

# **NextGen: HN unit specification**

## **Developing Entrepreneurship Skills (SCQF level 7)**

**Unit code:** J9FE 47

**SCQF level:** 7 (8 SCQF credit points)

**Valid from:** August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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# Unit purpose

This unit introduces learners to the skills and attributes required to be a successful entrepreneur.

Learners explore entrepreneurship, carry out an audit of their own entrepreneurial skills and devise an action plan to develop their skills. They implement their plan and apply their skills by promoting themselves and their business idea and ultimately deciding if entrepreneurship is right for them.

The unit is suitable for learners studying Business Studies, Entrepreneurship, or related vocational fields. It is primarily intended for learners who want to take up a career or further study in entrepreneurship, business management, start-up development and self-employment, but is also appropriate for those who want to develop their innovation and leadership skills.

Entry to the unit is at your centre's discretion. Before they start the unit, we recommend learners have one or more of the following:

- a basic understanding of business concepts
- a clear understanding of vocational specialism
- experience with problem-solving or critical thinking activities
- familiarity with basic financial or marketing principles

Learners study the unit as part of a Business or Entrepreneurship curriculum. They can also study it on a stand-alone basis when it is contextualised to a specific vocational discipline such as Complementary and Beauty Therapies, Sports, Construction or Food and Hospitality.

# Unit outcomes

Learners who complete this unit can:

1. develop self against skills and attributes required for entrepreneurship
2. prepare for enterprise by promoting self and business idea

## Evidence requirements

Learners must submit knowledge evidence and product evidence (portfolio work) to successfully achieve the unit. The quality of this evidence must align with the SCQF level 7 of the unit.

### Outcome 1

Learners must produce evidence to show they can:

- explain the characteristics of a successful entrepreneur
- describe the risks and rewards of becoming an entrepreneur
- appraise individual skills by carrying out a self-assessment
- develop a self-assessment action plan
- implement a self-assessment action plan
- evaluate a self-assessment action plan

### Outcome 2

Learners must produce evidence to show they can:

- explore techniques for generating a business idea
- identify and describe a range of support and resources available to entrepreneurs
- present an innovative business idea
- demonstrate business etiquette
- apply clear and concise communication to pitch a business idea
- evaluate performance

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• the characteristics of a successful entrepreneur</li> <li>• reasons for becoming an entrepreneur</li> <li>• the implications of becoming an entrepreneur</li> <li>• how to complete self-assessment activities and determine suitability to become an entrepreneur</li> <li>• personal strengths and development needs</li> <li>• how to create an action plan to meet entrepreneurial development needs</li> <li>• how to implement an entrepreneurial action plan</li> <li>• how to reflect on and evaluate an entrepreneurial action plan</li> </ul>	<p><b>Outcome 1</b> Learners can demonstrate:</p> <ul style="list-style-type: none"> <li>• understanding, by analysing the characteristics of successful entrepreneurs and describing their traits (such as resilience, innovation, and leadership)</li> <li>• critical thinking, by identifying reasons for experiencing entrepreneurship and evaluating the implications, including:               <ul style="list-style-type: none"> <li>○ risks</li> <li>○ rewards</li> <li>○ lifestyle changes</li> </ul> </li> <li>• self-assessment and self-reflection skills, through conducting self-evaluation activities to assess personal suitability for entrepreneurship</li> <li>• self-reflection and evaluation skills, by recognising personal strengths and areas of enhancement</li> <li>• planning, organising and goal-setting skills, by creating a structured entrepreneurial action plan to address entrepreneurial development needs</li> <li>• self-evaluation skills and the ability to evaluate outcomes, by reflecting on and assessing the effectiveness of the entrepreneurial action plan</li> </ul>

Knowledge	Skills
<p><b>Outcome 2</b></p> <p>Learners should understand how to:</p> <ul style="list-style-type: none"> <li>• develop and apply entrepreneurial skills to generate ideas</li> <li>• identify and describe key support and/or resources available to entrepreneurs</li> <li>• present a business idea to others in a positive manner</li> <li>• conduct themselves and communicate in a manner appropriate for the situation</li> <li>• sell an idea by emphasising a unique selling point and unmet customer needs</li> <li>• clearly and succinctly summarise features, benefits and key information</li> <li>• reflect and evaluate performance</li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can demonstrate:</p> <ul style="list-style-type: none"> <li>• entrepreneurial skills to generate innovative ideas showcasing creativity and creative problem-solving</li> <li>• research and evaluation skills, and an understanding of key support systems and resources available to entrepreneurs, such as funding, mentorship, or networks</li> <li>• clear communication and presentation skills to convey a business idea positively to others, showcasing strong verbal and interpersonal communication skills</li> <li>• professionalism and adaptability skills when presenting themselves in different situations</li> <li>• effective pitching skills when presenting a business idea, highlighting its unique selling points and addressing unmet customer needs</li> <li>• effective communication skills, by summarising the benefits and key information of a business idea clearly</li> <li>• self-evaluation skills, by reflecting on and assessing the effectiveness of the entrepreneurial action plan</li> </ul>

# Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

## Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - managing time effectively, setting goals, and maintaining concentration when showcasing knowledge and skills
  - staying on task and avoiding distractions when applying knowledge and skills of entrepreneurship
  - organising and structuring information about entrepreneurial skills and a business idea in a logical manner
  - prioritising key tasks to enhance entrepreneurial skills after completing skills assessments
  - demonstrating a natural ability to stay on track when presenting a business idea
  
- integrity:
  - acknowledging sources during research of entrepreneurship, skills assessment, business idea and sector
  - approaching problems with a solution-focused mindset when constructing a business idea and entrepreneurial action plan
  - applying reasoning and maintaining transparency when evaluating a business concept and sector
  - demonstrating honesty in the self-reflection process of an entrepreneurial action plan

- adapting:
  - adjusting communication styles effectively to gather information and present business ideas to different audiences
  - engaging in tasks to develop and evolve entrepreneurial skills
  - demonstrating flexibility when proposing alternative opportunities during business idea presentations
  
- initiative:
  - recognising individual entrepreneurial skills that need development and enhancement
  - identifying opportunities to upskill, using insights from an entrepreneurial action plan to guide focused reflection and improvement
  - identifying gaps in the market and proposing innovative business ideas to address them
  - contributing solutions when exploring opportunities for new products or services to solve stakeholder problems

## **Social intelligence**

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
  - demonstrating effective communication when sharing ideas and progress
  - demonstrating clear and concise communication with internal and external stakeholders
  - arranging and structuring entrepreneurial portfolio evidence in a clear and concise manner
  - presenting an entrepreneurial business idea clearly and confidently, using engaging visuals and a well-structured delivery

- feeling:
  - acknowledging diverse perspectives during ethical discussions related to entrepreneurship
  - actively engaging others when working in a team, ensuring inclusiveness of team members
  - showing an understanding of values when developing and presenting business ideas
  
- collaborating:
  - collaborating on ideas, distributing tasks, and finding common ground in team assignments
  - distributing responsibilities fairly and providing support to others during team situations
  - encouraging open communication in team activities, ensuring all members can contribute to entrepreneurial tasks
  - setting clear timescales to complete and track an entrepreneurial action plan and business idea
  
- leading:
  - leading others when engaging in entrepreneurial self-reflection activities
  - conducting effective team activities and tasks to encourage the contribution of others
  - allocating responsibilities in team tasks, based on team members' strengths
  - ensuring all outcome deadlines are met, to ensure learning progress
  - presenting pitches confidently while authentically representing the business idea

# Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - evaluating and reflecting on entrepreneurial skills, using innovative and creative experiences to support ongoing development
  - exploring customer problems to create a business idea that can resolve customer issues
  - researching entrepreneurship and business start-ups and/or specific sector ventures
  
- creativity:
  - developing methods and/or activities to engage in entrepreneurial self-reflection techniques and generate a portfolio of evidence
  - producing a portfolio of evidence and action plan
  - producing unique ways to generate an innovative business idea to promote and present
  - developing creative pitching techniques to showcase both self and business concept
  - producing creative branding, and strategies for business start-ups to stand out in the market
  - exploring innovative presentation platforms to promote and advertise a business idea and entrepreneur
  
- sense-making:
  - interpreting feedback and self-assessment results, allowing budding entrepreneurs to identify entrepreneurial strengths and development areas
  - prioritising tasks when creating an entrepreneurial action plan
  - identifying key entrepreneurial relationships in the entrepreneurial environment
  - explaining how customer behaviours and needs, business needs, and market trends interlink when identifying and developing business ideas

- linking ethical frameworks with stakeholder interests when evaluating business opportunities
- showing how finance, operations, and branding interconnect in a cohesive business plan
- critical thinking:
  - analysing personal entrepreneurial strengths and development areas during entrepreneurial self-assessments, identifying areas of enhancements to create a focused entrepreneurial action plan
  - critically reviewing and reflecting on progress of an entrepreneurial action plan by comparing results to goals, and identifying if aims and objectives have been successfully achieved
  - critically evaluating key entrepreneurial methodology sources
  - researching entrepreneurship and business sectors
  - assessing current entrepreneurial models and approaches
  - critically analysing the pros and cons of different types of business start-up models
  - managing challenging questions during entrepreneurial presentation sessions

# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

As future entrepreneurs, learners must understand that sustainability isn't just about being a good global citizen; it's about building a long-lasting, ethical, and successful business.

## **Learners consider decisions that entrepreneurs need to make:**

- **Environmental responsibility:** Learners identify and reduce the environmental footprint of their business idea and self. This includes looking at the energy consumption of their business idea and the carbon emissions from their potential supply chain or events. Learners research and think about how to design ethical products and/or services.
- **Economic viability and fairness:** For businesses to thrive long-term, they need to be economically sustainable. Learners must understand fair business practices, such as ensuring equitable pay internally and externally.
- **Social impact:** As an entrepreneur, owners have a crucial role in creating a positive community, both internal and external of the venture. Learners consider how their business can promote wellness, champion diversity and inclusion, and encourage responsible behaviour with the stakeholders they engage with (for example customers, employees and local residents).
- **Reflecting and setting targets:** Learners reflect on their role as a future entrepreneur in shaping a more ethical and sustainable industry by evaluating their skills and setting targets to enhance expertise. They identify real-life

business scenarios and analyse how their own choices, both personally and as a leader, contribute to sustainability. Learners then build an action plan to work towards enhancing skills.

**Learners consider how to align their business idea with global goals (UN SDGs for entrepreneurs):**

Successful entrepreneurs often build businesses that solve real-world problems for stakeholders. Learners consider how their business idea can contribute to the UN SDGs, turning global challenges into entrepreneurial business opportunities — significantly shaping the design, impact, and sustainability of new ventures:

- **Goal 5 (Gender Equality):** An entrepreneurial start-up should actively support equitable practices across its business operations. Learners should consider inclusive design of their products and/or services, the development of community initiatives that empower all genders, and the implementation of fair and unbiased recruitment and development practices.
- **Goal 8 (Decent Work and Economic Growth):** The emphasis on decent work and economic growth drives an entrepreneurial start-up to focus on providing fair and transparent employment opportunities. This goal influences business practices by promoting ethical labour initiatives, competitive wages, and safe working conditions in its specific environment and marketplace.
- **Goal 12 (Responsible Consumption and Production):** A business structure and set-up is focused on responsible consumption, production and reduction of waste across its venture. Learners consider how businesses can actively encourage their stakeholders to adopt more sustainable practices through their marketing of products and/or services. This fosters a circular economy while building a positive reputation in the marketplace.

### **Learners critically examine designing sustainable business models:**

- Long-term viability: A business start-up needs to be flexible, adaptable and resilient to succeed long-term in its sector. Learners consider this forward-thinking mindset to ensure continued opportunities for growth in market share.
- Ethical sponsorships and practices: Learners carefully consider how to select partnerships and implement practices that align with their organisation's values, to enhance brand reputation and stakeholder engagement.
- Technological sustainability: Entrepreneurial start-ups are increasingly influenced by technological sustainability. Learners' research and select efficient technology to embed to foster and create a sustainable network.
- Community health and longevity: Learners should have a strong focus on community health and longevity, and consider how they pledge to encourage positive promotion to stakeholders on their approach to wellbeing.

# Delivery of unit

This is an optional/mandatory unit in HNC Complementary Therapies. You can deliver it as a stand-alone unit, as part of a Business or Entrepreneurship curriculum.

This course is structured around two key learning outcomes, which should be taught in in order of Learning Outcome 1 followed Learning Outcome 2.

A total of 80 notional hours is allocated for the unit, with 40 hours allocated for Outcome 1 and 40 for Outcome 2.

# Additional guidance

The guidance in this section is not mandatory.

## Content and context for this unit

### **Outcome 1: Develop self against skills and attributes required for entrepreneurship**

Learners explore the world of entrepreneurship and discover if it benefits them. They research successful entrepreneurs, identifying the unique qualities, skills, and ways of thinking that help them succeed. By the end, learners have a much clearer idea of their own strengths and areas for development on their entrepreneurial journey.

Learners start by looking at different kinds of successful entrepreneurs, including:

- visionaries, like Mark Constantine (Lush founder), who look to the future or have a grand vision
- adventurers, like Richard Branson (Virgin Group), who love taking big, calculated risks
- opportunists, like Lord Sugar, Sara Davies MBE, or Steven Bartlett (from Dragons' Den), who are great at spotting and seizing business opportunities

- specialists with deep expertise in one area, like Elon Musk (Tesla, SpaceX), Joe Wicks MBE (The Body Coach) in fitness, or Martin Lewis (MoneySavingExpert) in consumer finance
- ‘spare room’, ‘free time’ or ‘side hustle’ entrepreneurs — those who start small, often from home, alongside other commitments
- Small businesspeople who are focused on running a local outlet or service
- Systemisers who build efficient processes and systems into their businesses

Learners also consider different business structures, including:

- soloists (running things alone)
- partners (working with others)
- professional inventors and/or researchers
- high-technology entrepreneurs
- speculators and lifestyle entrepreneurs (who build a business around their desired way of life)

Learners also:

- research the successful traits of entrepreneurs, by discovering common characteristics of successful entrepreneurs, like goal setting, perseverance, confidence, patience, and resilience
- identify the key qualities of entrepreneurs by learning about important personal attributes, such as self-motivation, commitment, openness to change, initiative, and being visionary
- build their skillset by exploring essential personal skills, including time management, planning, problem-solving, stress management, and risk assessment
- reflect on their skillset by conducting self-assessment activities, such as using self-assessment tools like entrepreneurial quizzes, SWOT analysis and the Johari Window to understand their own entrepreneurial profile
- plan their growth by identifying their personal strengths and weaknesses, selecting key areas to develop, and receiving feedback from others to gain a fresh perspective on their potential

By understanding what makes entrepreneurs successful and then honestly assessing themselves against those qualities, learners build a strong foundation for their own entrepreneurial journey. Outcome 1 is all about self-discovery and setting learners up for success.

## **Outcome 2: Prepare for enterprise by promoting self and business idea**

This outcome is all about learners creating great business ideas and then confidently pitching them. Learners:

- generate ideas by applying creative thinking techniques (such as brainstorming) to identify customer problems and develop creative solutions, forming the foundation for business ideas
- engage in informed decision-making by critically evaluating business start-up ideas. They use structured methods to identify those with the strongest potential to address stakeholder needs and opportunities
- develop a structured business plan outlining the proposed product or service, target market, identified customer need, and initial resources required for launch
- identify support networks by researching and evaluating relevant entrepreneurial support networks (for example The King's Trust, Business Gateway, Young Enterprise Scotland, Transmit Start-Up), to understand the external supports available to entrepreneurs in Scotland
- develop and refine the skills required to prepare, present, and confidently pitch business ideas. This includes managing and responding effectively to questions from peers, tutors, or potential stakeholders

Outcome 2 gives learners the practical skills to turn ideas into potential businesses and confidently present them to others.

## **Resources**

You can use the following range of resources and activities to develop learners' knowledge and entrepreneurial skills. These are tailored to support the development

of entrepreneurial skills such as self-assessment, idea generation, pitching, professional conduct, and reflective evaluation, as outlined in the unit's learning outcomes.

## **Books and literature**

- Ries, E. (2011) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Crown Business
  - provides insights into iterative business development and lean methodologies, ideal for learning about idea generation and testing
- Gerber, M.E. (1995) *The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It*. New York: Harper Business
  - Offers guidance on building sustainable businesses and is useful for understanding business management and operational planning

## **TV programmes and video content**

- Shark Tank, Dragons' Den, The Playlist
  - clips from these shows demonstrate pitching techniques, investor feedback, and the importance of unique selling points, ideal for outcome 2's focus on presenting ideas
- Start Me Up (2025)
  - showcases entrepreneurs transitioning careers, offering real-world examples of pitching and professional conduct. Available on platforms like Netflix or YouTube

## **Toolkits and worksheets**

- ClickView
  - a comprehensive resource with lesson plans and student worksheets plus supporting videos to guide learners through entrepreneurial processes, fostering creativity and problem-solving

## **Networking and mentorship platforms**

- LinkedIn
  - connects learners with industry professionals for networking and mentorship, supporting resource identification and professional communication. LinkedIn also has a range of diverse free courses to upskills where learners can gain digital certification
- Local entrepreneurship communities, including Business Gateway and Young Enterprise Scotland
  - provide access to events, competitions, and mentors, fostering networking and real-world insights

## **Podcasts and webinars**

- Business podcasts, such as Performance Podcast and Diary of a CEO
  - offer insights from successful entrepreneurs on using technology and strategies for growth, enhancing listening and analytical skills
  - provide a wide and diverse range of speakers on resilience and the skills of entrepreneurs

## **Approaches to delivery**

You can adopt a flexible, outcome-aligned approach to tailor delivery to your learners' needs for an engaging, participative experience. You can integrate tutor-led instruction, real-world engagement, and digital resources. Activities such as group research, mock pitches, and reflective exercises, paired with media like Shark Tank or Start Me Up, develop skills in self-assessment, idea generation, and professional communication, ensuring alignment with the SCQF level 7.

### **Outcome 1: Develop self against skills and attributes required for entrepreneurship**

In outcome 1, learners explore entrepreneurial traits through tutor-led discussions on benefits and challenges of entrepreneurship. Group and individual research tasks, identifying support systems, visits to local entrepreneurs or guest speakers offer practical insights. Learners complete entrepreneurial self-assessments (for example SWOT analysis, leadership surveys), create entrepreneurial action plans with tutor support, and reflect on practical activities in the learning process.

### **Outcome 2: Prepare for enterprise by promoting self and business idea**

Outcome 2 focuses on business ideas and presentation generation and pitching through creative workshops (for example '5 Whys' or brainstorming bins) and group tasks to research resources like LinkedIn or programmes featured in Start Me Up. Learners practice pitching, emphasising unique selling points (USPs), inspired by Dragons' Den or The Playlist (Netflix), with tutor feedback ensuring clarity and professionalism. Reflective discussions and video analysis of pitches develop skills in communication, persuasion, and self-evaluation, preparing learners to present ideas effectively.

## **Approaches to assessment**

Evidence can be gathered using a variety of assessment methods. Learners should experience a range of assessment methods to support the development of transferable meta-skills that are relevant to employment, further study, or higher education.

The suggestions below are examples, and centres may use alternative methods that better meet the needs of their learners and/or subject area. Centres should get prior verification for centre-devised assessments, to help ensure alignment with national standards.

You can assess this unit outcome by outcome or holistically through the development of a structured portfolio which can be based on generalised approaches to entrepreneurship and/or contextualised to a specific sector.

### **Outcome 1: Develop self against skills and attributes required for entrepreneurship**

For outcome 1, the main sources of evidence are the learner's research activities, self-assessment, and action planning. You should brief learners on personal development and to complete self-awareness activities, including an entrepreneurial profile with a simple rating system to identify strengths and areas for improvement. Learners should reflect on these activities and keep a record of them. Learners should then complete a SWOT analysis, discuss with others for feedback, and update accordingly. They should keep both versions as evidence.

Learners can organise their evidence in a structured portfolio which can be populated in an ongoing and open-book method. They can use Word, SWAY, Padlet or an alternative platform to populate their portfolio. You can also give learners a structured checklist to track the progress of the portfolio and ensure that all evidence is included.

## **Outcome 2: Prepare for enterprise by promoting self and business idea**

For outcome 2, evidence comes from the chosen presentation method. While group work can be used for this assessment, individual contributions must be clearly evidenced. You can include video recordings, photographs, completed checklists, and written or oral submissions as evidence. Written or oral evidence must demonstrate that learners can apply the knowledge and skills outlined in the outcomes. Learners can use PowerPoint, Canva, Google Slides, Prezi or an alternative platform to produce their presentations on. You can also give learners a structured checklist to track the progress of the portfolio and ensure that all evidence is included.

Learners have multiple opportunities to generate and collect evidence throughout the unit. The evidence should demonstrate that the learner has conducted self-analysis and engaged in activities relevant to their entrepreneurial development. They should create, implement and evaluate an action plan over time. You should also encourage learners to reflect on their progress and, where appropriate, adjust their plans and activities based on feedback and changing circumstances.

# Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

# Information for learners

## Developing Entrepreneurial Skills (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

### Unit information

This unit offers a practical and insightful introduction to the world of entrepreneurship and gives you the entrepreneurial skills and mindset you need to identify opportunities and create value. It's an ideal starting point for anyone considering launching their own business venture or developing an entrepreneurial approach to their career and experience.

The unit is suitable if you are studying Business Studies, Entrepreneurship, or related vocational fields. It is primarily intended for learners who want to take up a career or further study in entrepreneurship, business management, start-up development and self-employment, but is also appropriate if you want to develop your innovation and leadership skills.

Entry to the unit is at your centre's discretion. Before you start the unit, we recommend you have one or more of the following:

- a basic understanding of business concepts
- a clear understanding of vocational specialism
- experience with problem-solving or critical thinking activities
- familiarity with basic financial or marketing principles

Throughout the unit, you actively engage with key entrepreneurial concepts and develop practical skills through a series of focused activities:

- Explore the entrepreneurial landscape: You delve into what it means to be an entrepreneur, understanding the balance between the risks and unique rewards of starting and growing a business. This includes learning how successful entrepreneurs identify unmet customer needs and allocate resources effectively.
- Discover support systems: You are introduced to the vital role of various support agencies and the resources available to new and developing enterprises.
- Master idea generation techniques: You explore and apply a variety of entrepreneurial tools and creative thinking techniques, specifically designed to help you generate innovative business ideas.
- Research successful ventures: Through research activities, you examine different types of successful entrepreneurs and their businesses, drawing inspiration and insights from real-world examples.
- Conduct a personal skills audit: You carry out a thorough entrepreneurial skills audit of your own entrepreneurial skills, identifying your strengths and areas for development. This self-assessment is a crucial first step in your personal growth.
- Develop an action plan: Based on your skills audit, you devise a personalised action plan aimed at enhancing your entrepreneurial capabilities.
- Practice self-promotion: Recognising the importance of communication, you implement your action plan by promoting yourself and your business idea to others. This involves considering effective personal presentation and tailoring your message to specific target audiences, markets, or sectors. This can be carried out individually or as part of a group, preparing you for real-world collaborative environments.
- Evaluate your progress: You get hands-on experience and the necessary self-reflection to help you decide if entrepreneurship is the right path for you.

Upon completion of the unit, you have developed a robust set of subject-specific knowledge and skills, including:

- Understanding of entrepreneurial principles: You develop knowledge of core concepts, such as opportunity identification, resource allocation, and value creation in a business context.
- Awareness of business support networks: You research key organisations, networks, and resources available to entrepreneurs to support them on their journey.
- Idea generation and innovation techniques: You gain confidence in using creative tools to develop viable business concepts.
- Research and analytical skills: You can research and critically evaluate different entrepreneurial models and success stories.
- Self-assessment and personal development planning: You audit your own capabilities and create actionable plans for personal and professional growth.
- Effective communication and presentation skills: You communicate and 'sell' your ideas, adapting your communication style to diverse audiences.
- Strategic thinking for market targeting: You tailor business ideas and promotional efforts to specific markets and sectors.
- Collaborative skills: You experience working effectively in a group to achieve shared entrepreneurial objectives (if carried out as group work).

Assessment for the unit is practical and designed to demonstrate your active engagement and skill development. There are two outcomes that contribute to your overall assessment:

- Outcome 1: Develop skills and attributes required for entrepreneurship: You are assessed on your ability to accurately audit your entrepreneurial skills and create a well-structured, actionable plan for your development.
- Outcome 2: Prepare for enterprise by promoting self and business idea: You are assessed on your implementation of your action plan, specifically how you promote yourself and your business idea to others. You can present this in a variety of appropriate formats, to make sure it is suitable for your chosen target people, market, or sector. This outcome also allows for assessment of group work, if applicable.

## Meta-skills

Throughout this unit, you develop meta-skills that are useful for the entrepreneurship sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

### Self-management

Get ready to build some powerful creative skills: **focus, integrity, adaptability, and initiative**. You discover how to keep your concentration sharp in the innovative world of entrepreneurship, quickly adjust when things change, and confidently put forward your own innovative ideas. We also highlight the absolute importance of integrity — guiding you to make ethical, honest, and transparent decisions in everything you do.

### Social intelligence

You develop crucial skills for working with people: **communicating, feeling (empathy), collaborating, and leading**. You refine how you share your ideas, so everyone understands, no matter their background. You learn to work brilliantly in teams. Plus, when you're in a leadership role, you practise being empathetic and culturally aware, making sure you can understand and engage effectively with diverse audiences as part of your business enterprise.

### Innovation

This is all about thinking big and building the future! You boost your innovative power by sparking your **curiosity** and **creativity**. This means you explore cool new technologies and learn how to come up with smart business plans.

By developing these 'meta-skills' (think of them as super skills!), you are ready to tackle any challenge and grab every opportunity in the industry your business is in. You won't just keep up; you'll be leading the way.

## Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the business entrepreneurship sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

# Administrative information

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**Superclass:** AB

## History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit

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