

Enterprise Venture

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1	8
Entry Level 2.....	9
Entry Level 3.....	9
Level 1	10
Level 2	10
Unit Content	11
Entry level 1	11
Entry level 2.....	14
Entry level 3.....	17
Level 1	20
Level 2	23

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Enterprise Venture suite of units has been designed to develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Enterprise ideas	Recognise a product or service	Identify a product or service	Describe features of a successful product or service	Describe key features and purpose of an enterprise	Analyse how enterprise ideas meet needs and demand
Planning and resources	Recognise simple elements of a plan	Identify resources needed	Describe resources required	Describe resources including materials, people and costs	Analyse financial and resource requirements, including costs and pricing
Customers and audience	Recognise who may use a product or service	Identify a customer group	Describe customers for an enterprise	Describe target audience characteristics	Analyse target audience and justify promotional approach
Presentation and promotion	Communicate an idea in a simple way	Participate in presenting an idea	Identify methods to present an idea	Prepare and present promotional materials	Develop and evaluate promotional strategies
Enterprise participation	Carry out a simple task	Participate in preparation and delivery	Use skills to contribute to an enterprise	Contribute to delivering the enterprise	Monitor and adapt enterprise delivery using data and feedback
Evaluation and review	Identify what went well	Identify successes	Describe what worked and	Review success using	Evaluate success

		and improvements	what could improve	feedback and simple data	using data, feedback and financial outcomes
Use of skills	Use simple actions with support	Participate using basic skills	Use communication, numeracy and organisation skills	Apply skills in a structured enterprise context	Select, apply and evaluate skills in enterprise situations
Cognitive demand	Recognise / identify / demonstrate	Identify / participate	Describe / use	Describe / apply / review	Analyse / evaluate / justify

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of enterprise activities, including planning, promoting and delivering a product or service appropriate to the level of delivery
- be able to support learners in developing practical skills such as communication, organisation, teamwork and basic financial awareness
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate practical, hands-on enterprise activities, including planning, preparation and delivery
- staff who can support learners to develop decision-making, problem-solving and reflective skills
- staff who can model positive communication, teamwork and enterprise behaviours
- access to pastoral or safeguarding support where required

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe and inclusive environment that supports practical enterprise activities, including preparation, selling and reflection

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support planning, presentation and evaluation of enterprise ideas
- scenario-based materials and case studies to explore enterprise concepts such as customers, pricing and promotion
- templates to support planning and evaluation, e.g., simple business plans, tally sheets or feedback forms

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to digital devices, e.g., computers or laptops for research and creating promotional materials
- classroom resources including whiteboard, stationery and display materials

Practical Resources

- materials and equipment appropriate to the chosen enterprise activity, e.g.:
 - ingredients or craft materials
 - cleaning or service-based equipment
 - packaging materials such as bags or boxes
 - display materials such as tablecloths, signs and price cards
- basic financial resources, e.g., cash boxes, tills or simulated currency
- materials to support role allocation and organisation, e.g., clipboards or task sheets
- appropriate personal protective equipment (PPE) where required for the activity

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Enterprise Venture at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Learners select a product or service from images.
Identification Task	Learners identify simple elements of a plan (e.g., where or what to sell).
Practical Demonstration (Supported)	Learners use a tool or material (e.g., preparing or packaging an item).
Demonstration	Learners communicate the activity (e.g., handing out a flyer or speaking).
Practical Activity	Learners complete a simple task as part of the enterprise (e.g., packing or handing items).
Simple Reflection	Learners identify what went well using words, symbols or prompts.

Entry Level 2

Assessment of Enterprise Venture at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify a product or service and required resources.
Sorting / Selection	Learners select appropriate materials, tools or people for the activity.
Presentation (Supported)	Learners take part in presenting an enterprise idea (e.g., poster or short talk).
Identification Task	Learners identify a customer group.
Practical Activity	Learners participate in preparing the product or service.
Demonstration	Learners participate in running the enterprise activity.
Reflection Task	Learners identify what went well and what could improve using prompts.

Entry Level 3

Assessment of Enterprise Venture at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Written / Verbal Task	Learners describe features of a successful product or service.
Structured Task	Learners describe resources required for an enterprise.
Presentation Task	Learners describe key points of an enterprise plan.
Identification Task	Learners identify methods for presenting ideas.
Practical Demonstration	Learners demonstrate skills during the enterprise activity (e.g., communication, handling money).
Reflection Task	Learners describe what went well and what could be improved.

Level 1

Assessment of Enterprise Venture at Level 1 should include:

Assessment Type	Examples of Tasks
Written Task	Learners describe resources required and target audience.
Research / Structured Task	Learners identify customer characteristics and needs.
Practical Task	Learners prepare promotional materials (e.g., posters, digital content).
Presentation Task	Learners present key features of the enterprise idea.
Practical Activity	Learners contribute to delivering the enterprise (e.g., selling, organising).
Review Task	Learners review success using feedback or simple data (e.g., tally sheets, comments).

Level 2

Assessment of Enterprise Venture at Level 2 should include:

Assessment Type	Examples of Tasks
Analytical Task	Learners analyse how market research influences enterprise decisions.
Calculation / Interpretation Task	Learners analyse costs, pricing and break-even information.
Planning Task	Learners develop a structured enterprise plan (steps, roles, resources).
Design Task	Learners develop a promotional strategy for a target audience.
Monitoring Task	Learners track progress during delivery (e.g., sales, stock, feedback).
Evaluation Task	Learners evaluate the success of the enterprise using data and feedback.

Unit Content

Entry Level 1

Unit Title: Enterprise Venture

Unit Reference Number: CBM221

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Principles of Progression

Progression step 1 - I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know an idea for an enterprise activity	1.1 Identify a product or service for an enterprise activity
	1.2 Create a simple plan for the activity
2. Be able to prepare for an enterprise activity	2.1 Demonstrate the use of a tool or material needed for the activity
	2.2 Demonstrate communicating the activity to others
3. Be able to carry out an enterprise activity	3.1 Carry out a task as part of the activity
4. Know how successful the activity was	4.1 Identify what went well during the activity

Indicative Content

LO1	AC 1.1 Learners must give at least one example of a product or service for an enterprise activity e.g., • Selling cupcakes • Washing cars AC 1.2 Learners must create a simple plan for the activity. This must include at least three elements e.g., • When • Where • Who
LO2	AC 2.1 Learners must demonstrate the use of at least one tool or material needed for the activity e.g., • Using a glue stick to attach a label to a product • holding a cloth to wipe a surface. AC 2.2 Learners must demonstrate communicating the activity to others e.g., • Handing out a flyer to a peer • Using a VOCA (Voice Output Communication Aid) to say, "Please buy my cake"
LO3	AC 3.1 Learners must carry out at least one task to complete the enterprise activity e.g., • Placing a finished item into a bag for a "customer" during a school fayre • Telling someone how much it costs.
LO4	AC 4.1 Learners must give one example of what went well during the activity.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Literacy / Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider that enterprise and business should be sustainable, not only for the environment but for future business ventures

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International context	Enable learners to consider how their enterprise venture may be delivered for Wales (i.e. using the Welsh language) and internationally

Entry Level 2

Unit Title: Enterprise Venture

Unit Reference Number: CBM222

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Principles of Progression

Progression step 2 - I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know how to plan an enterprise activity	1.1	Identify a product or service to sell
		1.2	Identify resources needed for the activity
		1.3	Identify who the customers will be
2.	Be able to present an enterprise idea to others	2.1	Present the idea to others
3.	Be able to carry out an enterprise activity	3.1	Participate in preparing the product or service
		3.2	Participate in completing the enterprise activity
4.	Know how successful the activity was	4.1	Identify what went well during the activity
		4.2	Identify what could be different next time

Indicative Content

LO1	AC 1.1 Learners must identify a product or service to sell in line with their skills e.g., • Making and selling Welsh cakes • Arranging a car wash AC 1.2 Learners must indicate the resources needed for the chosen activity e.g., • Ingredients needed to bake • Equipment needed for a car wash (bucket, sponge) AC 1.3 Learners must identify at least two people who might buy the products or service e.g., • Teachers • Students • Friends • Family • Local businesses
LO2	AC 2.1 Learners must participate in presenting the idea to others e.g., • Holding up a poster during a short talk to the class about the venture. • Helping to record a short video clip explaining what the group is making.
LO3	AC 3.1 Learners must participate in preparing the product or service e.g., • Helping to weigh ingredients for a batch of biscuits under teacher guidance • Working with a peer to fold and pack cards into envelopes for sale. AC 3.2 Learners must participate in the completion of the enterprise activity e.g., • Standing at a stall and greeting a customer with "Hello." • Handing a finished product to a buyer after they have paid.
LO4	AC 4.1 Learners must identify one example of what went well during the activity e.g., • The cake tasted good • They made lots of money AC 4.2 Learners must indicate at least one example of what could be different next time e.g.,

- They ran out of time
- They needed to charge more
- They needed more customers

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Literacy / Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider that enterprise and business should be sustainable, not only for the environment but for future business ventures

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International context	Enable learners to consider how their enterprise venture may be delivered for Wales (i.e. using the Welsh language) and internationally

Entry Level 3

Unit Title: Enterprise Venture

Unit Reference Number: CBM223

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Principles of Progression

Progression step 3 - I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand what makes a successful enterprise activity		1.1	Explain features of a successful enterprise activity
		1.2	Select an enterprise activity that will be successful
		1.3	Explain resources needed for the enterprise activity
		1.4	Produce a plan for the enterprise activity
2. Be able to present an enterprise idea		2.1	Present the key points of a chosen enterprise idea to others
3. Be able to participate in and review an enterprise activity		3.1	Use appropriate skills to carry out a role during an enterprise activity
		3.2	Explain their own role in the enterprise activity
		3.3	Explain what went well and what could be improved

Indicative Content

LO1	AC 1.1 Learners must explain at least three examples of features of a successful enterprise activity e.g., • Identifying a gap e.g., no healthy snacks at break • Identifying a popular trend e.g., eco-friendly water bottles • Identifying quality versus poor quality in a sample product. AC 1.2 Learners must select an enterprise activity based on the features identified in AC 1.1 AC 1.3 Learners must explain the resources they will need to complete the enterprise activity. This must include: • Products or materials • People • Time • Space/ location AC 1.4 Learners must produce a simple plan for the enterprise activity. This must include: • Key timings/ milestones • Who will do what • Simple costings
LO2	AC 2.1 Learners must present the key points of a chosen enterprise plan. This can be completed in their chosen format e.g., a digital slideshow (PowerPoint), creating a poster, using a verbal 'elevator pitch' style. The learner must present as a minimum: • Naming the product/service. • Stating the price it will be sold for. • Naming the target customers (e.g., Year 7 students).
LO3	AC 3.1 Learners must demonstrate using at least three different skills to carry out a role during an enterprise activity e.g., • communication skills to talk to customers • numeracy skills to handle small amounts of cash • organisational skills to set up a stall AC 3.2 Learners must explain the role they completed in the enterprise activity e.g., • serving customers • counting money

- making the product
- organising other people

AC 3.2 Learners must state one thing that went well and one thing to improve e.g.,

- Stating that all products sold out (success).
- Stating that they needed more change for the till (improvement).
- Stating that the poster was clear (success), but the music was too loud (improvement).

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Literacy / Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider that enterprise and business should be sustainable, not only for the environment but for future business ventures

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International context	Enable learners to consider how their enterprise venture may be delivered for Wales (i.e. using the Welsh language) and internationally

Level 1

Unit Title: Enterprise Venture

Unit Reference Number: CBM225

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours:20

Unit Aim: To develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Principles of Progression

Progression step 4 - I can use my experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches when required

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand key elements of an enterprise venture	1.1	Describe the key elements of an enterprise venture	
	1.2	Produce a plan for an identified enterprise venture	
2. Know how to promote an enterprise idea	2.1	Prepare promotional material for a chosen product or service	
	2.2	Present the key benefits of the enterprise idea to others	
3. Be able to deliver and assess an enterprise activity	3.1	Contribute to the delivery of an enterprise activity	
	3.2	Review the success of the enterprise activity based on feedback and information	

Indicative Content

LO1 AC 1.1 Learners must explain at least three key features of an enterprise venture e.g.,

- A (visionary) idea
- A clear benefit (value proposition)
- A business model (cost vs. return)
- Plan of activities and resources

AC 1.2 Learners must produce a plan for an identified enterprise venture, including:

- A explanation of the idea
- An explanation of the benefit
- The business model
- Plan of activities
- List of resources required
- Overview of target market/ audience

LO2 AC 2.1 Learners must prepare promotional material for a chosen product or service e.g.,

- Designing a digital poster using school software
- Producing a social media-style flyer for the school intranet
- Creating a physical display board with product samples.

AC 2.2 Learners must present the key benefits of the enterprise idea to others e.g.,

- Giving a short verbal summary of the "Unique Selling Point" (USP)
- Presenting an overview of the business model (cost vs. expected return).

LO3 AC 3.1 Learners must contribute to the delivery of an enterprise activity in at least two different ways e.g.,

- Making the product
- Organising the promotion
- Allocating resources
- Communicating with customers
- Managing the money

Learners must be able to explain their role and how it fitted into the plan and comment on their own strengths/ weaknesses.

AC 3.2 Learners must use at least two different sources of information to review whether the enterprise activity was a success. This must include looking at the outcome against the intended plan e.g.,

- Reviewing a simple tally sheet of items sold vs. how many the expected to sell
- Reporting on verbal comments made by customers about the quality of the product
- Reviewing who did what in line with the written roles/ responsibilities.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Literacy / Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider that enterprise and business should be sustainable, not only for the environment but for future business ventures

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International context	Enable learners to consider how their enterprise venture may be delivered for Wales (i.e. using the Welsh language) and internationally

Level 2

Unit Title: Enterprise Venture

Unit Reference Number: CBM225

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Principles of Progression

Progression step 5 - I can independently undertake a range of full and thorough enquiries, selecting the most effective approach and justifying my methodologies

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand factors influencing enterprise success	1.1 Describe the importance of market research when planning an enterprise venture
	1.2 Describe financial considerations for an enterprise venture
2. Be able to develop a comprehensive plan for an enterprise venture	2.1 Develop a structured plan for an enterprise venture
	2.2 Develop a promotional strategy for a target audience
3. Be able to monitor and evaluate an enterprise venture	3.1 Manage an enterprise venture in line with agreed plan
	3.2 Monitor the progress of the enterprise activity during delivery
	3.3 Evaluate the success of the enterprise

Indicative Content

- LO1 AC 1.1 Learners must describe the importance of market research for a chosen product or service giving at least three examples e.g.,
- Surveys help determine what price fellow students are willing to pay
 - Identifying competitors (e.g., the school canteen) influences the product choice
 - Research reduces the risk of making products that nobody wants to buy

- AC 1.2 Learners must describe financial considerations when planning an enterprise venture e.g.,
- Start-up costs
 - Break-even point
 - Calculating the difference between the cost price and selling price to find the profit margin

- LO2 AC 2.1 Learners must develop a structured plan for their enterprise idea. This must include:
- the enterprise idea and target audience
 - operational steps required to launch the enterprise
 - timeline of production (e.g., when to buy ingredients vs. when to bake)
 - allocating specific roles and responsibilities to team members
 - financial plan
 - health and safety requirements
 - how it will be monitored and evaluated.

- AC 2.2 Learners must develop a promotional strategy to reach the identified target audience e.g.,
- Designing a multi-channel approach using posters and school social media.
 - Developing an "introductory offer" or discount to encourage early sales.
 - Creating a script for an assembly announcement or classroom visit.

- LO3 AC 3.1 Learners must manage the enterprise activity in line with the plan. They must complete the role assigned/agreed through the planning process. Learners must explain the role they completed, including what they did well and what they could improve.

- AC 3.2 learners must monitor the progress of the enterprise activity during delivery in line with the agreed plan e.g.,
- recording sales data in real-time using a digital spreadsheet or tally

- tracking stock levels to ensure the product does not run out mid-event
- checking customer reactions and adapting the sales pitch accordingly

AC 3.2 Learners must evaluate the overall success of the enterprise venture including as a minimum:

- financial benefits
- customer feedback
- performance across the team
- areas for improvement.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Literacy / Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider that enterprise and business should be sustainable, not only for the environment but for future business ventures

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International context	Enable learners to consider how their enterprise venture may be delivered for Wales (i.e. using the Welsh language) and internationally