

**OARAS: Learning design template**

To guide the planning, design, development and creation of a learning resources and activities to meet the occupational standards of a unit /module, relevant to a specific skill set.

**Qualification, Unit / Skills:** Unit: Entrepreneurship - Establishing a small business

**Learning outcomes**

**LO1** Identify / generate business ideas

**LO2** Select the most viable business idea

**LO3** Develop a plan to establish a business

**LO4** Fulfil statutory obligations

**LO5** Manage credits

*Range:* (Small family business, start up, sole trader or partnership)

<b>Outcome</b> (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	<b>Assessment</b> (learner meeting the outcome by assessment or naturally occurring evidence at the workplace)	<b>Resources</b> (resources like video, readings, presentations, etc. needed for the learner to work with and learn)	<b>Activities</b> (description of activity(s) learner is engaged in including learning hours)	<b>Support</b> (learning support with the subject, concepts, or numeracy, literacy, ICT and/or study skills)
<b>1) Identify / generate business ideas</b> <ul style="list-style-type: none"> <li>- Identify sources of business ideas</li> <li>- Apply techniques of generating business ideas</li> <li>- Generate a business idea</li> </ul>	<p>A: Generate at least 2 or 3 business ideas. Supported with an outline of the process they have followed.</p> <p>B: If already owning a business, develop at least two ideas how to expand, grow or diversify the business. Provide the outline of the process they have followed.</p>	<ol style="list-style-type: none"> <li>1. Introduction sheets</li> <li>2. Checklist with sources for business ideas</li> <li>3. An infographic with the different techniques of generating ideas.</li> <li>4. Sample questionnaires for customers</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate ideas for a business or how to expand and grow an existing business using the provided checklist and techniques. L – 1 hr (G T - ?</li> <li>2. Share their ideas and sources they have used with their peers (in prison or online) discussion. L- 30 min I/ G T- 1hr</li> <li>3. Develop a set of questions using the sample questionnaires as a guide. Interact with customers and sked then the questions to identify the most interest and potential demand for their new products or ideas. L- 4 hr I</li> </ol>	

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Adapted by Vasi Doncheva from OTARA template developed by Kate Hunt, Terry Neal, Maurice Moore 2006

<p><b>2) Select the most viable business idea</b></p> <ul style="list-style-type: none"> <li>- Use a micro screening table to identify:</li> <li>- Calculating Profit and costs</li> <li>- availability of qualified personnel</li> <li>- availability of technology/equipment</li> <li>- availability of raw materials or services</li> <li>- competitors</li> <li>- critical success factors</li> </ul> <p>Conduct feasibility study</p>	<p>A. Carry out a screening of the two or three business ideas using the micro screening table and determine the potential of the ideas by looking at and interpreting the results of the screening. Conduct a feasibility study and provide a brief summary of the outcome of the screening and comparison of the results to the outcome of the feasibility study and select the idea with the most potential.</p> <p>B. If already in business, carry out a screening of the 2 or 3 ideas on how to expand or diversify the business using the micro screening table. Determine the potential of the ideas by looking at and interpreting the results of the screening. Conduct a feasibility study and provide a brief summary of the outcome of the screening and comparison of the results to the outcome of the feasibility study and select the idea with the most potential.</p>	<ol style="list-style-type: none"> <li>1. Questionnaires and steps on how to determine the most viable business idea</li> <li>2. A video on how to conduct a feasibility study (NW).</li> <li>3. PowerPoint Presentation with narration on the process of how to conduct a feasibility study and scanning the environment (C)</li> <li>4. Checklist on environmental factors.</li> <li>5. Checklist on the step of conducting a feasibility study.</li> <li>6. Feasibility study evaluation checklist</li> <li>7. Video explaining the use of micro screening table</li> <li>8. Micro screening table analysing the critical success factors</li> <li>9. Google Forms integration of the micro screening table</li> <li>10. Competitor analysis sheet for learners to identify competing products and services</li> </ol>	<ol style="list-style-type: none"> <li>1. Select an idea to conduct a feasibility study and share that with peers and the trainer providing reasons why they have selected that idea. L- 30 min I T-1hr</li> <li>2. Conducting a feasibility study following the provided process and steps. Watch the video and presentation and use the provided checklists and tips. G T – 8 hrs</li> <li>3. Post the key findings from the feasibility study for feedback in a online forum. Review peers post and use an evaluation checklist to provide feedback. L- 2 hrs G T 4hrs</li> <li>4. Learners identify the number of possible competitors and their products and services within the business environment. L – 3 hrs</li> <li>5. Learners watch video explaining the use of micro screening table. G T – 3hrs</li> <li>6. Learners practically complete an online micro screening using google form to analyse the critical success factors of their ideas. L – 1 - I</li> </ol>	
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<p><b>3) Develop a plan to establish a business</b>          - Develop a business plan using a template</p>	<p>A. In groups of 2 – 3? based on similarity of their business idea, develop a business plan for starting up of the viable idea identified in outcome 2 using the results of the environmental screening and the provided template while making adjustments where necessary.  <b>B.</b> If already in business, develop a business plan on how they wish to grow their own business, improve or diversify their business using the mini business plan, using the provided template while making adjustments where necessary.</p>	<p>1) Handout on the definition, and uses of the business plan          2) Template of the mini business plan          3) Infographic on business diversification in b          4) Checklist on essential contents of a business plan</p>	<p>1) Analyse and template of a business plan and modify the business plan template or make adjustments according to the needs of the selected business idea.          T: ½ hr          2) Post the modified template you are considering to use and explain why the modifications are appropriate. Provide feedback to peers and incorporate received feedback in the final template to use. L- 1 – 2 hrs T- 3-4 hrs G          3) Complete the mini business plan in line with the selected business idea.          L- 1 – 2 hrs T- 3-4 hrs G</p>	
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<b>4) Adhere to statutory obligations</b> - Explain the legal framework for small enterprise -Discuss forms of business -Outline advantages and disadvantages of different forms of business -Discuss registration procedures with PACRA -Discuss ZRA Procedure	Submit the sample of business registration completed and explain why you have selected the type of business to register.  Submit the sample of annual return you have completed.	<ol style="list-style-type: none"> <li>1) Logical framework on the business registration process</li> <li>2) Handout on the forms of business organisations</li> <li>3) Business name clearance form</li> <li>4) Business name registration form</li> <li>5) presentation on the role of the Patents and Companies Registration Authority (PACRA) from PACRA representative</li> <li>6) presentation on the role of the Zambia Revenue Authority (ZRA) from ZRA representative</li> <li>7) Checklist on the key legal requirements</li> </ol>	<ol style="list-style-type: none"> <li>1) Review and discuss the logical framework on the business registration process and forms of business organisations in relevance to the type of organisation you consider registering (in class or online) L- 1 hrs, G, T -?</li> <li>2) Review the forms required to register a business L- 1 hr</li> <li>3) Download and fill in the business name clearance and name registration form L: 1hr, T ½ hr</li> <li>4) View the PPT presentations and explore and navigate the PACRA and ZRA websites L: 1hr</li> <li>8) Review the checklist on the key legal requirements in preparation to register your business. L: ½ hr</li> </ol>	
<b>5) Manage credits</b> Manage procurement of loans: - Different credit terms - Interest rates - Repayment terms	Submit a summary of the sources of finance you have considered and explain why you have picked a specific finance option and how you will plan to service it.  Submit the sample of a loan application form you have completed.	<ol style="list-style-type: none"> <li>1) Invite bank representative to make a presentation on the various sources of finance for a business – New or existing</li> <li>2) Presentation explaining types of revenue and cost and how to identify breakeven point</li> <li>3) Handout on the calculation of profit – template for a profit/loss statement</li> </ol>	<ol style="list-style-type: none"> <li>1) View the presentation on various sources of finance and identify the suitable sources of finance for your business. Share that with peers for feedback. Attend or watch videoed session with a micro finance representative demonstrating how to</li> </ol>	

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		<p>4) Video presentation on how to calculate interest on loans</p> <p>5) Loan application forms from financiers stating repayment terms</p>	<p>calculate interest on loans L: 1hr</p> <p>2) Calculate profit based on your existing business data or provided scenario with data. Share and check your results. L: 1hr</p> <p>3) Visit financiers and discuss terms of credit to determine what the best option for your business is. Post / share the options you are considering and why you think they are suitable with our peers. G T- 3-4 hrs</p>	
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## **Appendix: Explanations**

**Activities** (what learners do in order to learn and develop the skills required)

Number the activities to ensure everyone on the teaching team has shared understanding of the structure and flow of the sessions/ lessons.

For each activity record the following:

**L** = the number of hours you estimate it will take the learner to undertake and complete this activity

**T** = the number of hours you estimate it will take the tutor to facilitate this activity

**M** = the number of hours you estimate it will take the Master Craftsman to facilitate / supervise this activity

**I/G** = individual or a group activity

For example: L: 1hr, T: ½ hr, M: 1 hr, G

## **Resources**

All of the resources in each learning resource section of the template should relate directly to a learning activity. Categorise your resources as follows:

**[R] = Ready-to-go.** These resources are already available (such as practical demonstrations, tools, OER, open texts, videos, instruction sheets, pictures and diagrams, etc.) and are suitable for the unit (consider technology availability, use and learner access).

**[NW] = Need Work.** These resources are available or nearly ready or possible to obtain but need more work before they are suitable for use (checklist needing images and illustrations to complement the text, tools that are possible to obtain but need to be hired, purchased, or agreed to be shared with others, etc).

**[C] = Concept.** Ideas for resources that still need to be developed. If you want to create a video of a practical demonstration, an interactive drag and drop or matching practice or assessment activity, a clickable checklist or diagram, a demonstration using 360 video, an interview with an expert, a digital assessment or quiz in Moodle, be sure to map these early in the design process because they might need more time and effort to be created.

**Recommended to keep a design and teaching / training log.**

### **Design Log (notes, plans, explanations)**

Log ideas and rationale for learning design decisions following the learning design and development principles outlined in the qualification document.

### **Teaching reflection Log (notes, reflections, suggestions)**

Log reflections on things that go or don't go well from experience. Any suggestions for improvement or changes you have introduced while teaching the unit.