

Enterprise Venture

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Enterprise venture
Suite	Skills for Work
Unit Codes	S656E1 S656E2 S656E3 S656L1 S656L2
GLH	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.
Unit Summary	This unit helps learners explore enterprise through creativity, teamwork, and entrepreneurship. At Entry Level, the emphasis is on exploring ideas, developing creativity, and taking part in simple, practical enterprise activities in familiar or supported contexts. At Levels 1 and 2, learners focus on planning, organising, and implementing projects more independently, applying creative thinking and problem-solving. Practical activities and small projects from pop-up stalls and school events to community initiatives and fundraising ventures will enable learners to develop teamwork, project management, and entrepreneurial skills. To achieve this unit, learners must take part in an enterprise activity.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Expressive arts statement of what matters: <i>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination</i>. Learners will use imagination and creativity to develop innovative business ideas to design, plan, and deliver original projects that express their individuality and entrepreneurial spirit. This unit also supports progress towards the Languages, literacy and communication statement of what matters: <i>Expressing ourselves through language is key to communication</i>. Learners will develop the language skills needed to communicate their ideas clearly, confidently and effectively through discussion, presentations, and written plans.

This unit also supports progress towards the Humanities statement of what matters: *Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action*. Learners will consider the social, ethical and environmental impacts of enterprise, enabling them to make thoughtful, responsible choices as they design and develop their own venture ideas.

Integral and cross-curricular skills: Learners will have opportunities to develop their Creativity and innovation and Planning and organising skills in practical contexts.

At Entry level, learners will explore simple ideas developing basic planning and organising through guided tasks in the context of enterprise activities.

At Level 1 and 2, learners will generate and develop their own ideas to carry out enterprise activities with increasing independence and apply their creativity and innovation to design and implement projects that achieve real-world outcomes.

- Cross-curricular links: Numeracy (budgeting, costs, pricing), Literacy (writing and presenting enterprise venture ideas and marketing materials, evaluating the process and skills), Digital competence (product promotion and digital presentations).

Cross-cutting themes:

Local, national and international contexts

Learners develop enterprise activity ideas that respond to local community needs, drawing on their understanding of Cynefin – the social, cultural and environmental context of where they live, making their work relevant and meaningful. At higher levels, they may explore how Welsh values, identity, and ethical approaches to business link with broader national and global markets, considering international trade, funding models, and economic challenges.

Careers and work-related experiences

Entry level learners begin to develop basic employability skills such as working collaboratively, managing simple tasks, and contributing to small enterprise activities. Level 1 and 2 learners build on these skills by taking greater responsibility in planning, organising, budgeting, presenting, and leading enterprise projects, gaining practical experience applicable to future careers.

Diversity

Learners are encouraged to draw on their own experiences, backgrounds, and perspectives when developing enterprise activity ideas. Level 1 and 2 learners can reflect on how enterprise decisions impact different groups and explore case studies from a wide range of businesses and communities, promoting critical thinking, fairness, inclusion, and ethical decision-making in enterprise.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be able to share or discuss ideas for an enterprise activity	E1 1.1 Give an idea for an enterprise activity. E1 1.2 Point out one reason why the idea could work.	E2 1.1 Give at least two ideas for an enterprise activity. E2 1.2 Rank the ideas. E2 1.3 Give a reason why the top ranked idea could work.	E3 1.1 Give a description of at least two ideas for an enterprise activity. E3 1.2 Rank the ideas. E3 1.3 Give a reason why each of the ideas could work. E3 1.4 Suggest why the top ranked idea would work best.
LO2 Be able to take part in planning and presenting an enterprise activity idea	E1 2.1 Give a list of what needs to happen to make the enterprise activity idea work. E1 2.2 Show the enterprise activity idea to another person or group.	E2 2.1 Give an ordered list of what needs to happen to make the enterprise activity idea work. E2 2.2 Give a statement about the enterprise activity idea to another person or group.	E3 2.1 Create a simple plan for an enterprise activity idea that includes at least one key enterprise factor. E3 2.2 Give a description of the enterprise activity idea to another person or group.

LO3 Be able to take part in an enterprise activity	E1 3.1 Point out tasks that need to be carried out during the enterprise activity. E1 3.2 Take part in an agreed task. E1 3.3 Use given resources safely.	E2 3.1 Give a list of tasks that need to be carried out during the enterprise activity. E2 3.2 Carry out an agreed task in the enterprise activity. E2 3.3 Use basic resources safely.	E3 3.1 Give a description of the tasks that need to be carried out during the enterprise activity. E3 3.2 Carry out a task in the enterprise activity. E3 3.3 Use resources appropriately. E3 3.4 Give a description of the tasks completed.
LO4 Be able to reflect on an enterprise activity	E1 4.1 Give a list of what went well during the enterprise activity.	E2 4.1 Give a statement about what worked or didn't work during the enterprise activity.	E3 4.1 Give a short description of what went well in the enterprise activity. E3 4.2 Give a short description of what could be done better next time.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Be able to generate and develop ideas for a product or service as part of an enterprise venture	L1 1.1 Identify simple ideas for a product or service. L1 1.2 Describe where the ideas came from, such as interests, problems or gaps in the market. L1 1.3 Discuss the ideas with others and select one final idea. L1 1.4 Give simple reasons for the choice.	L2 1.1 Identify and describe a range of ideas for a product or service. L2 1.2 Explain the reasoning behind the ideas, including potential benefits to customers. L2 1.3 Discuss the ideas with others, using feedback to improve them. L2 1.4 Select the most suitable idea and explain the reasoning behind the final decision.
LO2 Be able to plan and present an enterprise venture idea	L1 2.1 Create a basic plan for an enterprise venture idea that includes some key enterprise factors. L1 2.2 Present the enterprise venture idea and enterprise factors to others using a planned method.	L2 2.1 Create a detailed plan for an enterprise venture idea, that includes all key enterprise factors. L2 2.2 Present the enterprise venture idea and all key enterprise factors to others clearly and effectively, using a planned method.

LO3 Be able to carry out an enterprise venture	L1 3.1 Take part in agreed activities for the enterprise venture, following instructions. L1 3.2 Use resources appropriately during the enterprise venture. L1 3.3 Describe and document own involvement in the enterprise venture.	L2 3.1 Carry out agreed responsibilities within the enterprise venture independently. L2 3.2 Use resources effectively during the enterprise venture. L2 3.3 Explain and maintain detailed logs of own involvement in the enterprise venture. L2 3.4 Implement adaptations to the enterprise plan in response to challenges.
LO4 Be able to evaluate an enterprise venture	L1 4.1 Describe what went well during the enterprise venture. L1 4.2 Describe a challenge faced during the enterprise venture. L1 4.3 Identify one improvement that could be made to the enterprise venture.	L2 4.1 Reflect on the overall effectiveness of the enterprise venture. L2 4.2 Analyse challenges faced during the enterprise venture and how they affected outcomes. L2 4.3 Suggest improvements to the enterprise venture based on analysis and reflection.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Enterprise venture include Business finance, Teamwork, Sustainable economic development, Community participation, Customer service, Working in Wales, Personal development planning, Using IT in the workplace and Work experience.

These units complement each other by developing practical skills in budgeting and pricing, collaboration and communication, digital competence and workplace readiness, and encouraging responsible entrepreneurship. These units also provide learners with real world and local economic contexts, helping them to align their enterprise ideas with opportunities in the Welsh economy. In addition, Ethical choices offers valuable links to decision-making and responsible business behaviour, supporting learners' understanding of values in enterprise contexts.

There may also be links to other WJEC qualifications including the VCSE and Work-Related Foundation Qualification in Retail and Customer Service, the Level 1/2 Award in Retail Business, and GCSE Business.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are providing with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	What an enterprise activity means: • using skills and ideas to create something • starting a small business • organising an event • helping people, making money or supporting the community.

	Ideas for a product or a service: • something to sell at a concert • new school bag • cupcakes for a school fair • a car wash service • a gardening service. Reasons for top ranking: • easy to create • what people want • makes the most money • helps people the most. For Level 1 and 2 learners: Different types of enterprise: • profit-making • social • cooperative • ethical • sustainable. Explore the following: • customer needs • community needs • market needs. Things to consider: • cost • available resources • time • skills • practicality • relevance to audience • potential risks.
L02	What to include in the plan: • what needs to be done • who will do it • what is needed to make it happen Taking a simple role in the group (e.g. leader, helper, timekeeper). Key enterprise factors • what the product/service is • who will want the product/service • what the price will be • why the price has been set • how to promote the activity.

	For Level 1 and 2 Learners: The 5Ps of enterprise: • Price - Exploring basic financial concepts such as cost calculation, pricing strategies, and the relationship between price, quality, and value for money in an enterprise context. • Promotion - Investigating different methods of promotion and advertising, including visual branding, print materials, online content, and word-of-mouth marketing, and planning and creating a digital promotional tool or profile to support the enterprise using accessible platforms to reach and engage an audience. • People - Identification of target audience. Factors such as age, interests, needs, and preferences. • Place - Consideration of where and how a product or service will be delivered or accessed. Factors such as location, audience reach, accessibility, and the use of physical or digital spaces to maximise visibility and engagement. • Product – The product, service, or experience they intend to offer, considering its features, purpose, and suitability for the intended audience. What makes a structured plan: • identification of required resources • realistic timelines • allocation of roles if required • key enterprise considerations (i.e. 5Ps of enterprise). Examples of communication strategies: • Interactive strategies - asking the audience questions, inviting feedback, or running a short demo. • Storytelling - framing the idea through a short story about why it matters or who it helps. • Using digital media – short video, social media mock-up, or online advert to show how the idea could be promoted. • Tailoring the presentation - changing emphasis depending on whether the audience is peers, teachers, or a panel (e.g. highlighting cost to one, social benefit to another). • Handling questions confidently - responding appropriately to questions.
LO3	Examples of tasks involved in running an enterprise activity: • create promotion for the activity • set up an area • have resources ready • have product/service ready • how to participate in the activity.

	Examples of resources for an enterprise venture: • using materials for simple tasks e.g. decorating items, packaging, products • using everyday tools, e.g. scissors, tape or markers • checking stock quantities • tidying work area after use. For Level 1 and 2 Learners: Examples of tasks in an enterprise venture: • setting up a stall • preparing resources • creating a product • serving customers. Examples of resources for an enterprise venture: • using materials carefully to aid profit • recording sales accurately to balance finances • tracking and managing stock and predicting needs • organising the workspace and planning workflow. Learner contribution to an enterprise venture could include: • working effectively with others • responding to feedback or problems • communicating clearly with customers • completing allocated tasks • taking on extra responsibility. Ways of adapting the plan in response to challenges: • changing the layout of the stall to attract more people • creating a quick poster if sales are slow • offering a discount at the end of the day • suggesting a new way to attract customers.
LO4	Things that worked well could include: • sharing of roles • completed tasks on time • selling of the product or engagement with the service • money made from activity. Things that could be done differently could include: • better promotion of the activity • better planning of the activity • improved groupwork.

	For Level 1 and 2 Learners: Effectiveness of the enterprise venture could include: • Organisation - whether the plan was followed, tasks were completed on time, and resources were managed. • Customer engagement - how customers responded, whether they were interested, whether they bought or gave feedback. • Product or service - whether it was suitable, appealing, and good quality. • Promotion - how well the idea was advertised or presented. • Money - whether the venture made a profit, stayed within budget, or offered good value. • Challenges - what problems came up and how they were dealt with. • Overall success - what went well, what didn't, and what could be improved next time.
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Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- Interactive brainstorming: use picture prompts, roleplay, and simple group discussions to encourage idea generation.
- Matching and sorting activities: e.g. "which idea is profit-making, which is social, which is ethical?" with Welsh examples.
- Role cards: assign simple roles (leader, timekeeper, note-taker) with scaffolding to help learners take responsibility.
- Simple planning tasks: checklists for what needs to be done, who does it, and what resources are needed.
- Roleplay presentations: learners explain their idea in pairs or to the class using simple words, posters, or props.
- Practical enterprise tasks: e.g. making a small product, running a stall, or delivering a service within school.
- Reflection games: thumbs up/down or "two stars and a wish" to identify what went well and what could be better.

The following activities would be suitable for use with Level 1 and 2 learners:

- Case studies and discussion: explore different types of enterprise (profit-making, social, co-operative, ethical, sustainable).
- Market research tasks: learners identify needs and test ideas with peers or community groups.
- Structured planning: use the 5Ps (Product, Price, Promotion, Place, People) to plan an enterprise venture.
- Digital integration: create posters, adverts, or mock social media pages using tools like Canva for Education.

- Pitching and communication practice: TED-style talks, Dragon's Den simulations, or panel presentations.
- Carrying out the venture: organise a small event or sale, with learners taking defined roles and responsibilities.
- Review and reflection: use customer feedback, sales data, or teamwork evaluations to assess success and improvements.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. Whilst evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on the meeting of standards, not on spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- Digital portfolios: learners collect evidence of idea generation, planning documents, promotional materials, and reflections.
- Observed group activities: tutor checklists for participation in idea generation, planning, or role fulfilment.
- Market research reports: simple surveys, tally charts, or interviews summarised by learners.
- Enterprise plans: completed planning templates showing resources, roles, and 5Ps analysis.
- Pitch presentations: individual or group delivery of enterprise ideas to peers, staff, or visiting panels.
- Practical tasks: evidence of learners contributing to the enterprise (e.g. making, selling, and delivering).
- Customer engagement logs: short records of who bought/engaged and what feedback was received.
- Reflection journals: written, audio, or video reflections on what went well and what could be improved.
- Case study analysis: learners review examples of real enterprises and judge whether they were effective.
- Tests/knowledge checks: understanding of enterprise vocabulary, types of ventures, and 5Ps.
- Final evaluation reports: structured templates asking learners to assess teamwork, organization, product/service, promotion, and money.
- Personal log of tasks completed and a reflection.

Experiences

To provide a real-world context you could:

- invite a local start-up founder or social entrepreneur to talk about how they identified an opportunity and developed their idea into a viable enterprise. Working in groups, learners could research local business needs, brainstorm ideas, and pitch them to the entrepreneur. Learners could develop one idea further into a mini venture, guided by the entrepreneur's advice.

- work with a local shopping centre, college, or community venue to host a pop-up market or enterprise fair where learners sell handmade or upcycled products. In teams, learners plan their stall layout, marketing strategy, pricing, and stock management. They could then analyse which products sold best and why, reflecting on pricing, customer feedback, and profit.
- organise a visit to a social enterprise, cooperative, or fair-trade business. Learners could explore how the organisation balances profit with purpose, how decisions are made collaboratively, and how income supports community aims. They could then identify how their own ventures could include social or environmental goals.
- engage with providers to enter competitions such as Young Enterprise, Young Dragons, Enterprise Troopers.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces, when demonstrations are required, and commonly available resources.

Resources available to support delivery

Big Ideas Wales	A Welsh Government-backed programme that offers resources, workshops and role models to inspire young people to develop entrepreneurial skills. Includes guidance on the 5Ps of business and practical tools to support planning, promotion, and reflection. “So, you want to be an entrepreneur?” toolkit, covering business ideas, legal issues, brand, budget, and promotion. Provides access to real-life role models across Wales. To find out more, go to https://businesswales.gov.wales/bigideas
Young Dragons	Provides bilingual toolkits to support enterprise activities in schools. Also provides activity ideas and links to competitions and challenges (e.g. Dragon’s Den-style pitches, pop-up stalls). To find out more, go to www.young-dragons.co.uk
Cwmpas	Offers resources on co-operative values, social business models, and case studies. Partner in the Robert Owen Project (on Hwb), which introduces learners to co-op and social enterprise through bilingual resources. To find out more, go to https://cwmpas.coop/
Careers Wales	Offers bilingual enterprise resources, quizzes, and case studies. Supports learners to understand types of business (sole trader, partnership, franchise, limited company, co-operative, social enterprise) and the skills needed to succeed. Includes employability resources and enterprise planning tools. To find out more, go https://careerswales.gov.wales
TED-Ed Student Talks	Provides resources on pitching and communication. Offers resources to help learners plan and deliver engaging presentations. To find out more, go to https://ed.ted.com
Young Enterprise UK	A national enterprise education charity that offers structured programmes on planning and carrying out an enterprise venture, including business plan templates, market research activities, and pitching competitions, which supports teamwork, resilience, and reflection. To find out more, go to https://www.young-enterprise.org.uk
Canva for Education	Provides free editable templates for schools, ideal for branding, pitch design, posters, and marketing materials for enterprise projects. To find out more, go to www.canva.com/education

Resources required for assessment

Assessment of this unit should not require any specific resources

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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