

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Advanced Level**

Scheme of Work

5177
Business Start-up
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The overall programme comprises three core and six option modules:

Core	Business Organisation and Environment Effective Business Communication Business Finance
Option	Marketing Human Resources Management Interpersonal Business Skills Business Start-Up Customer Care Information and communications technology

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

- Understand key concepts of business,
- Apply acquired skills to real work situations,
- Think about and resolve business problems, and
- Work independently using their initiative.

The over-riding objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

Business Start-Up (5177) Advanced

The module Business Start-Up, being advanced, requires a minimum of 60 learning hours. The scheme of work has been organised to offer those 60 hours within the class- or lecture-room setting and it is expected that additional learning time will be undertaken by students outside the timetabled hours working in study groups or undertaking independent study.

The key to the module's delivery is *flexibility*. There are several means at your disposal to help you deliver the module and the employment of an appropriate variety would be welcome. The standard or traditional class approach will still form the basis of much of your delivery but you might care to reinforce it by using the occasional outside or guest speaker, simulation, role-play, brainstorming session, or presentation. It is not necessary that you use them all during your teaching of this module but these alternatives will help to encourage more student interest in the subject area. With a pro-active subject area like starting up a business, it would help if a guest speaker or two could be encouraged to come in and talk about their personal and practical experiences of going into business. Equally visits to some small and medium size enterprises (SMEs) would be of value.

There is, however, no substitute for a lively, motivating, and stimulating teacher! The main rule to follow is that you bring the module to life and make it relevant and interesting.

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily available include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies). Please do not overlook your own role in providing stimulus material e.g. task related to a current business event, photocopy of an article together with a discussion topic.

It is quite important that you appreciate that the International Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be studied individually, must be regarded as part of a whole course and a wider experience. A brief research of the modules in the syllabus compendium will indicate how the various modules have common areas and interlink with one another.

The Scheme of Work

You may have to revise or change the accompanying scheme to suit your own purposes but it offers an advised approach to Business Start-Up. Activities or activity suggestions are included in the scheme but there may be more than you can use. Please keep in mind that 5177 is not an examined module in that students will not sit a two-hour written paper but they will be judged by the submission of a final assignment. As you work your way through the module you should assist the students to focus on building up their portfolios of supportive material, identifying a business idea, and completing the business plan.

The object of the scheme of work is to:

- offer you a guide and help to keep you on track throughout the delivery of the module
- give you structure and purpose to your teaching
- identify what and how you are going to teach
- indicate what resources you will require
- indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of session plans and there is a guide as to how much time each session plan might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a session plan in one teaching session but as you will know the timeframes for your classes so you must adjust the scheme accordingly.

Scheme of Work

1.0 Identify and describe a proposed business activity

Total time allocated to this assessment objective 7½ hours

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">describe and evaluate a business idea (1.1)	<ul style="list-style-type: none">the product or service: the reason(s) for the choicenew or existing business: the actual (or realistic assumption of) market, customers and competitors, potential for successmission statement

Notes on delivery and activities	Duration in hours
<p>Class presentation of theory and practice to include:</p> <ul style="list-style-type: none">the economy and the need for enterprisewhy people set themselves up in businesselements of marketing and customer servicethe mission statement and its role in business <p>Tutorial summary</p> <p>Activity One:</p> <p>Organise the students into groups of three; each group to be a brainstorming unit to discuss business proposals and ideas; they should be encouraged to work together for the duration of the module – to help each other produce their final assignments.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 1, 8, 28 and 29

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.3i.co.uk

Session Plan Two

Competence Criteria	Skills and Knowledge
identify and describe the personal skills required to establish a business (i) (1.2)	<ul style="list-style-type: none">• personal ambition, motivation and commitment• business or career experience• business contacts (net-working)

Notes on delivery and activities	Duration in hours
Discuss each skill/attribute encouraging class contributions and definitions. Tutorial summary	2

Resources:

- Lines, Marcouse and Martin, *The Complete A-Z Business Studies Handbook*
- Kogan, H, *How to set up and run your own business*
- Hall Jones and Raffo, *Business Studies*, Units 8, 47 and 48

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Three

Competence Criteria	Skills and Knowledge
Identify and describe the personal skills required to establish a business (ii) (1.2)	<ul style="list-style-type: none"> personal attributes: self-discipline, appearance, manner, attitude, imagination, vision, education practical skills e.g. language, computer literacy technical abilities

Notes on delivery and activities	Duration in hours
<p>Each skill/attribute needs to be defined and related to the activity of setting up a business.</p> <p>Tutorial summary</p> <p>Activity Two:</p> <p>Ask each group to put the skills and attributes into a list which reflects the group's order of priority. Use their feedback to reinforce the topic particularly focusing on the reasons for the skill/attribute ranked first.</p>	2½

Resources:

- Lines, Marcouse and Martin, *The Complete A-Z Business Studies Handbook*
- Kogan, H, *How to set up and run your own business*
- Hall Jones and Raffo, *Business Studies*, Units 8, 47 and 48

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 1: Preparation for Business

Chan Mah-wing has decided that he wants to work for himself. He doesn't yet know what kind of business he wants as he is worried about the fact that he has very little business experience and certainly no business contacts. He has money to invest in a small enterprise but he needs advice on his personal skills and attributes.

You are his friend and Mah-wing wants your advice. With reference to the content of session plans one to three, help Mah-wing to draw up a detailed checklist of the choices he needs to make and the skills and attributes he needs.

2.0 Investigate and explain the process of setting up a business

Time allocated to this assessment objective 27½ hours

Session Plan Four

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify and explain the sources of assistance and advice (i) (2.1)	<ul style="list-style-type: none">primary sources include: accountant; banker; business consultant; chamber of commerce; lawyer

Notes on delivery and activities	Duration in hours
<p>The topic requires detailed definitions of the sources and their respective uses in the context of setting up business e.g. the accountant will help with the business plan, balance sheet and accounts, taxation, payroll.</p> <p>Tutorial summary</p> <p>Activity Three:</p> <p>Create short role-play situations in which someone hoping to set up business discusses the ambition with a banker or business consultant. The object is to explore help and commitment</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.3i.co.uk

Session Plan Five

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> identify and explain the sources of assistance and advice (ii) (2.1) 	<ul style="list-style-type: none"> secondary sources include: advertising agent/PR adviser; architect; estate agent; insurer; local government; printer; surveyor; tax authorities; trade associations

Notes on delivery and activities	Duration in hours
<p>The approach is similar to that used in session plan four – each source needs to be defined and its role fully explained.</p> <p>Tutorial summary</p> <p>Activity Four:</p> <p>Invite in someone who has started a business to talk to the class about the experience. Encourage the students to ask questions of the guest speaker.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.3i.co.uk

Assignment 2: Sources of Assistance

Select **two** sources from the primary list (session plan four) and **two** from the secondary list (session plan five) and explain, in detail, their respective roles and purpose in assisting someone to set up in business.

Session Plan Six

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">evaluate the features of different types of business organisations (2.2)	<ul style="list-style-type: none">features: legal requirementsadvantages and disadvantages of sole trader; partnership; private limited company; unlimited company; franchise

Notes on delivery and activities	Duration in hours
<p>Presentation of theory of forms and features of companies supported by practical examples.</p> <p>Each form of organisation should be considered within the context of features and legal requirements.</p> <p>Tutorial summary</p> <p>Activity Five:</p> <p>Ask each group (set up in activity one) to consider which company form it advises with the reasons why.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 3 and 6

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.companieshouse.gov.uk

Session Plan Seven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand and explain essential business start-up activities (i) (2.3) 	<ul style="list-style-type: none"> trading premises: buy or lease, fitting-out costs, occupancy costs, equipment, space required, function e.g. office, factory, warehouse stationery: letterheads, business cards, invoices, contracts, leaflets, 'house' style, logo, legal requirements, business nameplate

Notes on delivery and activities	Duration in hours
<p>Presentation of theory but with reference to practical examples and real costs.</p> <p>Tutorial summary</p> <p>Activity Six:</p> <p>Each group can design on the PC a letterhead and/or invoice for an imaginary company.</p>	3½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Unit 8

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Eight

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand and explain essential business start-up activities (ii) (2.3) 	<ul style="list-style-type: none"> banking arrangements: business accounts, cheques signatories, telephone banking finance: loan or overdraft facility, sufficient finance for start-up and working capital, gearing ratio insurance: employer's liability, motor vehicles, public liability, fire, damage, theft, premises

Notes on delivery and activities	Duration in hours
<p>Presentation of detail supported by appropriate documentation e.g. bank statements insurance forms, which may provided by sources.</p> <p>Involve the students in finding out about these activities.</p> <p>Tutorial summary.</p> <p>Activity Seven:</p> <p>Each student should create a portfolio of documentation and materials relating to competence criteria 2.3. The information will assist in understanding the essential start-up activities.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 8, 38, 40 and 44

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Nine

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand and explain essential business start-up activities (iii) (2.3) 	<ul style="list-style-type: none"> trading terms: methods of payment, credit terms, discounts, cancellations or orders, period quotations remain valid accounting system: legal obligations to set up reliable accountancy system, keep financial records, monitor all transactions

Notes on delivery and activities	Duration in hours
<p>Presentation of theory supported by practical examples of terms and documents.</p> <p>Tutorial summary</p> <p>Activity Eight:</p> <p>The accounting system aspect needs some Input of bookkeeping procedure. The class should have some uncomplicated examples or tasks to work through.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 8, 38, 39, 40 and 44

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.carol.co.uk

Assignment 3: Presentation

Working in your group of three, prepare a ten minute presentation using either OHP slides or PowerPoint, to illustrate the types or forms of business organisation and the essential start-up activities available to someone setting up in business.

Session Plan Ten

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand and explain supplementary business start-up activities (i) (2.4) 	<ul style="list-style-type: none"> management: management structure appropriate to the business employment: nature of the work base e.g. office, laboratory, shop, employees e.g. full-time, part-time, casual

Notes on delivery and activities	Duration in hours
<p>This topic along with session plans eleven and twelve extend the previous three plans. Presentation will be both theoretical and drawn from practice:</p> <p>Management can be delivered in terms of both theory and practice. Emphasis should be on the purpose and types of structure, and working arrangements e.g. team working</p> <p>But the employment aspect needs to be based on current practice. Reference to be made to the nature and conditions of work and the issues affecting the work base.</p> <p>Tutorial summary</p> <p>Activity Nine:</p> <p>Invite in a business consultant (e.g. from the Chamber of Commerce, a bank etc.) to discuss the process of setting up a business. The object is to bring together the content of assessment objective 2.0 i.e. session plans four to thirteen.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Unit 58

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Eleven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">understand and explain supplementary business start-up activities (ii) (2.4)	<ul style="list-style-type: none">sales and distribution: wholesale, retail, direct sales, agents, mail order, personal home selling, party sellingbuying: reliability of suppliers, terms of business, stock control

Notes on delivery and activities	Duration in hours
Detailed presentation and definition of these activities with examples drawn from the business sector. Tutorial summary	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 26 and 33

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Twelve

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">understand and explain supplementary business start-up activities (iii) (2.4)	<ul style="list-style-type: none">marketing: market research, marketing mix, sales promotioncustomer service: delivery, credit facilities, after-sales

Notes on delivery and activities	Duration in hours
Detailed presentation and definition of these activities with examples drawn from the business sector. Tutorial summary	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 8, 18 and 19

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 4: Customer Service

Explain the meaning of customer service and its importance to a business. From your experience as a customer, offer two examples of good customer service and two examples of bad service. In the case of the examples of bad service, describe how they might have been turned into good practice.

Session Plan Thirteen

Competence Criteria	Skills and Knowledge
(2.2, 2.3 and 2.4)	As above

Notes on delivery and activities	Duration in hours
Activity Ten: Class presentations of assignment 3. The opportunity exists here for the presentations to be video recorded. Tutorial summary of assignment content, quality of presentation material, skill in presentation	3

3.0 Analyse and explain the elements of business finance

Time allocated to this assessment objective 10 hours

Session Plan Fourteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">analyse and explain the reasons for business finance (3.2)	<ul style="list-style-type: none">acquisition of assets: tangibles e.g. land, machinery, buildings (as potential collateral), intangibles e.g. brand names, goodwillprovision of working capital: day to day finance for running the business e.g. raw materials, general expenses, credit offered to customers

Notes on delivery and activities	Duration in hours
Cross reference to session plans seven to eight The issues need defining and discussing in detail and in the context of a real business. Tutorial summary	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 38, 39, 40, 41 and 44

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Fifteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand the definition of business finance (3.1) identify and evaluate the types, sources, and application of business finance (i) (3.3) 	<ul style="list-style-type: none"> equity: money invested and remaining in the business debt finance: money borrowed to inject into the business types: share capital, debentures, loans, overdraft, leasing, hire purchase, trade credit, customer finance e.g. deposits, advance payments

Notes on delivery and activities	Duration in hours
<p>Full descriptions and definitions required of each financial issue.</p> <p>Tutorial summary</p> <p>Activity Eleven:</p> <p>Each group to invest an imaginary \$5,000 in three to five publicly quoted companies for the period from now until the end of the course. The investments should be monitored weekly and the profit or loss calculated at the end of the period.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 38, 39, 40, 41 and 44

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.carol.co.uk

Session Plan Sixteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify and evaluate the types, sources, and application of business finance (ii) (3.3)	<ul style="list-style-type: none">sources: personal resources e.g. cash, savings, investments and property; internal e.g. partners, profits, depreciation; external e.g. banks, finance houses, factoring companies, leasing companiesapplication of finance: evaluate need for finance in short, medium, and long terms

Notes on delivery and activities	Duration in hours
Full descriptions and definitions required of each financial source. Practical examples drawn from real businesses should be used. Tutorial summary	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 38, 39, 40, 41 and 44

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Seventeen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> explain and demonstrate understanding of the process of forecasting costs and profits (3.4) 	<ul style="list-style-type: none"> direct costs: e.g. material, labour indirect costs: e.g. rent, interest profit: net and gross budgeting e.g. sales forecast break-even analysis: projected profit/loss account, cash flow forecast

Notes on delivery and activities	Duration in hours
<p>Full descriptions and definitions of each Item. Examples can be drawn from a real business or, even, the institution in which the module is being delivered.</p> <p>Tutorial summary</p> <p>Activity Twelve:</p> <p>The students should be set a series of realistic break-even tasks to reinforce this topic. The exercises should ideally represent situations of loss, break-even and profit.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 10, 11, 12, 42 and 46

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 5: Financial Records

Fatima Al-Radwani and Ayeshi Al-Hubeshi set up a partnership about ten months ago and whilst business is good they are not very organised when it comes to financial management. Explain to them why it is necessary for them to keep a strict record of all of the partnership's financial transactions.

4.0 Understand and produce a business plan

Time allocated to this assessment objective 13 hours

Session Plan Eighteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">investigate and explain the nature and purpose of the business plan (4.1)demonstrate ability to understand and produce an elementary business plan (i) (4.2)	<ul style="list-style-type: none">description of business proposal: contains - realistic targets and strategies, a device to help measure and monitor business achievement, a key activity to interest advisors and attract investorsa summary of the business proposal: concise overview of the business, product or service, background to the idea, general objectives

Notes on delivery and activities	Duration in hours
<p>This assessment objective contains important activities. It is necessary to assemble relevant background material including an exemplar business plan.</p> <p>The delivery is both theoretical and practical. As these topics lead towards the final assignment, the class presentation needs to pull together the foregoing topics as well as leading students through session plans eighteen to twenty-three.</p> <p>Tutorial summary</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 5, 8 and 40

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 6: Draft Business Plan

Working in your group and using the content of session plans eighteen to twenty-three, assemble a draft business plan with a view to discussing it in class.
Nb. this is not to be considered the final assignment but the preparation for it.

Session Plan Nineteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> demonstrate ability to understand and produce an elementary business plan (ii) (4.2) 	<ul style="list-style-type: none"> objectives: definition of specific targets and business strategies to achieve them e.g. production levels, sales, profitability; market penetration, pricing, methods of sales and distribution. business activity: full description of product or service e.g. key features, benefits long term plans: any likely extension to product or service line(s)

Notes on delivery and activities	Duration in hours
<p>The delivery is both theoretical and practical. As these topics lead towards the final assignment, the class presentation needs to pull together the foregoing topics as well as directing attention towards session plans eighteen to twenty-three.</p> <p>Tutorial summary</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 1, 8 and 26

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Twenty

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> demonstrate ability to understand and produce an elementary business plan (iii) (4.2) 	<ul style="list-style-type: none"> business organisation: organisational structure, key personnel and their roles operation of the business: identify suppliers, premises, manufacturing or processing methods, equipment, human resources, evidence of ability to meet demand, accounting system

Notes on delivery and activities	Duration in hours
<p>The delivery is both theoretical and practical.</p> <p>As these topics lead towards the final assignment, the class presentation needs to pull together the foregoing topics as well as directing attention towards session plans eighteen to twenty-three.</p> <p>Tutorial summary</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 47 and 63

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Twenty-one

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> demonstrate ability to understand and produce an elementary business plan (iv) (4.2) 	<ul style="list-style-type: none"> marketing: demonstrate demand for the product or service, evidence of a gap in the market [mass, niche, specialist – home/overseas], regular or seasonal demand profile of potential or existing customers: e.g. location, income, class; expectations of the product or service e.g. price, quality, after-sales; indication of competition e.g. location, price, quality, home or foreign

Notes on delivery and activities	Duration in hours
<p>The delivery is both theoretical and practical. As these topics lead towards the final assignment, the class presentation needs to pull together the foregoing topics as well as directing attention towards session plans eighteen to twenty-three.</p> <p>Tutorial summary</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 18, 19, 21 and 30

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Twenty-two

Competence Criteria	Skills and Knowledge
Demonstrate ability to understand and produce an elementary business plan (v) (4.2)	<ul style="list-style-type: none"> financial information: critical element in the plan, detailed projections – 2 years ahead, contains projected balance sheet, profit and loss account, and cash flow, and the determination of break-even likely business risks: evaluation of potential problems e.g. unpaid accounts, delivery delays, unreliable suppliers, market downturn, change in interest rates

Notes on delivery and activities	Duration in hours
<p>The delivery is both theoretical and practical. As these topics lead towards the final assignment, the class presentation needs to pull together the foregoing topics as well as directing attention towards session plans eighteen to twenty-three.</p> <p>Tutorial summary</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Kogan, H, How to set up and run your own business
- Hall Jones and Raffo, Business Studies, Units 11, 42, 44 and 69

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Twenty-three

Competence Criteria	Skills and Knowledge
(4.1 and 4.2)	<ul style="list-style-type: none">• as above

Notes on delivery and activities	Duration in hours
Activity Thirteen: Class discussions and presentations of Assignment 6 Nb: this is not the final assignment but the preparation for it. Tutorial advice and summary.	3

5.0 Choose, investigate and present a business proposal*

Time allocated to this assessment objective 2 hours

Session Plan Twenty-four

Competence Criteria	Skills and Knowledge
Prepare a report (part of 5.1)	<ul style="list-style-type: none">the final assignment must be presented in the form of a report

Notes on delivery and activities	Duration in hours
<p>The business plan is the most important element in the final assignment but it must be delivered in the form of a report. An introduction to the structure of and the writing of a report would be helpful to the students.</p> <p>Nb.1: this topic should be located elsewhere in the delivery of the module. It is advised that it comes between assessment objectives 3.0 and 4.0 but that is a matter for tutorial judgement.</p> <p>Nb.2: the proposed business idea is less important than the ability to discuss and assemble a report and business plan.</p> <p>Nb.3: students are advised not to be too ambitious with their projects</p>	2

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Final assignment: Prepare a report, including a business plan, for a new business venture

Prepare a report, which must include a business plan, on the development of a business proposal. The plan should include discussion of the product or service, type of business organisation chosen, along with an explanation of how you plan to set up the business. This will include a checklist of activity and sources of business advice and finance.

- 1) You must present your recommendations in the form of a written report which, ideally, should be word processed although a legible hand-written report is also acceptable.
- 2) The written report must:
 - indicate how you went about the investigation
 - demonstrate adequate coverage of the aims and objectives of the module
 - be between 1800-2000 words in length
 - have a logical structure with clearly presented and explained sections
 - have well-summarised findings from the investigation
 - have a clear, legible and business-like layout
 - be your own work

Please note that CIE has recently developed an assignment grid for candidates to use in their assignment work. The emphasis of the grid is on self assessment for the candidate. It contains details of the syllabus, and a section for the candidate to check that their work covers the required elements. These should be made available to candidates prior to submitting their work, to ensure that all requirements are covered in their assignment. To access this, please click on the link next to the scheme of work.

Suggested Resources

Title	Date	Author[s]	Publisher
The Complete A-Z Business Studies Handbook	3 rd edition 2000	Lines, Marcouse and Martin	Hodder and Stoughton
Business Studies	1999 reprint 2000	Hall, Jones and Raffo	Causeway Press
How to set up and run your own business	2000	The Daily Telegraph	Kogan Page
Going for Self-employment	2002	John Whitely	How to Books
Running your own business	2000	Robert Leach	Management Books 2000 Ltd
Setting up your own limited company	1997	Robert Browning	How to Books
Business Studies	1999	Marcouse, Gillespie, Martin, Surridge and Wall	Hodder and Stoughton
Business Studies	1997 3 rd impression 2000	Chambers, Hall and Squires	Longman

Newspapers – business pages

Specialist journals [generally issued by the professional bodies]

Surfing the Internet: regular surfing will reveal useful sources of supportive information but bear in mind that there is always a chance that some websites will close down. You may also be asked to register and/or subscribe. Examples, correct at the time of publication, include:

www.bized.ac.uk Business Education
www.carol.co.uk Company annual reports on-line
www.cbi.org.uk Confederation of British Industry
www.dti.gov.uk Department of Trade and Industry
www.ipd.co.uk Institute of Personnel Development
www.3i.co.uk Investors in Industry
www.companieshouse.gov.uk Registrar of Companies

You need to check what is available in your own country.