

Applied Business – Scheme of Work

Certificate/Extended Certificate

**Unit 3: Entrepreneurial opportunities Unit type:** externally assessed

**Guidance notes**

This Scheme of Work (SoW) illustrates how the unit content could be delivered over 60 GLH. The Entrepreneurial Opportunities unit is a synoptic unit and should be delivered after units 1 and 2.

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 English in GREEN**  **Transferable Skill opportunities in ORANGE** |
| 2 | PO1 – enterprising behaviour (all) | • Understand the meaning of enterprising behaviour and how market opportunities can be exploited through enterprising behaviour  • Be able to outline examples of enterprising behaviour and market opportunities | Tutor to outline purpose of the unit – how individuals can engage successfully in personal enterprise. Tutor to use three examples of personal enterprise in the immediate local area, ranging across different market opportunities, bringing out meaning and importance of enterprising behaviour and market opportunities. Tutor to highlight synoptic links (Unit 2 PO1- business markets, vision and aims).  Learners, working in small groups, to  identify two examples of personal enterprise locally and/or nationally. Whole class discussion on how examples illustrate the different ways in which individuals can engage in enterprising behaviour and the range of | • Outline of two personal enterprises, and the market opportunities they exploited | • Research skills when gathering evidence for the personal development folder |

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|  |  |  | market opportunities exploited. Tutor to introduce idea of ‘personal development folder’ – collection of individual reflections on concept covered in class which is **independent** from the assessment completed at the end of the unit. Tutor to explain importance of folder ie for learners to develop their broader understanding **before** they tackle the AQA set assignment  Individual learners, for homework, to set  up their personal folders (electronic or physical) and to add first entry by researching two additional examples of market opportunities exploited by personnel enterprise. |  |  |
| 2 | PO1 – innovation, risk and  uncertainty  (all) | • Understand the meaning of innovation, risk and uncertainty  • Be able to outline examples of innovation, risk and uncertainty  • Be able to explain how innovation, risk and uncertainty can affect the benefits gained from personal enterprise | Tutor to outline content of this section: innovation, risk and uncertainty. Tutor to review links to Unit 2 content where risk and uncertainty was first introduced (PO1  – stakeholders and ownership).  Tutor to introduce concept of innovation by illustrating difference between innovation and invention using relevant video clip eg [https://www.youtube.com/watch?v=wpdli kW yf5g](https://www.youtube.com/watch?v=wpdlikWyf5g)  Tutor to use AQA sample assessment  material for unit 3 (on 3D printing) to outline how this was initially an invention, but the ways in which the technology has been put to use is innovation. Tutor to | • Illustration of how innovation, risk and/or  uncertainty have affected benefits gained from operating a personal enterprise | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  |  | return to this SAM throughout the unit as  a way of preparing learners for the nature and level of assessment they will face when given the actual AQA set assignment.  Learners, working in small groups, to research three or four examples of innovation used by entrepreneurs and to outline ways in which this was an innovative use of technology and/or production processes.  Learners to present findings and whole class discussion on the meaning of innovation and the extent to which it is, or is not, important for personal enterprise success.  Tutor to review meaning of, and  difference between, risk and uncertainty ie where a probability of occurrence can be assigned (risk) and where it cannot (uncertainty). Learners to personalise the ideas by considering the risks and uncertainties they face in their own lives. Tutor to discuss importance of  uncertainty for personal enterprise and  how the stress created by uncertainty will always need to be managed eg see [https://www.entrepreneur.com/article/225](https://www.entrepreneur.com/article/225617)  [617](https://www.entrepreneur.com/article/225617)  Learners, working small groups, to consider four ‘personal enterprise’ scenarios, provided by the tutor, which |  |  |

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|  |  |  | **briefly** outline the business idea (with degrees of innovation across the four ideas), scale of initial operation, level of competition, market growth, risks (roughly quantified), uncertainties  (vaguely suggested!) and potential profits if all goes to plan. Learners to rank ideas according to how comfortable they would be to start each enterprise. Groups to note differences/similarities in rankings and feedback during whole class discussion. Tutor to review meaning and significance of innovation, risk and uncertainty.  Individual learners, for homework, to add to their personal folders by **briefly** illustrating how innovation, risk and/or uncertainty have affected benefits of running a personal enterprise. |  |  |
| 2 | PO1 – Myers- Briggs personality types and enterprising behaviour (Myers-Briggs and skills levels) | • Understand the meaning of Myers-Briggs preferences, personality types and characteristics  • Understand the meaning of communication, research and team-working skills | Tutor to develop idea of how individuals might cope with uncertainty and be innovative by considering meaning of  ‘personality’ in simple terms eg inward looking as opposed to outward looking personalities.  Whole class discussion of how we generally talk about individuals (eg  ‘clever’, ‘shy’, ‘risk taker’, ‘bossy’ etc). Tutor to introduce Myers-Briggs model (see [http://www.myersbriggs.org/my- mbti-personality-type/mbti-basics/](http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/)), outlining the four dimensions considered | • Illustration of personality type and skills of individuals within learner’s social groups | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development |

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|  |  |  | by it and the ranges encompassed. Learners to access suitable website outlining the personality types and their characteristics (eg [https://www.16personalities.com/persona lity-types](https://www.16personalities.com/personality-types)) and, in small groups, to briefly explain why each personality type would help the person to be successful in personal enterprise: ‘WXYZ personality type could be successful in personal enterprise because… [complete  sentence using no more than 15 words].’ Whole class discussion of completed sentences and tutor to underline idea that, whilst it’s important to know your personality, **all** types can engage successfully in personal enterprise.  Tutor to review M-B personality types and how the extent to which each can support success in personal enterprise depends on the skills possessed by individuals ie communication, research and team-working.  Tutor to outline meaning of each skill, linking this back to Unit 2 PO1 (Business organisation) and PO2 (Recruitment in relation to skills).  Learners, working in small groups, to be  given a breakdown of each skill (eg communication – written, listening etc) and to identify how each aspect is important for the success of personal |  | folder |

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|  |  |  | enterprise, providing examples where possible.  Groups to feedback (eg one group on communication, another on team-working etc) and tutor to moderate whole class discussion on findings.  Individual learners, for homework, to add to their personal folders by **briefly**  illustrating the personality type and skills of individuals within their social groups. |  |  |
| 3 | PO1 – Myers- Briggs personality types and enterprising behaviour (how M-B and skills levels affect ways in which individuals engage in enterprising behaviour) | • Understand how Myers- Briggs personality type and skills levels affect the ways in which individuals engage in enterprising behaviour  • Be able to outline personality types and skills relevant to engaging in enterprising behaviour  • Be able to explain how personality type and skills affect the ways in which individuals might engage in enterprising behaviour  • Be able to judge the significance of personality type and skills on the ways in which individuals engage in enterprising behaviour | Tutor to review previous lessons on personality types and skills. Tutor to confirm learners are comfortable with the concepts and to support as necessary. Learners, working in small groups, to investigate the **significance** of personality types and skills through  online research of successful and less  successful entrepreneurs. Each group to prepare a presentation which considers four entrepreneurs at the early stages of their ‘careers’. Presentation to communicate an analysis and judgement of the significance of personality type and skills on the ways in which individuals engage in enterprising behaviour.  Tutor to support and to check  understanding of concepts and their significance.  Each group to present findings. Tutor  and, if possible, local entrepreneurs to support whole class discussion on the | • Illustration of how personality type and skills have affected the  ways in which individuals engage in enterprising behaviour (local or national) | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  |  | significance of personality type and skills for the ways in which individuals engage in enterprising behaviour.  Individual learners, for homework, to add to their personal folders by **briefly**  illustrating how personality type and skills have affected the ways in which individuals engage in enterprising behaviour. |  |  |
| 2 | PO1 - supervised **individual research** in relation to AQA unit 3 assignment | • Be able to gather and collate information required by the AQA Unit 3 assignment’s **research tasks** | Tutor to communicate context for AQA Unit 3 assignment to be taken by learners (the ‘Assignment Brief’). Individual learners to complete research relating to PO1, as indicated by the  ‘Research Tasks’ section of the  assignment.  All research to be carried out **within** the school/college. | • NA | • NA |
| 4 | PO2 –  potential target markets (all) | • Understand the meaning of socio-economic characteristics and how they can be used to define target markets  • Understand how target markets can be defined by: the benefits looked for from products; their willingness  to pay for products/features; their preferred channels of | Tutor to outline meaning and purpose of segmenting populations by their social and economic characteristics in order to define target markets. Tutor to review  Unit 2 PO4, which covered the social and economic aspects of the external environment, and to introduce systems of segmentation such as Social Grade and aspects of Geodemographics (eg  ACORN or MOSAIC) – see  <http://www.ukgeographics.co.uk/blog>. Learners, working in small groups, to investigate use of segmentation systems based on socio-economic characteristics | • Illustration of target markets for personal enterprises in local or national area | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  | distribution  • Be able to outline the socio- economic characteristics of potential target markets for personal enterprises  • Be able to explain the key features of potential target markets for personal enterprises | from the perspective of a personal enterprise ie how useful the systems are and the extent to which small start-ups need to understand their target markets. Groups to feedback for whole class discussion and tutor to confirm understanding of socio-economic characteristics concept.  Learners, working in small groups, given a contrasting range of three to four personal enterprise proposals that briefly describe the product/service being provided. Learners to outline socio- economic characteristics of what they consider to be the potential target market for each personal enterprise. Groups to feedback opinions and discuss differences of opinion and reasons for agreement.  Tutor to outline of the following key  features of target markets:  • Benefits looked for by consumers  • Willingness to pay  • Preferred channels of distribution  Learners, working in small groups, to investigate (online) how these features apply to well-known products/services eg fast-food, movies and cars. Groups to consider the key features of different target markets for these  products/services eg in terms of benefits |  |  |

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|  |  |  | looked for by consumers in different target markets. Each group to focus on one product/service eg cars. Groups to prepare and present a brief presentation outlining findings. Tutor to support discussion of findings and confirm learner understanding. Tutor to link this back to Unit 2 PO2 (competitive advantage), highlighting the importance  to personal enterprise of the key features  of target markets.  Individual learners, in class and to complete for homework, to add to their personal folders by **briefly** illustrating the target markets for personal enterprises in their local or national area. |  |  |
| 5 | PO2 – support network (all) | • Understand the composition and nature of support network groups  • Understand the benefits to personal enterprises provided by support network groups  • Be able to outline support network groups relevant to personal enterprises  • Be able to explain how support network groups can benefit personal enterprises | Tutor to review relevant aspects of Unit 1 and 2 in relation to how business knowledge, skills and experience are  vital for the success of any business. Tutor to discuss with learners why personal enterprises are likely to rely heavily on the support of key people. Tutor to help learners understand how these people fall into the three support network groups.  Learners, working in small groups, to  investigate the nature and extent of support network groups. Tutor to provide learners with links to relevant websites covering business and government/NGO networks (eg <http://www.fsb.org.uk/>). | • Illustration of ways in which support network groups benefit personal enterprises in local or national areas | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  |  | Each group to produce a single list of the  10 benefits provided by support network groups (including family and social groups). Groups to rank the benefits in order of usefulness to a person starting up a small enterprise. Whole class discussion of the lists produced by the groups and the reasons for each group’s ranking.  Tutor to outline how support network  groups can help personal enterprises and to provide information on how this works in practice for local personal enterprises. Ideally, one or two local entrepreneurs could present this information to learners and learners could discuss the importance of support networks with them. As a framework, learners could be given two or three personal enterprise scenarios where each entrepreneur is faced with a number of difficulties restricting the potential success of their businesses eg difficulties with accessing supplies, problems with finance, stress related to uncertainty etc. Learners, working in small groups, to consider how support network groups could help the personal enterprises. Groups to feedback. Tutor and, hopefully, local entrepreneurs to review group suggestions and underline importance of support network groups. |  |  |

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|  |  |  | Individual learners, in class and to complete for homework, to add to their personal folders by illustrating the ways in which support network groups benefit personal enterprises in their local or national areas. |  |  |
| 4 | PO2 – selecting a customer value  proposition for a personal enterprise (meaning of CVP and identifying alternative CVPs) | • Understand the meaning and significance of customer value propositions  • Understand how to identify alternative customer value propositions for personal enterprises  • Be able to outline possible customer value propositions for personal enterprises | Tutor to review learner understanding of target markets and support network groups before introducing the **key** concept of customer value propositions (CVPs).  Tutor to discuss meaning and importance  of CVPs for the success of personal enterprise, reviewing relevant Unit 2 content – PO2 (competitive advantage) and PO3 (competitive position). Learners to research the idea of customer value propositions from web links provided by the tutor eg [https://www.mindtools.com/CommSkll/Va lueProposition.htm](https://www.mindtools.com/CommSkll/ValueProposition.htm).  Tutor to review research and confirm  understanding of CVP concept. Learners, working in small groups, to consider possible customer value propositions given a developed scenario (eg from those used in the previous lessons) which specifies two or three alternative target markets (with different socio-economic characteristics). Each group to outline three possible customer value propositions and communicate in | • Illustration of customer value propositions  used by personal enterprises in local or national areas | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  |  | the form of succinct statements (eg single sentence of 10 words or less). Groups to feedback their statements and tutor to support discussion on suitability of the CVPs.  Individual learners, in class and to complete for homework, to add to their personal folders by illustrating customer value propositions used by personal enterprises in their local or national areas. Online could include [http://startups.co.uk/young- entrepreneurs/](http://startups.co.uk/young-entrepreneurs/)  Tutor to monitor research and individual  learner understanding, supporting when necessary. |  |  |
| 2 | PO2 – selecting a customer value  proposition for  a personal enterprise (selecting a CVP for the enterprise) | • Understand how to select customer value propositions for personal enterprises, considering: innovation, target markets, competition and support network groups  • Be able to explain the benefits of different customer value propositions for personal enterprises  • Be able to justify the most appropriate customer value | Tutor to detail how an entrepreneur can select a suitable CVP by considering:  • Innovation, including the use of technology  • Potential target markets  • Competition  • Benefits provided by support network groups  Tutor to illustrate this through a case study of a local enterprise, perhaps involving a local entrepreneur, and carefully illustrating how each of the above bullet points impacted on the suitability of two or three possible CVPs |  | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  | propositions for personal  enterprises | when the enterprise was first being set up.  Learners, working in small groups, provided with relevant information about a market (covering aspects of the sub- bullet points under ‘selecting a customer value proposition for the enterprise…’). Each group provided with three or  four alternative customer value propositions and asked to present a case for one of these propositions.  Groups to feedback and tutor to support discussion on suitability of the groups’ chosen CVPs. |  |  |
| 3 | PO2 - supervised **individual research** in relation to AQA unit 3 assignment | • Be able to gather and collate information required by the AQA Unit 3 assignment’s **research tasks** | Tutor to ensure that learners understand the PO2 research requirements specified in the AQA assignment.  Individual learners to complete research  relating to PO2, as indicated by the  ‘Research Tasks’ section of the assignment.  All research to be carried out **within** the  school/college. | • NA | • NA |
| 2 | PO3 – marketing activities (use of 4Ps) | • Understand the meaning and use of the 4Ps  • Be able to outline marketing activities that could be used by personal enterprises | Tutor to review coverage to date and to introduce purpose of PO3 ie how to consider the **broad** marketing and operations activities required by a personal enterprise in order to successfully deliver a customer value proposition.  Tutor to outline concept of the 4Ps, | • Outline of the  4Ps used by the **two** personal enterprises | • Research skills when gathering evidence for the personal development folder |

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|  |  |  | emphasising the need for the mix to deliver the personal enterprise’s customer value proposition ie all  elements of the mix should work together  in ways indicated by the CVP.  Tutor to illustrate this through two or three examples, drawn from personal enterprise scenarios considered previously.  Individual learners, in class and to  complete for homework, to add to their personal folders by outlining the 4Ps used by the **two** personal enterprises in the local or national area. |  |  |
| 4 | PO3 – marketing activities (deciding on the 4Ps) and  viable personal enterprises (potential revenues) | • Understand how to decide on marketing activities used by personal enterprises by considering customer value propositions, skills and personality types of owners, target market, competition and potential revenues  • Understand how potential estimate profits (surpluses) or personal enterprises are affected by their marketing activities (potential revenues)  • Be able to explain how individual marketing | Tutor to develop previous lesson by outlining the importance of skills and personality type of owners, target market, competition and potential revenues. Each of these factors looked at in turn, considering how the factor might impact on the marketing mix.  Learners, in small groups, to consider  one personal enterprise, its CVP and marketing mix. Learners asked to consider how the additional factors (personality type etc) might impact on the marketing mix (eg require an increase in price) and the extent to which this would damage the ability of the mix to support the CVP (eg an aspect of the CVP was affordability). This process could be assisted through the use of a table | • Explanation of how the marketing mix used by **one** of the **two** personal enterprises implements its CVP and supports its viability | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  | activities can implement the  customer value propositions of personal enterprises  • Be able to justify how chosen marketing activities collectively support the viability of personal enterprises | presenting a number of different combinations of factors (eg one combination might state that competition is limited but the potential revenue of the current marketing mix results in a very low revenue).  Groups to feedback and tutor to assist  discussion in order to illustrate the importance of the factors.  Tutor to discuss how the 4Ps can impact  on the viability of a personal enterprise ie through potential revenues. Whole class discussion on the relationship between marketing activities, target market, competition, CVP and potential revenue. Tutor to assist learners in appreciating how marketing activities need to ensure the viability of the personal enterprise ie no point having a high sales volume if  this results in a very low profit (surplus).  Individual learners, in class and to complete for homework, to add to their personal folders by **explaining** how the marketing mix used by **one** of the **two** personal enterprises (see previous homework) implements its CVP and supports its viability. |  |  |
| 2 | PO3 – operations activities (processing inputs to | • Understand how inputs are acquired, handled and processed to deliver outputs | Tutor to outline production (of goods and/or services) can be seen as a process which acquires inputs and transforms them into outputs (goods and/or services). Learners to appreciate | • Outline of the operations activities used by the **two** personal | • Research skills when gathering evidence for the personal |

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|  | outputs) | • Be able to outline operations activities that could be used by personal enterprises | that this is equally important for services as it is for manufacturing.  Learners to individually consider the operations activities required by two or three different personal enterprise scenarios (drawn from previous examples). Whole class discussion to develop learner understanding of the inputs and processes required by operations, including time and knowledge/skills.  Tutor to outline how a personal enterprise’s CVP influences its operations activities eg in terms of flexibility and consistent good/service quality.  Individual learners, in class and to  complete for homework, to add to their personal folders by outlining the operations activities used by the **two** personal enterprises (see previous homework). | enterprises | development  folder |
| 4 | PO3 – operations activities (deciding on operations activities) and viable personal enterprises (potential  costs) | • Understand how to decide on operations activities used by personal enterprises by considering customer value propositions, skills and  personality types of owners, start-up and operating  costs, support networks | Tutor to develop previous lesson by outlining the importance of skills and personality type of owners, potential costs and support networks. Each of these factors looked at in turn, considering how the factor might impact on operations activities. Links to Unit 1 and Unit 2 should be made (see synoptic  table on page 42 of the specification) and  learners should address any knowledge | • Explanation of how the operations activities used by **one** of the **two** personal enterprises implements its CVP and | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the |

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|  |  | • Understand how potential estimate profits (surpluses) or personal enterprises are affected by their operations activities (potential costs)  • Be able to explain how individual operations activities can implement the customer value  propositions of personal enterprises  • Be able to justify how chosen operations activities collectively support the viability of personal enterprises | gaps in relation to these links. Tutor to support.  Learners, in small groups, to consider one personal enterprise, its CVP and operations activities. Learners asked to consider how the additional factors (potential costs etc) might impact on operations activities (eg require use of less expensive inputs) and the extent to which this would damage the ability of operations to support the CVP (eg an aspect of the CVP was product quality). This process could be assisted through the use of a table presenting a number of different combinations of factors (eg one combination might state that support networks are extensive but the operating costs are very high).  Groups to feedback and tutor to assist  discussion in order to illustrate the importance of the factors.  Tutor to discuss how operations activities  can impact on the viability of a personal enterprise ie through potential costs. Whole class discussion on the relationship between operations activities, own skills/personality type, CVP, support networks and potential costs. Tutor to assist learners in appreciating how operations activities need to ensure the viability of the personal enterprise ie no point having a | supports its  viability | personal  development folder |

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|  |  |  | high quality product but low sales volume if this results in a very low profit (surplus). Individual learners, in class and to complete for homework, to add to their personal folders by **explaining** how the operations activities used by **one** of the **two** personal enterprises (see previous homework) implements its CVP and supports its viability. |  |  |
| 3 | PO3 - supervised **individual research** in relation to AQA unit 3 assignment | • Be able to gather and collate information required by the AQA Unit 3 assignment’s **research tasks** | Tutor to ensure that learners understand the PO3 research requirements specified in the AQA assignment.  Individual learners to complete research  relating to PO3, as indicated by the  ‘Research Tasks’ section of the assignment.  All research to be carried out **within** the school/college. | • NA | • NA |
| 4 | PO4 – risks and uncertainties (all) | • Understand the risks and uncertainties faced by personal enterprises related to their marketing, operations and finance  • Be able to outline the risks and uncertainties of personal enterprises  • Be able to explain the potential impact on personal enterprises of | Tutor to review PO1, PO2 and PO3. Learners to review personal development (homework) folders and peer review understanding of content covered to  date.  Tutor to place concepts of risk and uncertainty in the context of marketing and operations activities, focussing equally on the impact of quantifiable risks (possibly insured against) and unquantifiable uncertainties (impossible  to insure against!).  Tutor to outline links with Unit 1 and Unit | • Illustration of key risks and uncertainties faced by the **two** personal enterprises | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development |

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|  |  | their risks and uncertainties  • Be able to judge the key risks and uncertainties faced by personal enterprises | 2 (see page 47 of the specification). Learners, working in small groups, presented with the CVP, marketing and operations plans, target market, existing/potential competition of a personal enterprise (using the scenarios from PO3). Each group to consider potential risks and uncertainties (given their understanding of external forces from Unit 2). Group feedback. Tutor to confirm learner understanding of risk and uncertainty, and the difference between the two.  Individual learners to consider the  potential impact of risks and uncertainties on the success of the potential enterprise ie the impact on revenues and costs. Tutor to monitor learner understanding and the ability of the learner to explain  the links between risks/uncertainties and  revenues/costs.  Learners, returning to their small groups, to discuss the importance of each identified risk and uncertainty ie in terms of potential impact and, in the case of risks, likelihood of occurrence. Group to rank the significance of the risks and uncertainties.  If possible, local entrepreneur(s) to assist  tutor during whole class discussion of groups ranking decisions.  Individual learners, in class and to |  | folder |

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|  |  |  | complete for homework, to add to their personal folders by illustrating the key risks and uncertainties faced by the **two** personal enterprises (considered in previous homework). |  |  |
| 5 | PO4 – contingencies (all) | • Understand the meaning of contingencies in relation to personal enterprises  • Understand the importance and use of support networks groups for the effectiveness of personal enterprise contingencies  • Be able to outline contingencies for the risks and uncertainties of personal enterprises  • Be able to explain how support network groups help to implement the contingencies of personal enterprises  • Be able to judge the importance of different support network groups for the effectiveness of the contingencies identified by personal enterprises | Tutor to outline meaning and importance of contingencies, especially when considering the impact of uncertainties ie how flexible/robust is the personal enterprise? Tutor to stress importance of support network groups in enhancing the flexibility and robustness of a personal enterprise. Preferably, local entrepreneurs to discuss this with learners. Alternatively, the tutor could gather examples from local entrepreneurs.  Learners, in small groups, to take part in  a role play/game where, acting as the owner of the personal enterprise from the previous lessons (PO4 – risks and uncertainties), they are provided with a description of their support network groups and asked ‘who to turn to’ when a  ‘bad thing happens’. Tutor to provide  responses of particular support network group (eg ‘family too busy to help!’,  ‘supplier willing to wait for payment ’ etc). Each group receives points when support is forthcoming or loses points when support is withheld! Again, input from local entrepreneurs would be helpful | • Outline of contingencies identified by **one** of the **two** personal enterprises  • Illustration of significance of support network groups for the effectiveness of these contingencies | • Research skills when gathering evidence for the personal development folder  • Communication skills when updating the personal development folder |

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|  |  |  | if possible.  Tutor to lead whole class discussion on the importance of support network  groups and how their relative importance  will depend on the contingency. Individual learners, in class and to complete for homework, to add to their personal folders by outlining the contingencies identified by **one** of the **two** personal enterprises (considered in previous homework) and illustrating the significance of support network groups for the effectiveness of these contingencies. |  |  |
| 1 | PO4 - supervised **individual research** in relation to AQA unit 3 assignment | • Be able to gather and collate information required by the AQA Unit 3 assignment’s **research tasks** | Individual learners to complete research relating to PO4, as indicated by the  ‘Research Tasks’ section of the assignment. Most research relevant to PO4 will already have been collected in previous research tasks, giving learners time to review research findings prior to completing assignment tasks.  All research to be carried out **within** the  school/college. | • NA | • NA |
| 6 | All POs – supervised **individual completion** of AQA unit 3 assignment tasks | • NA | Individual learners to complete assignment tasks using the templates provided by the assignments and under supervised conditions. | • Completed assignment tasks | • NA |