whole class discussion of groups’ viewpoints and tutor to stress importance of e-business serving the customer value proposition.  Tutor to introduce template used for e-business model evidence (criteria P1 and M1) and individual learners to identify the two small businesses each will use for PO1. These businesses could be potential competitors for the idea each learner proposed in unit 5, but this is not compulsory.  Individual learners to investigate examples of e-business models used by two small businesses and the benefits for the customer value propositions. Portfolio template (P1 and M1) to be completed for homework. |
| PO1 – e-business communications technology (networks and technologies) | * Understand the meaning and use of: intranets; extranets; World Wide Web; Internet. * Understand the range of e-business technologies available to small businesses for the purposes of: e-procurement; e-office; e-collaboration; e-commerce; m-commerce. | * Tutor review of individual learner contributions to group exercise. * Research skills when gathering evidence for e-business communications technology template. | 2 | Tutor to briefly outline the meaning and use of intranets, extranets, the World Wide Web and the Internet. Much of this should be apparent to learners, but the terminology should be defined and differentiated. A [short video](https://www.youtube.com/watch?v=h8K49dD52WA) could be used, for example.  Tutor to review the meaning of operations and marketing activities (Unit 3 – PO3) ie acquiring and handling inputs; processing inputs into outputs; marketing these to the target market. Tutor to outline the range of e-business technologies available:   * e-procurement (helping to acquire inputs from suppliers) * e-office (helping to process inputs into outputs) * e-collaboration (helping to process inputs into outputs) * e-commerce and m-commerce (helping to market outputs to consumers).   Learners, working in small groups, to consider how various e-business technologies might be used: tutor to provide a new example of a small business, and its CVP, and learners to analyse possible use of each group of e-business technologies, ranking the importance of the technologies.  Whole class discussion of ranking decisions and tutor to review meaning/scope of e-business technologies.  Individual learners to start researching the use of e-business technologies by the two small businesses (perhaps those investigated in P1 and M1). Tutor to make it clear to learners that e-procurement is more likely to be of relevance to small businesses when acting as suppliers **to** larger businesses and government agencies ie B2B and, for example, the experiences of small businesses accessing e-procurement websites operated by larger businesses/agencies. |
| PO1 – e-business communications technology (communications methods and channels; opportunities and threats) | * Understand the meaning and scope of e-business communications methods and channels. * Be able to outline the use of e-business communications technology and channels by small businesses. * Be able to explain the market opportunities and threats, created by e-business communications technology, for small businesses. * Be able to judge the significance of market opportunities and threats, created by e-business communications technology, for small businesses. | * Completed e-business communications technology template (targeting P2, M2 and D1, taking **approximately** 2 hours). * Research skills when interpreting evidence for the e-business communications technology template. * Written communication skills when completing the e-business communications technology template. | 3 | Tutor to run two 1 hour workshop sessions focusing on:   * e-business communications methods and channels * market opportunities and threats, created by e-business communications technology, for small businesses   Each workshop to provide learners with opportunities to investigate the meaning and relevance of the issues to small businesses by carrying out focused internet research to develop a folder of illustrative examples. Tutor to stress that learners are to investigate **market** opportunities and threats (see Unit 2 PO4) i.e. the ways in which e-business technology **might** help small businesses to access markets (opportunities) and ways in which these technologies **might** increase competition and/or create barriers to accessing markets (threats). This is, implicitly, ‘future thinking’ and will be speculative.  After the workshops, learners to take part in a practical exercise. Working in small groups, each group provided with possible market opportunities and threats, related to e-business communications technology, for a small business.  Each group to: rank significance and potential impact of each opportunity and threat; judge overall significance of the combined opportunities and threats.  Whole class review of judgements and tutor to confirm understanding of market opportunities and threats, created by e-business communications technology, for small businesses.  Tutor to issue e-business communications technology template for learners’ portfolios (targeting P2, M2 and D1). Tutor to outline structure and confirm learner understanding of this. Individual learners to complete template for homework. |

PO2 Plan e-business strategy

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO2 – Existing business proposal information | Be able to identify existing information from the unit 5 business proposal (PO2): sales forecast and target market customer profiles; competitors; USP; customer value proposition. | Completed existing business proposal information template (targeting criterion P3, taking **approximately** ½ hour). | 1 | Tutor to review content from PO1 and outline purpose/structure of PO2 i.e. the importance of defining a strategy for e-business. Tutor to also outline purpose of PO3 and PO4 i.e. how the strategy will be implemented and the impact of this on each learner’s business proposal (unit 5).  Learners to review evidence for PO1 and PO2 from their business proposals (unit 5) in relation to:   * Target market and sales forecast * Competitors * USP and CVP   Tutor to issue business proposal information template (targeting criterion P3 for unit 6). Individual learners to complete this template for homework. |
| PO2 – e-business external environment | * Understand the meaning and scope of the e-business external environment: economic; technological; legal; social and ethical. * Understand the possible impact of the e-business external environment on small businesses: use of e-business technologies; ability of owners and employees to operate e-business technologies. * Be able to collect and collate information on the e-business external environment for a business proposal. * Be able to analyse information on the e-business external environment and justify key findings necessary to an e-business strategy. | * Evidence gathering for e-business external environment folder. * Completed e-business external environment folder (targeting criteria P4, M3 and D2, taking approximately 2 hours). * Research skills when gathering evidence for e-business external environment folder. * Research skills when interpreting evidence for e-business external environment folder. | 5 | Tutor to outline the meaning and scope of the e-business external environment. Tutor to illustrate each factor (economic, technological, legal, social and ethical) emphasising the importance of **trends** in, as opposed to snapshots of, the external environment. Tutor to stress the relevance of the legal environment in the context of significant trends in the economic, technological, social and ethical environments ie as responses to problematic trends (eg phishing, hacking etc) or as ways of enabling/regulating e-business (copyright, privacy etc). Note: it is **not** necessary to consider the specific details of legislation.  Learners to set up a ‘e-business external environment’ folder to collect, collate and analyse information on their e-business external environment. This will be a physical folder to contain printed evidence for criteria P4, M3 and D2.  Tutor to outline the ways in which trends in the e-business external environment can impact on the use of e-business technologies and the ability of owners and employees to operate them. Tutor to use examples, taken from a business sector familiar to learners (eg fashion or mobile phones), to illustrate impact of trends.  Individual learners to plan Internet research ie to identify suitable search criteria for their e-business external environment. Tutor to carry out whole class review of research plans and to stress importance of keeping research focussed on their Unit 5 business proposals.  Individual learners to carry out secondary research into the e-business environment relevant to their own business proposal and possible e-business implementation.  Learners to complete collection, collation, analysis and justification of key findings (completing criteria P4, M3 and D2) for homework. |
| PO2 – e-business income streams | * Understand the meaning of e-business income streams: advertising; subscription; merchant; direct sales. * Understand how the choice of e-business income stream(s) depends on: the e-business model used; potential income generated by the stream; cost of establishing the income stream. * Be able to collect and collate information on income streams that could be used by an e-business strategy. * Be able to analyse information to identify appropriate income streams for an e-business strategy. | * Evidence gathering for income streams folder. * Completed income streams folder (targeting criteria P5 and M4, taking approximately 1 ½ hours). * Research skills when gathering and interpreting evidence for income streams folder. | 6 | Tutor to outline possible e-business income streams for small businesses:   * advertising * subscription * merchant * direct sales   Income streams illustrated by tutor in relation to familiar markets (eg holidays, cars) and FMCG markets (eg food, entertainment etc).  Tutor to illustrate the cost and potential incomes (eg in relation to advertising income) of each income stream. These illustrations should outline the software, hardware and human resource implications of each stream to familiarise learners with the steps required to establish each income stream.  Working in pairs/small groups, learners to consider their own business proposals, in relation to each income stream, and the extent to which they might be able to take advantage of the income stream. Tutor to carry out whole class discussion of each income stream’s pros and cons. Tutor to remind learners that they need to consider existing business proposal information (completed for P3) when researching potential income streams.  Individual learners to consider their own likely e-business model and to plan the research necessary to consider the costs and revenues of each income stream.  Tutor to carry out whole class review of learners’ research plans. Tutor to stress importance of **not** narrowing down income streams at this stage ie purpose is to identify key findings - **not** to make final decisions.  Individual learners to set up and complete their ‘income streams’ folders (targeting criteria P4, M3 and D2). Tutor to stress that this folder should contain an analysis and justification of **key** findings needed by each learner’s e-business strategy. Learners to complete their folders for homework. |
| PO2 – e-business strategy | * Understand how an e-business strategy describes its approach and income streams. * Be able to outline an e-business strategy’s approach and income streams. * Be able to explain how an e-business strategy could gain a competitive customer value proposition. * Be able to evaluate an e-business strategy’s ability to create a competitive customer value proposition. | * Completed e-business strategy template (targeting criteria P6, M5 and D3, taking **approximately** 2 hours). * Written communication skills when completing the e-business strategy template. | 4 | Tutor to outline the meaning of an e-business strategy as a description of its approach:  use of e-business income streams  Tutor to review PO1 in relation to an e-business strategy and its approach ie that it should identify the e-business model (B2C, B2B etc) and the use of e-business technologies and channels.  Learners, working in groups, to be provided with two case studies of small businesses that have yet to implement e-business technologies beyond the use of email. The businesses would be contrasted in terms of potential use of e-business models. Each case should provide information on the external environment, customer value proposition and internal resources (available finance and human resources in the context of implementing e-business technologies).  Learners to outline a possible e-business strategy for each business.  Tutor to carry out whole class review of proposed strategies and to illustrate the importance of supporting the customer value proposition ie the dangers of e-business technologies undermining the CVP and how the use of technologies and communication channels should collectively support the CVP.  Individual learners to consider these issues in relation to their own business proposal and the extent to which e-business technologies can help their Unit 5 business to be competitive and deliver an effective customer value proposition.  Tutor to issue the e-business strategy template. Tutor to focus learners on the first column of the first page ie approach and income streams. Tutor to illustrate how these areas are inter-related and jointly define the e-business strategy. Individual learners to reflect on **all** evidence gathered to date to consider three or four alternative strategies and to rank them in terms of helping to achieve the aims of their **business proposal**.  Tutor to outline purpose of remaining sections of the template, stressing that learners should analyse and evaluate the extent to which the chosen strategy could create a **competitive** customer value proposition. Individual learners to complete the e-business strategy template for homework. |

PO3 Existing business information

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO3 – e-business proposal | * Be able to describe the components of an e-business proposal: applications to be used; business process supported; hardware requirements; training and support for users. * Be able to explain the rationale of an e-business proposal and evaluate its viability (financial and marketing). | * Completed e-business proposal template (targeting criteria P8, M7 and D5, taking **approximately** 2 hours). * Written communication skills when completing the e-business proposal template. | 3 | Tutor to introduce e-business proposal template and, focusing on the first page of this template, reviewing the meaning of processes supported, hardware requirements, training and support for users (internal and external). Tutor to illustrate this using a hypothetical example based on one of the small businesses from PO1.  Learners to decide on, and cost, the applications and channels used within their own e-business proposal.  Tutor to outline purpose of the remaining elements of the template ie the rationale and viability of the e-business proposal. Tutor to illustrate meaning of **viability** using two or three examples from small businesses used in PO1.  Learners to review their own e-business proposal, adapting as necessary, and completing the e-business proposal template for homework. Tutor to stress importance of using all available information ie from unit 6 PO1, PO2, completed sections of PO3 and unit 5 PO1 and PO2 evidence. |

PO4 Recommend an e-business implementation plan

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO4 – e-business implementation plan (plan) | Understand the structure and purpose of an e-business implementation plan. | Completed spreadsheet template. | 1 | Tutor to outline purpose of implementation plan ie defining *when* the e-business applications will be implemented and summarising their key elements. Tutor to use an example to illustrate, using a spreadsheet template to be issued to learners.  Tutor to outline meaning and use of milestones, illustrating this through the example.  Learners to review evidence from PO2 and PO3 prior to completing the spreadsheet template for their own e-business implementation plan (to be partly completed for homework). |
| PO4 – e-business implementation plan (proposed metrics) | * Understand the use and purpose of e-business implementation plan metrics. * Be able to produce an e-business implementation plan. * Be able to explain the metrics used to monitor the outcomes of an e-business implementation. | * Completed e-business implementation plan templates (targeting criteria P9 and M8, taking **approximately** 1 hour). * Planning skills when completing the e-business implementation plan templates. | 2 | Tutor to review learner progress on completing spreadsheet template and address any issues regarding the purpose of implementation planning.  Tutor to introduce concept of metrics in relation to measuring the successful implementation of the e-business plan, identifying relevant metrics used within the implementation plan such as user approval ratings, website traffic metrics, conversion rates etc (eg see [Torque website](http://torquemag.io/2015/03/7-key-website-metrics-track/)).  Learners to consider metrics to be used to measure the success of their own implementation plan. Tutor to confirm learner understanding of concept.  Learners to complete e-business implementation plan templates (targeting P9 and M8) for homework. |
| PO4 – New business proposal information (possible impact of the e-business implementation plan) | * Understand how e-business implementation plans can affect the outline plans and coherence of business proposals. * Be able to identify possible impacts of an e-business implementation plan on a business proposal. |  | 2 | Tutor to outline how the e-business implementation could impact on the outline plans and coherence of a business proposal. Tutor to illustrate this using an example business proposal spreadsheet model and related e-business implementation plan.  Learners, working in small groups, to consider how the example implementation plan might impact on the outline plans of the example business proposal.  Groups to feedback and tutor to detail how changes to outline plans might impact on the coherence of the business proposal.  Tutor to issue ‘impact on business proposal’ template, focusing on page 1 of the template and reminding learners that they need to consider how their e-business implementation plans might impact on **both** the outlines **and** the coherence of the business proposal.  Learners to gather information needed to complete page 1. |
| PO4 – New business proposal information (adjustments to the business proposal) | Be able to analyse, recommend and justify adjustments to a business proposal, considering the possible impacts of an e-business implementation plan | * Completed impact on business proposal template (targeting criteria P10, M9 and D6, taking **approximately** 1 hour) * Written communication skills when completing the impact on business proposal template | 3 | Tutor to outline importance of final phase of unit 6 – handing information back to each learner’s business proposal unit to finalise the content of the outline plans.  Tutor to consider pages 2 and 3 of the ‘impact on business proposal’ template and, using the example from the previous session, illustrate the proposed adjustments to the outline plans.  Tutor to illustrate how a change in one outline plan is likely to impact on other outline plans. Tutor to remind learners of the importance of coherence within a business proposal.  Learners to review identified impacts of their e-business implementation plans on their business proposals and to analyse possible adjustments to their outline plans.  Tutor to monitor ensuring that learners understand the meaning and importance of coherence.  Learners to complete template for homework. |