



# SYLLABUS



This project has been funded with support from the European Commission.  
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Introduction

The Entrepreneurial Skills Pass (ESP) is a **unique international qualification** that certifies students (aged 15-19), who have had a real entrepreneurship experience, have gained the necessary knowledge, skills and competences to start a business or to be successfully employed. This is the first JA micro-credential specifically designed for the [JA Company Programme](#).

Accordingly to the *European Qualifications Framework for Lifelong Learning*<sup>1</sup>, within ESP, “qualification” means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

The ESP combines a **competence-based assessment** (pre and post) for students to reflect on their own progress with a **final examination** validating and certifying their theoretical and factual knowledge about business issues and concepts. With the ESP, students:

- Assess and reflect on their progress in acquiring enterprising competences and skills. *Sense of initiative and entrepreneurship*<sup>2</sup> is the key competence addressed with a particular focus on creativity, perseverance, resourcefulness, self-confidence, taking initiative, taking responsibility and teamwork.
- Certify their theoretical and factual knowledge on entrepreneurship gained as a result of this experience.
- Access further opportunities such as further training, work experience and start-up support. The ESP is endorsed and recognised by several global, European and national organisations, namely the European Commission, European Parliament, business organisations as EUROCHAMBRES, CSR Europe and European Round Table of Industrialists and Ministries of Education and universities.

### More information

ESP website: [www.entrepreneurialskillspass.eu](http://www.entrepreneurialskillspass.eu)

ESP platform: <https://www.esponline.eu/>

---

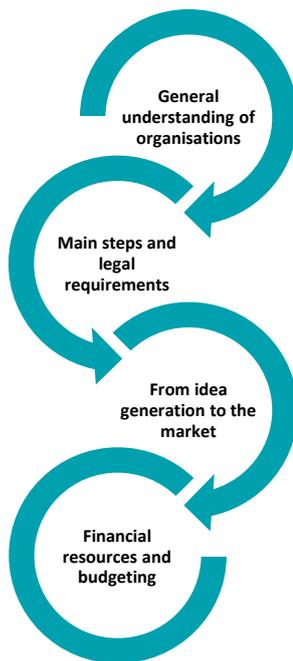
<sup>1</sup> European Commission, European Qualifications Framework for Lifelong Learning, 2008.

<sup>2</sup> As defined in the Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning [Official Journal L 394 of 30.12.2006].

## Syllabus

The fundamental objective of the Entrepreneurial Skills Pass is to show a direct link between the activities experienced in the entrepreneurial experience and the exam. Therefore, its questions are focused on skill-based tasks with an emphasis upon **applied understanding and practical scenarios** rather than solely assessing knowledge and factual recall.

The final examination aims at assessing, validating and certifying students' theoretical and factual knowledge (facts, principles, theories and practices related to a field of work or study) as well as their cognitive and practical skills (the ability to apply knowledge and use know-how to complete tasks and solve problems) about the most important basic business issues and concepts. It is focused on four main **categories** that describe the main areas of knowledge students should have acquired during their entrepreneurial experience.



Each category is composed of a set of topics.

They are defined in terms of **learning outcomes** with a statement describing what a learner should know, understand and/or be able to do on completion of the learning process (European Commission, 2008).

Each learning outcome is further described alongside the **didactic objectives**, which provide in detail about what the student is expected to learn, know and understand for each topic.

**Total set of questions:** equivalent to 28 answers

**Possible type of questions:**

- Multiple Choices Questions (with 4 possible answers of which only 1 correct)
- Questions with drop-down menu (with options to choose)
- Matching questions (with elements to match)

**Format of the test:**

- Stand-alone questions

And/or

- Questions with short scenario

**Length of the exam:** 45 minutes

**Scoring:**

- Only plus/positive score
- Each question has the same score
- All or nothing

**Percentage (%) to pass the exam:** 70%

## 1. General understanding of organizations

TOPICS		OBJECTIVES
		The student should be able to...
1.1	<b>Entrepreneurship</b>  <i>I can explain what an enterprise/entrepreneur is and what role they have in society</i>	<p>Explain what an enterprise is and identify the key characteristics and skills of an entrepreneur.</p> <p>Explain why individuals set up a business and what the key requirements are in order to starting it up.</p> <p>Demonstrate an understanding of the opportunities and risks of entrepreneurship.</p> <p>Describe the contribution of entrepreneurship for society, with reference to different contexts (e.g. social, cultural, economic, etc.).</p>
1.2	<b>Vision, mission and ethics</b>  <i>I understand the importance of a clear mission and core values and I can relate to ethical issues</i>	<p>Demonstrate an understanding of what is meant by a corporate mission, why it is important and the need to express it in a clear and simple form.</p> <p>Explain the difference between a company's mission and its values.</p> <p>Demonstrate an understanding of the importance of the ethical dimension for a business and what is meant by corporate social responsibility.</p>
1.3	<b>Structure</b>  <i>I know how organizations are structured</i>	<p>Demonstrate a good knowledge of organization structure and working environment.</p> <p>Read an organizational chart understanding who is responsible for what and who can issue instructions to whom.</p> <p>Identify and recognize the main roles in an organization and the related responsibilities and duties.</p>
1.4	<b>Leadership</b>  <i>I know why leadership is important</i>	<p>Demonstrate an understanding of what is meant by leadership.</p> <p>Describe and explain the key qualities of an effective leader.</p>
1.5	<b>Competences in a team</b>	<p>Demonstrate an understanding of the value and advantages of working in a group.</p>

	<i>I can explain what kind of competences are needed in a team</i>	Demonstrate an understanding of what is needed for effective team working.  Demonstrate an understanding of group dynamics and how individual qualities and contributions can affect team working.
1.6	<b>Value of ICT</b>  <i>I know how ICT help organizations to be more effective</i>	Demonstrate a critical understanding of the advantages and disadvantages of the Information and Communication Technologies for both individuals and organizations.  Explain the importance of Information and Communication Technologies with a particular focus upon communication, networking, research, process management and security/privacy issues.
1.7	<b>Personal development: career options and intrapreneurship</b>  <i>I am more aware of my weaknesses and strengths and I am able to identify a possible career option for me</i>	Demonstrate an understanding of the career opportunities for both entrepreneurs and “intra”-preneurs.  Demonstrate an appreciation of both career opportunities and challenges as a means to enhance employability.  Demonstrate an understanding of the importance of individual knowledge and skills as a means to enhance employability.

## 2. Main steps and legal requirements

TOPICS		OBJECTIVES
		The student should be able to...
2.1	<b>Business Life Cycle</b>  <i>I understand what a business is and I know how to develop it (I can explain the process)</i>	Demonstrate an understanding of the most important legal forms of business ownership and their relative advantages and disadvantages.  Demonstrate an understanding of the distinctive features of different types of business activities.
2.2	<b>Starting up</b>  <i>I know that all businesses need a formal basis to operate</i>	Demonstrate an understanding of the key requirements for a business in its start-up phase.  Explain the main legal requirements for a business in its start-up phase.

2.3	<p><b>Operating</b></p> <p><i>I know that organizations have to comply with legal requirements regarding accounting and tax</i></p>	<p>Demonstrate an understanding what a business needs to do to run its operations.</p> <p>Explain the key day-to-day demands in running a business.</p> <p>Identify and explain the main legal principles that support business accounting and taxation.</p>
2.4	<p><b>Liquidation</b></p> <p><i>I know what liquidation is</i></p>	<p>Explain what is meant by the business liquidation process and the difference from business failure.</p> <p>Explain the necessary steps needed to liquidate a company.</p>
2.5	<p><b>IPR</b></p> <p><i>I know that there are various IPR rules and why they are important</i></p>	<p>Demonstrate an understanding of the purpose and scope of Intellectual Property Rules.</p> <p>Explain and contrast the different types of Intellectual Property Rules (e.g. copyright, trademark or patent).</p> <p>Demonstrate an understanding of what is meant by protecting a business idea and the practical commercial benefits of Intellectual Property Rules.</p>

### 3. From idea generation to the market

TOPICS		OBJECTIVES
		The student should be able to...
3.1	<p><b>Idea generation</b></p> <p><i>I can come up with new ideas working both as an individual and collaboratively in teams</i></p>	<p>Recognize a viable commercial idea.</p> <p>Demonstrate an understanding of different creative techniques suitable for individuals or groups.</p>
3.2	<p><b>Business opportunity</b></p> <p><i>I am able to turn an idea into a business opportunity</i></p>	<p>Describe and explain different methods for generating and evaluating commercial ideas.</p> <p>Identify the necessary requirements to turn an idea into a business opportunity.</p>

3.3	<p><b>Kinds of innovation</b></p> <p><i>I know what innovation is and that there are different kinds of innovation</i></p>	<p>Demonstrate an understanding of the importance of critical thinking for innovation and business development.</p> <p>Recognize and explain different approaches to innovation both with and without supporting technology.</p>
3.4	<p><b>Market research</b></p> <p><i>I am able to carry out market research and analyze its findings</i></p>	<p>Demonstrate an understanding of, and an ability to describe and explain applied market research.</p> <p>Demonstrate an understanding of the importance for business to have a customer-user focus.</p>
3.5	<p><b>Selling tactics</b></p> <p><i>I am able to identify effective sales strategies</i></p>	<p>Demonstrate an understanding of different selling policies.</p> <p>Explain the importance of being able to identify and choose an appropriate selling channel and related tactic.</p>
3.6	<p><b>Marketing strategies: tactics, techniques and resources</b></p> <p><i>I know what marketing is about, and I know it is important to use various marketing tactics techniques and resources (including the online tools)</i></p>	<p>Demonstrate an understanding of the marketing concept.</p> <p>Explain the key elements of a marketing strategy.</p> <p>Critically reflect on the role of technologies and social media for marketing.</p> <p>Identify, choose and apply suitable marketing tools and channels for a given scenario.</p>
3.7	<p><b>Internationalization</b></p> <p><i>I know how to explore the international options for my business.</i></p>	<p>Demonstrate an understanding of the importance of globalization and the advantages and disadvantages of international trade.</p> <p>Explain the contribution of technology to support international trade.</p> <p>Describe and explain the different opportunities and challenges faced by companies trading domestically and internationally.</p>
3.8	<p><b>Business Plan</b></p>	<p>Describe and explain the purpose and content of a business plan.</p>

	<i>I know what a business plan is and I am able to develop it</i>	Demonstrate a knowledge and understanding of the necessary steps in developing a business plan.
Financial resources and budgeting		
TOPICS		OBJECTIVES
The student should be able to...		
4.1	<b>Funding opportunities</b>  <i>I can identify different funding opportunities</i>	<p>Describe and explain the need for business to raise capital.</p> <p>Demonstrate an understanding of the relationship between different sources of business finance and their associated costs</p> <p>Describe and explain different forms of business risks.</p>
4.2	<b>Costing and pricing</b>  <i>I am able to calculate the costs of a product or service and to define its price</i>	<p>Describe and explain the different factors that can affect price.</p> <p>Demonstrate an understanding of the relationship between costs and price.</p> <p>Demonstrate an understanding of basic techniques to calculate costs and price of a product/service.</p>
4.3	<b>Budget and Financial analysis</b>  <i>I know what a budget is and what a financial statement is</i>	<p>Demonstrate an understanding of the difference and the purpose of financial statement and a budget.</p> <p>Demonstrate an understanding of the purpose and use of both financial statements and cash budgets.</p>
4.4	<b>Key terminology</b>  <i>I know how a business or an organization generates profit and I understand the key terminology about financial issues</i>	<p>Demonstrate an understanding of key terms related to business environment and financial issues.</p>