

# Qualification specification

**NCFE Level 2 Certificate in Creating a Business  
Start-Up  
QN: 603/3632/8**

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 14).
v1.2	June 2022	<p>Further information added to the <a href="#">achieving this qualification</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access <a href="#">support handbooks</a>.</p>

# Section 1

## Qualification overview

# Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Creating a Business Start-Up.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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**Things you need to know**

<b>Qualification number (QN)</b>	<b>603/3632/8</b>
Aim reference	60336328
Total Qualification Time (TQT)	121
Guided Learning Hours (GLH)	121
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### **About this qualification**

This is a regulated qualification. The regulated number for this qualification is 603/3632/8.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

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### **Qualification purpose**

This qualification is designed for learners seeking the skills and knowledge needed to develop a business start-up.

It will give learners an understanding of the initial processes and requirements of a business start-up, knowledge of the first steps in creating a business start-up, including the marketing, legal and financial requirements, and an understanding of how to write a business plan.

This qualification will:

- focus on the study of starting a business
- support learners in creating a business plan.

### **Qualification objectives**

The objective of this qualification is to:

- gain an understanding of the steps of creating and developing a business start-up
  - develop an awareness of their own business skills
  - increase self-awareness and aid personal development.
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## Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Creating a Business Start-Up (603/3632/8), learners are required to successfully complete four mandatory units.

### Mandatory units

Unit number	Unit title
Unit 01	Initial steps for a business start-up
Unit 02	Marketing for a business start-up
Unit 03	Legal and financial considerations for a business start-up
Unit 04	Developing a business plan

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit [www.ncfe.org.uk/units](http://www.ncfe.org.uk/units) for further information.

To achieve the NCFE Level 2 Certificate in Creating a Business Start-Up (603/3632/8), learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

### Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

This qualification is suitable for learners aged pre-16 and above and is designed for learners who want to gain an understanding of business start-ups.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

Learners who achieve this qualification could progress to further Level 2 or Level 3 qualifications in areas where business skills are of importance.

It may also be useful to learners studying qualifications in the following sectors:

- Business, Administration and Law
  - Enterprise.
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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](http://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

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## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## **Support for centres**

### **Support handbook**

There are a number of support documents available on the NCFE website that the centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### **Customer Support team**

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support assistant call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

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## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website

### **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

### **Fees and Pricing**

The current Fees and Pricing Guide is available on the NCFE website

### **Useful websites**

Centres may find the following website(s) helpful for materials and resources to assist with the delivery of this qualification:

- [beta.companieshouse.gov.uk](https://beta.companieshouse.gov.uk)
- [www.gov.uk](https://www.gov.uk)
- [www.sage.com](https://www.sage.com)

### **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- assessment criteria
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

The regulated unit number is indicated in brackets for each unit (e.g. M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

**Unit 01 Initial steps for a business start-up (D/617/2453)**

<b>Unit summary</b>	The aim of this unit is to help learners understand the initial steps of a business start-up. Learners will understand how to develop business start-up ideas, understand business ownership and work out what resources are required to develop a business start-up.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

## Learning outcome 1

The learner will:

- 1 Understand how to develop business start-up ideas

The learner must:

- 1.1 Identify a range of potential business start-up ideas
- 1.2 Explain the most appropriate idea for the business start-up
- 1.3 Explain relevant skills needed to support the business start-up
- 1.4 Describe the different products and/or services that comprise the business start-up

## Learning outcome 2

The learner will:

- 2 Understand the different types of business ownership

The learner must:

- 2.1 Describe four types of business ownership
- 2.2 Explain the most appropriate type of ownership for the business start-up

## Learning outcome 3

The learner will:

- 3 Understand resource requirements for business start-up

The learner must:

- 3.1 Describe the human resource(s)
- 3.2 Describe the physical resource(s)
- 3.3 Describe the technological resource(s)
- 3.4 Identify the cost of the resource(s)

**Delivery and assessment****Learning outcome 1**

1.1 Learners must identify a **minimum of two** business start-up ideas. The learners could produce mind maps on the potential business ideas to support their portfolios.

1.2 Learners must explain the most appropriate idea to progress with to support their portfolio of evidence **from the ideas generated in 1.1**. Learners could explain the rationale for their idea selection. Learners could consider the business environment or other relevant factors affecting their business start-up. To support delivery and to help learners understand the content Tutors could give a case study of how other businesses have approached business start-ups and the considerations they had to make.

1.3 Learners must explain the relevant skills and knowledge specifically relating to their business start-up idea. Skills and knowledge learners could explain may include: risk taking, vision, innovation, knowledge of the product or market and knowledge of demand.

1.4 Learners must be able to describe the product(s)/service(s) needed to make up their business start-up idea. Learners could research similar businesses to their start-up idea.

**Learning outcome 2**

2.1 Learners must describe **four** types of business ownership. They could describe:

- Sole trader
- Partnership
- Private limited company (Ltd)
- Franchise
- Charity.

2.2 Learners must be able to explain the most appropriate type of ownership for their business start-up and provide reasons why. Learners could consider levels of liability and suitability for their chosen business start-up idea.

**Learning outcome 3**

3.1 Learners must be able to describe the human resource(s), needed for their business start-up idea. Learners must consider their business start-up ideas, and the end to end process. Learners could consider staffing for manufacturing, marketing, distribution and sales.

3.2 Learners must be able to describe the physical resource(s), needed for their business start-up idea. Learners must consider their business start-up ideas, and the end to end process. Learners could consider the raw materials, hardware or machinery.

3.3 Learners must be able to describe the technological resource(s) needed for their business start-up idea. Learners must consider their business start-up ideas, and the end to end process. Learners could consider software or communications.

3.4 Identify the cost of the resource(s). Learners must identify costing for all resources listed in 3.1, 3.2 and 3.3. Tutors could supply learners with recommended research materials including relevant websites, catalogues or price lists.

**Types of evidence**

Evidence could include:

- self-reflection
- discussions
- feedback/notes from discussions
- case studies of organisations
- mind maps
- written evidence.

**Unit 02 Marketing for a business start-up (H/617/2454)**

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<b>Unit summary</b>	The aim of this unit is to help learners understand the market their business start-up idea will be positioned in and how to use market research to support the business start-up. Learners will understand how to develop a successful marketing strategy.
<b>Guided learning hours</b>	40
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

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## Learning outcome 1

The learner will:

- 1 Understand the market and market research

The learner must:

- 1.1 Describe the target market of their business start-up
  - 1.2 Perform a SWOT analysis on the internal and external factors of the business start-up
  - 1.3 Identify suitable market research methods for the business start-up
  - 1.4 Perform relevant market research for the business start-up
  - 1.5 Describe how market research findings support the business start-up
- 

## Learning outcome 2

The learner will:

- 2 Understand how to develop a brand for the business start-up

The learner must:

- 2.1 Select and explain the business start-up name
  - 2.2 Create a logo that represents the business start-up
  - 2.3 Explain the brand identity for the business start-up
-

**Unit 02 Marketing for a business start-up (H/617/2454) (cont'd)**

## Learning outcome 3

The learner will:

3 Understand marketing strategies for a business start-up

The learner must:

- 3.1 Describe the promotional options available to the business start-up
- 3.2 Explain the promotional options chosen for the business start-up
- 3.3 Create promotional material for the business start-up
- 3.4 Describe the pricing strategies available to the business start-up
- 3.5 Create a medium-term pricing plan for the business start-up
- 3.6 Describe the features of the product(s)/service(s) for the business start-up
- 3.7 Describe the location considerations for the business start-up

**Delivery and assessment****Learning outcome 1**

1.1 Learners must describe their target markets. Learners could consider potential demand, age, marital status and gender.

1.2 Learners must complete all four elements of a SWOT analysis. Learners must complete this for both internal and external factors.

1.3 Learners must identify a **minimum of two** suitable market research methods for the business start-up.

1.4 Learners must plan and perform a **minimum of one** piece of market research (identified in 1.3) to collect data for their business start-up. If it is not feasible for learners to collect data from their target market, tutors could provide simulated responses. This can be used to support delivery to help learners understand the content.

1.5 Learners must describe the findings from their market research and describe how this helped them progress the business start-up.

**Learning outcome 2**

2.1 Learners must select a name for their business start-up and explain the reasons for this choice. Learners could research current business names to develop an understanding of the promotional and legal implications of name choice.

2.2 Learners must create a company logo that represents the business start-up. Learners should explore different design ideas. Tutors could show examples of existing company logos and discuss key features. This can be used to support delivery to help learners understand the content.

2.3 Learners must explain the brand identity for their business start-up. Learners could consider goals, values, style and vision.

**Unit 02 Marketing for a business start-up (H/617/2454) (cont'd)****Learning outcome 3**

3.1 Learners must be able to describe the promotional options available. Learners could research existing businesses and find out how they promote themselves. Learners could consider social media, websites or flyers.

3.2 Learners must explain the reason(s) why they have selected a minimum of one promotional option.

3.3 Learners must create a minimum of two pieces of promotional material for the business start-up. Learners could create posters, flyers, business cards, social media pages, and online classifieds.

3.4 Learners must describe a minimum of two pricing strategies available to the business start-up.

3.5 Learners must create a medium-term pricing plan for their product(s)/service(s). Medium-term could be the first year of operation.

3.6 Learners must describe the key features of the product(s)/service(s). Learners could identify and explain why these key features have been chosen.

3.7 Learners must describe the location considerations. Learners could consider things such as, transport links, location of suppliers.

**Types of evidence**

Evidence could include:

- case studies
- posters
- social media
- notes from discussions
- self-reflection diaries/notes
- annotated screenshots
- print outs
- logos.

**Unit 03 Legal and financial considerations for a business start-up (K/617/2455)**

<b>Unit summary</b>	The aim of this unit is to give learners an understanding of the legal and financial factors that will affect the business start-up.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

## Learning outcome 1

The learner will:

- 1 Understand HMRC and tax requirements

The learner must:

- 1.1 Describe self-employed and corporation tax requirements
- 1.2 Identify the information and process required to register with HMRC
- 1.3 Describe the consequences of not complying with HMRC and tax requirements
- 1.4 Identify VAT rates and conditions

## Learning outcome 2

The learner will:

- 2 Understand legislation for the business start-up

The learner must:

- 2.1 Explain the requirements of employment legislation for the business start-up
- 2.2 Explain the requirements of health and safety legislation for the business start-up
- 2.3 Explain the requirements of data protection legislation for the business start-up
- 2.4 Explain the requirements of digital and copyright legislation for the business start-up

**Unit 03 Legal and financial considerations for a business start-up (K/617/2455) (cont'd)**

## Learning outcome 3

The learner will:

- 3 Understand cash, profit and cash flow

The learner must:

- 3.1 Differentiate between cash, turnover and profit
  - 3.2 Describe the structure of a cash flow forecast
  - 3.3 Produce a completed cash flow forecast for the business start-up
  - 3.4 Assess the cash flow for the business start-up
- 

## Learning outcome 4

The learner will:

- 4 Understand management of customers and suppliers

The learner must:

- 4.1 Identify customer and supplier information required for the business start-up
- 4.2 Explain the importance of accurate invoices and payment receipts
- 4.3 Produce an invoice and payment receipt template for the business start-up
- 4.4 Describe options for making and receiving payments

**Unit 03 Legal and financial considerations for a business start-up (K/617/2455) (cont'd)****Delivery and assessment****Learning outcome 1**

1.1 Learners must describe a **minimum of one** self-employed and a **minimum of one** corporation tax requirement.

1.2 Learners must identify the information and process needed to register with HMRC. Learners could identify a step by step process and identify what information is needed to complete the process. This could be evidenced by screenshot.

1.3 Learners must describe the consequences of not complying with HMRC and tax requirements. Learners could research cases of tax evasion and the consequences. Tutors could use case studies to show examples of consequences. This can be used to support delivery to help learners understand the content.

1.4 Learners must identify VAT rates and conditions. Learners could refer to the most up to date information on [www.gov.uk](http://www.gov.uk).

**Learning outcome 2**

Learners must explain the requirements of all assessment criteria within learning outcome 2. Tutors must support learners to enable them to access the most up to date legislation. Learners could research the most up to date legislation that may affect the business start-up or their potential future growth.

**Learning outcome 3**

3.1 Learners must differentiate between cash, turnover and profit. Tutors could provide examples to show the differences. This can be used to support delivery to help learners understand the content.

3.2 Tutors could provide a cash flow forecast template and learners could annotate the different sections. This can be used to support delivery to help learners understand the content.

3.3 Tutors could provide a cash flow template for learners to populate. This can be used to support delivery to help learners understand the content.

3.4 Learners must assess the cash flow template they populated in 3.3. Learners must consider both positive and negative aspects.

**Unit 03 Legal and financial considerations for a business start-up (K/617/2455) (cont'd)****Learning outcome 4**

4.1 Learners must identify customer and supplier information required for the business start-up. Learners could consider payment information and supplier contact information.

4.2 Learners must explain the importance of accurate invoices and payment receipts. Learners could consider legal implications for inaccurate versions. Tutors could provide a case study example. This could be used to support delivery to help learners understand the content.

4.3 Learners must produce an invoice and payment receipt template relevant to their business start-up.

4.4 Learners must describe options for making and receiving payments. Learners could research different formats and find examples. Tutors could set up simulated payment scenarios to help learners understand the process before describing.

**Types of evidence**

Evidence could include:

- case studies
- analysis of sample business taxation documents
- screenshot
- spreadsheet
- annotated cash flow forecast
- populated cash flow template.

**Unit 04 Developing a business plan (M/617/2456)**

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<b>Unit summary</b>	The aim of this unit is to give learners an understanding of business planning and how to apply their theoretical knowledge to develop a final business plan.
<b>Guided learning hours</b>	21
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

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## Learning outcome 1

The learner will:

- 1 Understand the purpose of a business plan

The learner must:

- 1.1 Explain what a business plan is used for
  - 1.2 Identify the benefits of using a business plan
  - 1.3 Explain the contents of a business plan and why these are important
- 

## Learning outcome 2

The learner will:

- 2 Develop a business plan

The learner must:

- 2.1 Create a business plan for a business start-up
  - 2.2 Reflect on the created business plan
  - 2.3 Describe a suitable contingency plan
-

**Unit 04 Developing a business plan (M/617/2456) (cont'd)****Delivery and assessment****Learning outcome 1**

1.1 Learners must explain what a business plan is used for. Learners could research business plans and how they have supported existing businesses.

1.2 Learners must identify the benefits of using a business plan. Learners could research how business planning has been used to support successful businesses.

1.3 Learners must explain the contents of a business plan and why these are important. Learners could compare different business plans and look at business plan templates. Learners could consider why the content has been included and the consequences of not including that particular content.

**Learning outcome 2**

2.1 Learners must create a business plan. Learners must include:

- Background
- Resources
- Product(s)/service(s)
- Marketing
- Cost and pricing strategy.

Learners could include further sections in their business plan to support their business start-up.

Learners can use/create their own business plan template or use NCFE's provided template. Tutors may also provide their own template. Learners could use evidence previously created in their portfolio to support development of the business plan.

2.2 Learners must reflect on their created business plan. Learners could consider the business plan as a whole and its potential to be successful in the chosen market.

2.3 Learners must describe a suitable contingency plan. Learners could consider changing target customer, or changing product(s)/service(s). To support delivery tutors could give examples of where businesses have not been profitable and the reasons for this. This could be used to support delivery to help learners understand the content.

**Types of evidence**

Evidence could include:

- business plan
- notes from discussions
- written evidence.

# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Creating a Business Start-Up (603/3632/8) is internally assessed and externally quality assured.

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website

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### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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# Section 4

## Explanation of terms

## Explanation of terms

<b>Assess</b>	Consider information in order to make decisions.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Create</b>	To make something, or bring something into existence
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information

## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website..

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***