

Cambridge NATIONALS LEVEL 1/2

ENTERPRISE AND MARKETING



Delivery Guide

Unit R064: Enterprise and marketing concepts

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

English



Maths



Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk>

UNIT AIM

By completing this unit, learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.

Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

These elements will provide learners with underpinning knowledge and understanding for completion of Units R065 and R066 within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.

Unit R064 Enterprise and marketing concepts

LO1	Understand how to target a market
LO2	Understand what makes a product or service financially viable
LO3	Understand product development
LO4	Understand how to attract and retain customers
LO5	Understand factors for consideration when starting up a business
LO6	Understand different functional activities needed to support a business start-up

To find out more about this qualification please go to:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/>

RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have been mapped to other Cambridge Nationals Enterprise and Marketing units/learning outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit R064)	Title of suggested activity	Other units/LOs	
LO1	Understanding customer needs	Unit R064 Enterprise and marketing concepts	LO4 Understand how to attract and retain customers LO6 Understand different functional activities needed to support a business start-up
	Market segmentation	Unit R064 Enterprise and marketing concepts	LO4 Understand how to attract and retain customers LO6 Understand different functional activities needed to support a business start-up
		Unit R065 Design a business proposal	LO1 Be able to identify the customer profile for a business challenge
	Primary market research	Unit R065 Design a business proposal	LO2 Be able to complete market research to aid decisions relating to a business challenge
	Secondary market research	Unit R065 Design a business proposal	LO1 Be able to identify the customer profile for a business challenge
LO2	Types of costs 1	Unit R065 Design a business proposal	LO4 Be able to review whether a business proposal is viable
	Types of costs 2	Unit R064 Enterprise and marketing concepts	LO3 Understand product development
		Unit R065 Design a business proposal	LO4 Be able to review whether a business proposal is viable
	Calculating revenue	Unit R065 Design a business proposal	LO4 Be able to review whether a business proposal is viable
Calculating profit	Unit R065 Design a business proposal	LO4 Be able to review whether a business proposal is viable	
LO3	Product differentiation	Unit R066 Market and pitch a business proposal	LO1 Be able to develop a brand identity and promotional plan to target a customer profile
LO4	Pricing decisions	Unit R064 Enterprise and marketing concepts	LO1 Understand how to target a market LO2 Understand what makes a product or service financially viable
	Pricing strategies	Unit R065 Design a business proposal	LO4 Be able to review whether a business proposal is viable
	Advertising	Unit R066 Market and pitch a business proposal	LO1 Be able to develop a brand identity and promotional plan to target a customer profile
LO5	Business plans 1	Unit R064 Enterprise and marketing concepts	LO2 Understand what makes a product or service financially viable
	Business plans 2	Unit R064 Enterprise and marketing concepts	LO2 Understand what makes a product or service financially viable
	Business plans 3	Unit R066 Market and pitch a business proposal	LO2 Be able to plan a pitch for a proposal LO3 Be able to pitch a proposal to an audience
LO6	An introduction to the functions of business	Unit R064 Enterprise and marketing concepts	LO1 Understand how to target a market LO5 Understand factors for consideration when starting up a business
	The marketing function	Unit R064 Enterprise and marketing concepts	LO4 Understand how to attract and retain customers
	The finance function	Unit R064 Enterprise and marketing concepts	LO2 Understand what makes a product or service financially viable

KEY TERMS

UNIT R064 – ENTERPRISE AND MARKETING CONCEPTS

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Break-even point	The point at which the income received from selling a unit covers the cost of supplying it. This is often described as the point at which total revenue equals total costs. No profit or loss is made at this level of sales.
Business angel	An entrepreneur or investor that provides capital to a business in return for a share of the ownership.
Business plan	A document that outlines the aims of a business and how it intends to achieve those aims. It is a plan which details the physical, human and financial planning, and the intended operations.
Cash flow	The flow of money into (inflows) and out of (outflows) a business.
Competitive pricing	A pricing strategy that takes into account the prices charged by competitors in the same industry. For example, this strategy may be used by a toothpaste manufacturer where there are a large number of brands available to consumers but the features of the toothpaste remain fairly similar.
Consumer trials	A method of research where a business will test/sample a product with a group of selected consumers.
Crowdfunding	A source of finance where a project is funded through contributions from a large number of people who all invest relatively small amounts of money.
Extension strategies	A strategy used by a business to try and extend the product lifecycle when a product reaches the maturity stage. For example, a business may re-design their packaging to make it more appealing to consumers.
Fixed cost	A cost that does not vary with output. For example, rent.
Focus group	A method of research where a group of people are asked their views and opinions on a particular topic. For example, a drinks company launching a new drink may ask consumers about their views on the flavour and packaging of the product.
Franchise	An agreement where a franchisor grants another party (the franchisee) the right to use its trade-name. For example, most petrol stations use a franchise agreement.
Human resources	The functional area of a business which is concerned with the welfare of employees.
Liability	The legally binding responsibility to pay a debt.
Logistics	The functional area of a business which involves the planning and movement of resources to achieve an objective.
Marketing	The functional area of a business which is concerned with identifying and satisfying customer needs.
Market segmentation	The method of separating a market up into smaller customer segments. For example, separating the clothing market into gender and/or age groups.
Operations	The functional area of a business which is concerned with the process of turning inputs into outputs.
Partnership	A business owned by 2 or more people who share the profits.
Point of sale advertising	A method of sales promotion at or near the place where a customer purchases products.
Primary market research	A method of research where a business will gather data from its source for its own specific reasons. For example, a business may use focus groups or customer trials to gain information about a product that is about to be launched.

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Price penetration	A pricing strategy where a business decides to set a low price initially in order to maximise the number of customers and then increases it over time. The strategy is often used to attract customers away from their normal brand.
Price skimming	A pricing strategy where a business decides to set a high price in order to maximise profits. The strategy is often used when a new, innovative product is launched.
Product differentiation	A strategy used by a business to try and make a product stand out against competitors. It is an attempt to make the product look unique. For example, having a strong brand image is a method of product differentiation.
Product lifecycle	The period of time in the life of a product - from its initial launch until it is eventually taken off the market.
Profit	The difference between income and expenditure – the remaining money once all the costs of running a business have been paid.
Psychological pricing	A pricing strategy which is designed to cause an emotional reaction by consumers. Often a business decides to set the price at just below a rounded number in order to make it feel more attractive to consumers. For example, charging £299 instead of £300.
Revenue	The income generated by a business. For example, sales, interest on savings, rent received.
Secondary market research	A method of research where a business uses information that has already been gathered. For example, the use of sales data, government publications, purchased research material.
Social media	Methods by which people and organisations can create and share information. For example, social media websites.
Sole trader	A form of business ownership where the firm is owned by one person.
Total costs	The sum of all the costs involved in the business operation i.e. fixed costs plus variable costs.
Variable cost	A cost that does vary with output. For example, the purchase of raw materials or components.
USP (Unique Selling Point)	An exclusive aspect of a product that differentiates it from its rivals. For example, a business may guarantee next day delivery.

MISCONCEPTIONS


Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
The difference between franchise, franchisor and franchisee	Using other examples where these word extensions are used: For example: appraisal, appraiser, appraisee, Interview, interviewer, interviewee.	Lesson worksheet on Franchises: Tutor2u: www.tutor2u.net/business/reference/starting-a-business-franchises The activity tests the students' understanding of franchises.
The difference between unlimited and limited liability	The word "unlimited" implies that there is no ceiling – ie, the debts that are owed must be paid.	Lesson plan for the teaching of limited and unlimited liability: TES: www.tes.com/resources/search/?&q=limited%20and%20unlimited%20liability The lesson involves students applying their knowledge to cash studies.
The difference between primary and secondary market research	Undertaking activities where students have to categorise the various forms of research into the correct category.	Activities on BBC Bitesize: BBC: http://www.bbc.co.uk/education/guides/zd4kq6f/revision/3 There are revision materials, videos and shorts tests to aid revision.
The correct definition of a fixed cost and a variable cost	Learners sometimes forget to place a key statement at the end of their definition "with output". A fixed cost, for example, cannot be defined as a cost that does not change. The correct definition must state that the cost does not vary with output.	Tutor2u provides a printable page which defines fixed and variable costs. Tutor2u: http://www.tutor2u.net/business/reference/business-costs
Price skimming and price penetration strategy definitions	Learners can confuse the two pricing strategies. Price skimming can be associated with "skimming the cream off the top of the milk" – therefore charging a "top" price.	Tutor2u provides a printable page which defines various pricing strategies. Tutor2u: http://www.tutor2u.net/business/reference/pricing-strategies-gcse





SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand how to target a market		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Understanding customer needs	This topic could be introduced by showing images of different types of people (e.g. elderly, teenagers, celebrities) and asking learners to identify the types of products and services each customer group might buy and where they might shop. Prompt cards could be used to help discussion. For example, asking learners to identify where an elderly couple might choose to eat lunch, or where teenagers might shop for clothes. Alternatively, images of products could be shown and learners could be asked to identify the type of person that might purchase the product. From this activity, the teacher could then explain the need for customer segmentation as customer needs vary.	30 minutes	Unit RO64 LO4, LO6
Market segmentation	To continue from activity 1 above, learners could be asked to investigate a day-to-day product (eg bread, chocolate bars, canned drinks). Learners could be asked to find images of a range of products within the category and then identify the characteristics of the consumers that would use these products. Alternatively, teachers could provide the images so that learners identify the different types of products targeted at different groups of people (for example, if investigating chocolate bars, learners could be shown images of a chocolate bar aimed at a young child or an adult, a diabetic chocolate bar, and a fair trade chocolate bar). With carefully targeted images, the group discussion can involve identifying the types of market segmentation that businesses use.	45 minutes	Unit RO64 LO4, LO6 Unit RO65 LO1
Primary market research	A practical activity could be used to introduce this topic where the group is split into five small groups. Each group is given the task of undertaking some market research using one of the primary market research methods stated in the specification (observations, questionnaire, survey, focus group, consumer trial). For example, one group could be given the task of observing what food is bought in the school canteen at break. Another group could be asked to try a particular food (e.g. crisps) and then answer a series of questions based on their opinion of the crisps. Each group could then present the results of their research and explain how they found out the information – thereby summarising the primary market research method they used. The teacher could conclude the activity by asking learners their opinions about the quality of the data gathered.	2 hours	Unit RO65 LO2
Secondary market research	Another practical activity could be used by teachers whereby the group is split into five smaller groups. Each small group is given information on one topic from the secondary market research methods stated in the specification. Teachers then give the groups 20 minutes to summarise the information on a poster – but the learners are only allowed to use 4 words – the rest of the information must be presented with images and symbols. The information is then removed, and each group must explain to the class what they found out – using their poster as a prompt.	1 hour	Unit RO65 LO1



LO No:	1		
LO Title:	Understand how to target a market		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Gaining customer feedback 	<p>Teachers could show learners examples of how customer feedback is gained. Many businesses have social media pages which could be used to show recent comments made by customers, and websites can be accessed to show examples of email surveys and contact forms. Survey Monkey (www.surveymonkey.co.uk) could be used where the teacher can create a survey for the students to complete – thus showing how online surveys can be used to gain customer feedback. In addition, learners could be asked to design their own customer comment card. For example, a task could be set to design a customer comment card so that the school canteen can gain feedback about the range of food options available to students.</p>	2 hours	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand what makes a product or service financially viable		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Types of costs 1 	Learners could be provided with a range of businesses (for example, manufacturing, services, retailing) and asked to identify the types of costs that the business would have to pay. Teachers could provide some images to help learners identify the different types of costs. Having made a list, learners could then be asked to identify whether or not the cost would change if the number of customers/output changed. This would introduce the concept of fixed and variable costs, and also create discussion about the difficulty of categorising some costs. The session could conclude with definitions of fixed and variable costs, and an activity where learners had to place a given list of costs into the correct category. (Please note that for this specification, salaries and utilities are classified as fixed costs).	30 minutes	Unit R065 LO4
Types of costs 2 	The activity could begin with a re-cap on fixed and variable costs, followed by an explanation as to how total costs are calculated. Teachers could provide a case study where various types of costs are explained, and learners could be given the task of categorising all the costs and calculating the overall total costs. The activity could conclude with a discussion about why each of the costs stated in the case study might vary each year (e.g. inflation, increase/decrease in demand, need for a wage increase etc). In addition, the teacher could provide a scenario where there was an increase in demand in the case study, and learners could then be asked to re-calculate the total costs based on the new data.	30 minutes	Unit R064 LO3 Unit R065 LO4
Calculating revenue 	Use of case study material is an effective way of introducing this topic as learners need to be able to calculate total revenue. The same case study could be used from activity 2 above, whereby the teacher introduces the sales figures and the price charged for the product. Once learners have grasped how to calculate total revenue, the teacher could describe a situation where the price in the case study is increased, but demand then falls. Learners could be asked to re-calculate the total revenue and then identify whether or not the business in the case study should increase their price. The activity could conclude with a discussion about why businesses increase their price – and whether or not the business can make this decision without knowing how the change in demand affects the business costs (an introduction to activity 4 below).	1 hour	Unit R065 LO4
Calculating profit 	Using the same case study as activities 2 and 3 above, the teacher could then explain the link between total revenue and total costs – and how businesses need this information in order to calculate the profit they have made. Using the tasks from activity 2 and 3, learners could calculate the profit made both before and after the price increase – thus making a more informed decision about whether or not the business in the case study should increase their price. Further activities involving the calculation of total costs, total revenue and profit will consolidate learning.	1 hour	Unit R065 LO4

LO No:	2		
LO Title:	Understand what makes a product or service financially viable		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Break-even	<p>For this activity, learners could be provided with some financial information about a given business. This should include the fixed and variable costs for the production of a particular product (e.g. a beef burger). Learners could then be asked to complete a table where they calculate the fixed, variable and total costs for various levels of output. On the table, learners could also be asked to calculate the sales revenue at various levels of sales from a given price. The figures should be designed so that at one of the levels of output, the break-even point is clear (total revenue = total costs). More able learners should be able to identify the break-even point by looking at the table.</p> <p>Having completed the table, learners could be instructed to produce a line graph so that the break-even point is shown in graph form.</p>	3 hours	Unit RO65 LO4

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Understand product development		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
The product lifecycle	Teachers could explain to learners the principle of the product lifecycle, explaining each of the stages. Learners could then be given the task of finding examples of products/businesses that are in the five stages of the product lifecycle. Suggestions could be provided by the teacher to help guide learners to find suitable examples (e.g. find a product that has failed, a brand of TV such as Sony, a national newspaper, a fashion retailer, a brand of computer, a computer game, a brand of canned drink, a brand of car). Learners could then make a judgement as to which stage of the product lifecycle each product/business is in, and they could then explain and justify their findings to a partner or to the group.	1 hour	
Extension strategies	TV Choice sell a DVD: "The Marketing Series 5: The Marketing Mix: Product Case Studies" which includes an explanation of the extension strategies used by Skoda to re-invent their brand. www.tvchoice.uk.com/product_p/461.htm Heinz Baked Beans is also an effective case study to use with learners as the company has repeatedly endeavoured to extend the lifecycle of baked beans since its UK launch in 1886 – through re-designing the packaging, to adding value (e.g. Heinz Fridge Pack). Teachers could show a range of images to indicate the actions Heinz have taken to try to extend the product lifecycle. A resource that could help here is http://www.dailymail.co.uk/news/article-2407890/Beanz-ages-How-Heinz-adverts-adapted-60-years-try-capture-changing-mood-nation.html	1 hour (The full DVD is 22 minutes)	
Product differentiation	To start this activity, the teacher could give a product type and ask learners to name the first brand that comes into their head. For example, the teacher could say: sports clothing retailer; make of car; drinks company, computer games manufacturer, toothpaste. The teacher could then ask for feedback from the group and list the most popular answers on the board. The learners could be asked to explain why those particular brands came to mind first. What is it about each brand that stands out to them? This introduces the idea of how establishing a strong brand image actually creates product differentiation. Further activities could include discussing how companies involved in computing technologies have improved the quality of their products over a period of years. For example, the teacher could show some brands of mobile phones. The teacher could also discuss how prices of products change as newer models are launched (e.g. a newer model mobile phone replacing an older version).	1 hour	Unit R066 LO1

LO No:	3		
LO Title:	Understand product development		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Economic issues that affect product development	<p>A DVD from TV Choice could be used to introduce this topic: "All about Economics and Business" which explains the principle of a market economy and the concepts of a boom and recession: www.tvchoice.uk.com/All_About_Economics_Business_1_p/108.htm</p> <p>Alternatively, a 3½ minute free video clip (with no commentary) can be found on YouTube: www.youtube.com/watch?v=6XpXsC-yNHI</p> <p>The following link also provides a printable page of theory notes about the business cycle: http://www.tutor2u.net/business/reference/external-environment-the-business-cycle</p> <p>The principle of the business cycle is best shown in graph form so that learners can see the effect the business cycle has on sales/output. The teacher could use Q&A with learners to get them to identify the consequences of changes in demand in terms of how it might affect product development.</p>	<p>1 hour (The full DVD is 20 minutes)</p> <p>YouTube video clip: 3½ minutes</p>	
Legal issues that affect product development	<p>The story of James Dyson and his battle to protect his bagless vacuum cleaner design is a real life case study that could be used by teachers to explain the concept of protecting a design using patents. Showing images of popular trademarks and asking learners to identify the name of the business revises the concept of product differentiation and can be used to teach the use of trademarks to protect a business name.</p>	30 minutes	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Understand how to attract and retain customers		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Pricing decisions	Learners could be asked to work in small groups to identify what factors an entrepreneur would need to consider when deciding what price they should charge for a product or service. A case study could be provided to aid this discussion where the overall aim of the business (eg to maximise profit) is stated. Having collated the discussion notes, the small groups could then be asked to rank the factors in order of importance, and justify their decision to the group. The teacher could then summarise the discussion by explaining the importance of calculating the cost of production but also highlighting the need to know the income levels of the target market and the prices that competitors are charging for the same product/service.	1 hour	Unit RO64 LO1, LO2
Pricing strategies	Part 3 of the following DVD: "The Marketing Series 6: The Marketing Mix: Price" from TV Choice (www.tvchoice.uk.com/product_p/462.htm) shows some case studies related to pricing strategies. This could be used as a starter activity to the topic of pricing strategies or used as examples to aid discussion on the appropriateness of various pricing strategies businesses can use. Once learners have grasped an understanding of the pricing strategies, they could be asked to research the prices of products and services, and justify the strategy they think the business has used.	1 hour (DVD 15 minutes)	Unit RO65 LO4
Advertising	To introduce this topic, the teacher could ask learners to list the methods of advertising they think a small local business might use to promote their new business idea. Feedback could be gained from the learners and a "group list" compiled. From the list compiled, the teacher could discuss with learners whether each of the methods listed is actually appropriate for a new business to use bearing in mind the likely cost and the target market. Learners could then be provided with a summary of the advertising methods on the specification, their advantages and disadvantages, and the likely costs. Learners could then be asked to select and justify the methods they would use if they were the new small business.	1 hour	Unit RO66 LO1
Sales promotions	Learners could be shown a range of sales promotion techniques with an explanation of how the technique works (for example, BOGOF, competitions, loyalty cards) and then asked to explain the reasons why a business would use each sales promotion technique. Learners could then be asked to explain why each sales promotion technique might not be effective – thus analysing the advantages and disadvantages of each sales promotion method. To conclude the activity, learners could be asked to identify and justify two sales promotion methods they would use if they were opening a new small business in the local area.	1 hour	

LO No:	4		
LO Title:	Understand how to attract and retain customers		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
The role of customer service in attracting and retaining customers	The teacher could introduce this topic by recounting some past experiences with shop assistants in retail stores (for example, purchasing a new TV or a new car, returning faulty goods, politeness of staff), and then asking learners if they have had similar experiences. The teacher could then hand out some cards with types of businesses on them (e.g. hairdresser, travel agent, bakery, garage) and ask learners to identify and explain the specific customer service actions that the business must take in order to attract and retain customers. Learners could also be provided with three “prompt” cards: “Product Knowledge”, “Customer Engagement” and “After Sales Service” so learners consider all these three aspects of customer service.	1 hour	

SUGGESTED ACTIVITIES

LO No:	5		
LO Title:	Understand factors for consideration when starting up a business		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Business ownership	Teachers could ask learners to investigate their local shopping centre and list at least 15 businesses. This could be followed up by a class discussion where learners categorise these organisations into the various business ownerships. Groups could use a search engine to identify the businesses if access to a local shopping centre is not possible. Having categorised the businesses into the various ownerships, teachers could then ask learners to identify the reasons why the various ownerships have been chosen – thus, analysing the advantages and disadvantages of the various forms of business ownership.	1 hour	
Sources of finance	Learners could be shown an episode of Dragons' Den (BBC) where entrepreneurs offer investment in return for an equity stake. These can be accessed on YouTube (https://www.google.co.uk/#q=youtube+dragons+den+episodes) and in some cases, there are follow-up video clips. This activity can be used to explain business angels as a source of finance for a business start-up. Discussion can then follow with ideas about other sources of finance that could be used to fund a business start-up. Learners could be placed in groups where they analyse the advantages and disadvantages of one source of finance and then report back to the class on their findings.	2 hours	
Business plans 1	Learners could be placed in small groups and asked to identify a school trip they would like to organise for their year group. In order to run the trip, learners could be instructed that they must produce a business plan to submit to their head teacher and school governors to get approval. The small groups could firstly discuss and identify why a plan is needed for both the group and for the head teacher/governors and the types of information they would include. A full group discussion could then ensue where all the reasons why business plans are needed are identified by the group.	30 minutes	Unit R064 LO2
Business plans 2	Having identified the need for a business plan for their proposed school trip, each small group could then be asked to produce an outline plan and present their plan to the full group. Each small group could be given a template to work with, or they could be instructed to outline the details using IT software if access to IT facilities are available. It could be suggested that the plan includes details on: the objectives of the trip, the planned travel arrangements, how the trip will be promoted to learners in the year group, an outline of the costs involved and predicted income for ticket sales. Figures may have to be provided by the teacher on costs such as coach travel.	2 hours	Unit R064 LO2
Business plans 3	Each small group could present their school trip idea to the whole group with the instruction that every member of the group must contribute. Learners could be asked to rate the presentations and suggest improvements to each small group. Learners could also be asked to identify the features of the best presentations and to justify the presentation they thought was the best. Teachers could summarise the activity by focussing on the key areas required for a business plan, and the main reasons why business plans are required. The activity could conclude with a discussion about possible financial shortages when organising the trip and what action could be taken to secure more funding/more customers.	2 hours	Unit R066 LO2, LO3



SUGGESTED ACTIVITIES

LO No:	6		
LO Title:	Understand different functional activities needed to support a business start-up		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
An introduction to the functions of business	Learners could be organised into small groups and each small group is given some background information on a small to medium sized organisation. Using the information provided, each small group could be asked to identify the job roles associated with the organisation (i.e. the human resources required), the product/service the organisation sells and why it might appeal to the customers (i.e. an introduction to the marketing function), how the business organises itself (i.e. an introduction to the operations function), and the sources of finance that may have been used to start the business (an introduction to the finance function). This information could be written as a report, or displayed visually on a poster/spider diagram.	1 hour	Unit R064 LO1, LO5
The HR function	<p>Teachers could make use of a variety of DVDs available from TV Choice Educational Films: For example, "Human Resources Strategy: Theory and Practice" can be purchased: www.tvchoice.uk.com/product_p/403.htm.</p> <p>This DVD explains the main roles of the HR function in a business organisation. There is a second DVD that can be purchased which explains the law related to health and safety at work: "Health and Safety at Work": www.tvchoice.uk.com/product_p/393.htm.</p> <p>These DVDs could be used to introduce and explain the topic of the HR function in organisations. Each DVD provides opportunities for class discussion on the role of the HR function and the issues for organisations when dealing with staffing issues.</p> <p>Alternatively, a free video clip can be found on YouTube: www.youtube.com/watch?v=hqBYAkaYeic&t=8s.</p>	2 hours (each DVD is approximately 25-40 minutes long)	
The marketing function	After an introductory explanation about the marketing mix, learners could be provided with a popular branded product and then asked to investigate the marketing mix for that product. For example, they could be asked to explain the marketing mix for one of the newest mobile phone products by producing a poster which outlines the product details, how the product has been promoted, the price charged and basic pricing strategy used, and where and how it can be purchased. If the group have access to IT facilities, then the research could be presented using IT software. The activity could be concluded with the teacher explaining the need for market research before a new product is launched (thus summarising the two main areas of the marketing function - market research and the marketing mix).	1 hour	Unit R064 LO4
The operations function	Teachers could use the following 7 minute video clip which summarises how the global supply chain works. It is a US video but it does introduce the importance of planning and logistics. The clip can be found on YouTube: "Keeping the global supply chain moving": www.youtube.com/watch?v=OYcxi1rDgE From this short video clip, the topic of operations can be introduced and the case studies in the video clip can be used to explain the importance of production planning, stock control and logistics. The importance of quality control can also be discussed as teachers can ask learners why this is an important aspect of operations.	1 hour	

LO No:	6		
LO Title:	Understand different functional activities needed to support a business start-up		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Activity 5 The finance function	This activity is a brief introduction to the finance function of a business organisation. School could be used as the case study, where learners are asked to identify the types of resources the school must pay for day-to-day. Learners could then be asked to identify the groups of people in school who need to know the school finances, and how the school might record and monitor all the financial transactions. If possible, an employee who is involved in administering the school finances could be interviewed by learners. Learners could prepare a series of questions to ask the employee so they form a better understanding of the importance of the finance function.	1 hour	Unit RO64 LO2



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