

NCFE Level 2 Certificate in Business and Enterprise

Below is a Scheme of work that you may choose to follow when delivering the NCFE Level 2 Certificate in Business and Enterprise.

Please note that this is to be used as a guide only, you can choose to teach the units as stand-alone or synoptically. Below is the synoptic approach and will depend on when you choose to do the external assessment. In this example Unit 01 and 02 will be delivered in the first year, with Unit 04 running across both years and Unit 03 in the second year. Alternatively if your learners complete the external assessment in year 2, you may wish to deliver Unit 03 in year 1. The decision is yours and you can choose the best fit for your timetable and learners.

In the first term learners will find out about different types of business, entrepreneurs and the skills required to become an entrepreneur, this will help them to prepare for their project for Unit 04 and their external assessment.

Where they are required to come up with a project, the way in which they do this will be similar to that of a small business. This Scheme of work is going to take a synoptic approach to teaching the NCFE Level 2 Certificate in Business and Enterprise and show how the units can be delivered synoptically.

This is of course only one option and the way in which you choose to deliver the program is entirely up to you, so long as learners are provided with sufficient information to enable them to achieve each learning outcome and the final grade required.

All words in bold within this document are the ranged words with the qualification specification.

Unit	Learning Outcome	Learning Activity
01	1.1 Identify characteristics of different business types	This could be a Teacher led session to ensure that all learners have a basic knowledge of the different characteristics of a business (liability and Ownership) and can provide a brief overview of different business types eg sole traders, partnerships, private limited companies, public limited companies, franchises and social enterprises eg co-operative, not for profit and charity. Learners will need to be able to document their understanding from this activity.
01	1.2 Identify 3 different types of local businesses 1.3 Describe what each business identified in 1.2 is about, showing: <ul style="list-style-type: none"> • what it does • how it is owned • the type of people it employs and the skills needed to work there • the types of customers it has 	<p>This could be a learner led activity where they can use the internet, books and/or carry out field research etc to identify 3 different types of local businesses. Throughout this research learners will also need to discover; what the business does, how it is owned, the type of people it employs the skills needed to work there and types of customers it has and show this in their findings.</p> <p>It may be useful for learners to visit these businesses, to gain as much insight as possible or where the information is not available on line.</p> <p>For higher grades learners will also need to justify their choices.</p>
01	1.4 Present finding in a clear and appropriate way	The above research and findings must be presented in a clear an appropriate way eg a table, presentation slides or report. Any internet research or reference to books should also be documented.
01	2.1 Describe the skills and characteristics of an entrepreneur	This could be a Teacher led session/class discussion to ensure that all learners have a basic knowledge and can provide a brief overview of the skills and characteristics needed to be an entrepreneur eg people skills, communication skills selling skills etc. Learners will need to be able to document their understanding from this activity.

Unit	Learning Outcome	Learning Activity
01	<p>2.2 Identify 3 different entrepreneurs including at least one based locally</p> <p>2.3 Compare the enterprise skills and characteristics of the 3 entrepreneurs identified in 2.2</p> <p>2.4 Research the target market of each entrepreneur identified in 2.2</p>	<p>This could be a learner led activity where they can use the internet, books and/or carry out field research to identify 3 different entrepreneurs, including one based locally. Please note if an entrepreneur has more than one venture, learners should select one to focus on and state why they have chosen this one over another.</p> <p>Learners should then use their findings to compare the enterprise skills and characteristics of the 3 entrepreneurs identified in 2.2 and use the internet, books and/or carry out field research to identify the target market of each entrepreneur. Learners will need to be able to document their understanding from this activity.</p>
01	2.5 Present finding in a clear and appropriate way	<p>The above research and findings must be presented in a clear an appropriate way eg a table, presentation slides or report. Any internet research or reference to books should also be documented.</p> <p>Please note to achieve higher grades learners will need to show critical and thorough understanding of their findings which will be demonstrated through the way in which they document their work.</p>
01	<p>4.1 Define what a project is</p> <p>4.3 Explain the importance of a project plan</p> <p>4.4 Explain what must be included in a project plan</p>	<p>This may be a teacher led session where different projects can be discussed as well as the importance of planning and project plans.</p> <p>Learners will then need to provide a definition of a project and demonstrate their understanding of the importance of planning. The level of detail and understanding will determine their grade.</p> <p>For higher grades learners will also need to discuss potential consequences of not having a plan.</p> <p>Finally they will need to demonstrate an awareness of what needs to be included in a project plan, and to achieve higher grades, give their reasons for this.</p>
01	4.5 Present finding in a clear and appropriate way	<p>The above research and findings must be presented in a clear an appropriate way eg a table, presentation slides or report. Any internet research or reference to books should also be documented.</p> <p>Please note to achieve higher grades learners will need to show critical understanding and judgements.</p>

Unit	Learning Outcome	Learning Activity
01	4.2 Investigate 3 different project ideas	<p>Learners should investigate 3 different project ideas each, and provide evidence to show this. They could do this individually where each learner investigates their own ideas or as a group where they can identify 3 ideas together and investigate each idea individually so that each learner has the evidence required.</p> <p>A Teacher led discussions can be carried out to give learners some project ideas, however evidence of individual research must be shown to demonstrate ownership.</p> <p>Once all research is complete learners can then come together to discuss their findings and select an appropriate project to carry out. Evidence of such discussions should be documented. This can be in the form of learner notes, minutes from meetings, witness statements or discussed as part of their evidence for Unit 04 - 3.1.</p>
04	4.1 Select an appropriate project	
04	1.3 Conduct appropriate market research for your project	<p>Learners should individually conduct appropriate market research for their project, this should consist of a minimum of 1 primary and 2 secondary methods of research and could include competitors, suppliers, location, customers and industry, local publications, interviews, questionnaires and focus groups, rather than relying on the internet.</p> <p>Learners who carry out more sophisticated research will gain higher grades.</p>
04	1.2 Identify aims and objectives of the project	<p>Learners must be aware of what aims and objectives are and be able to produce SMART objectives. A minimum of 1 aim and 3 objectives should be provided for their project and a mission statement should also be included as the main focus.</p> <p>This is an individual task as learners will be given higher grades for coherency and individuality of their aims and objectives.</p> <p>This should be added to their project plan for Unit 04 - 2.1</p>

At this point this may be a good opportunity to introduce learners to the different aspects of marketing, which they will be required to know as part of their external assessment for Unit 02. When developing a project plan, learners will need to understand their market, to do this they will need to know about the different aspects of marketing; why businesses need marketing, who their target market will be, the different needs of their target market, how a business can research their target market, the marketing mix, the impact that social media can have on the promotion of their project and how effective different marketing methods are to different projects.

Therefore you may choose to:

Unit	Learning Outcome	Learning Activity
02	<p>1.1 Describe the different aspects of marketing</p> <p>1.2 Explain why a business or enterprise needs marketing</p>	<p>In preparation for the external assessment, learners will need to have an understanding of the different aspects of marketing (targeted, niche, mass, product-orientated, market-orientated)</p> <p>This could take the form of a Teacher led session to ensure that all learners have a basic knowledge of the different aspects of marketing and why it is important for a business to market their products/services. The businesses identified in Unit 01 could be used here.</p> <p>Learners hoping to achieve higher grades will need to demonstrate detailed knowledge and understanding of what can happen should the marketing go wrong or not meet the needs of the business. Teachers may want to give examples of this.</p> <p>The class discussions could also cover the need for learners to market their project (Unit 04) the aspects that may be used in this instance and why it will be important to their business.</p> <p>Learners do not need to show evidence of this as their knowledge will be tested during the external assessment.</p>

Unit	Learning Outcome	Learning Activity
02	<p>2.1 Identify the various target markets for an organisation</p> <p>2.2 Compare the different needs of the target markets for an organisation</p>	<p>This could take the form of a Teacher led session where the various target markets for an organisation could be discussed by using the businesses identified in Unit 01, other businesses that learners or the Teacher may like to discuss could also incorporate the target markets that would be applicable to the learner's project for Unit 04.</p> <p>Learners can then make comparisons between the different needs of the target markets for the businesses discussed.</p> <p>Please note that this is a comparison between the different needs of the target markets for an organisation and not a comparison between the different needs of the target markets across the different business.</p> <p>Learners may also wish to think about their target market for their project for Unit 04.</p> <p>Learners do not need to show evidence of this as their knowledge will be tested during the external assessment.</p>
02	2.3 Describe how an organisation would research their target market	<p>This could take the form of a Teacher led session where the different methods that businesses use to research their target market can be discussed. Learners should discuss primary (questionnaires, surveys, focus groups and interviews) and secondary research (internet, newspapers, journals, leaflets and surveys conducted by others eg Mintel, Keynote and the Office of National Statistics) and qualitative and quantitative data, including the difference between them and why both are needed.</p> <p>This could be discussed by using the businesses identified in Unit 01. Other businesses that learners or the Teacher may like to discuss could also incorporate the target markets that would be applicable to the learner's project for Unit 04.</p> <p>Using their project (Unit 04) learners may wish to explore the methods that they can use to research their target market.</p> <p>Learners do not need to show evidence of this as their knowledge will be tested during the external assessment however this can be used in the summary of research and marketing plan for Unit 04 - 2.1</p>
<p>At this stage it may be useful for learners to begin developing their project plan for Unit 04 – 2.1. They can identify the aims and objectives (at least 1 aim and 2 objectives) of their project, provide a summary of their research, which can be taken from their learning above and to produce their marketing plan.</p>		

Unit	Learning Outcome	Learning Activity
01	3.1 Describe 3 possible risks for a new business or enterprise	This could be a Teacher led session where some of the possible risks for a new business or enterprise are discussed. Learners should be aware of different types of risks eg bankruptcy, loss of home, illness, removal of funding, low or no income, change in the market place/demand/fashion, work/life balance, holidays, shared responsibility, unpaid holidays and sole traders making all decisions and any others that the Teacher/learners wish to discuss.
01	3.2 Describe 3 possible rewards for a new business or enterprise	This could be a Teacher led session where some of the possible rewards for a new business or enterprise are discussed. Learners should be aware of types of rewards eg profit, flexibility, work/life balance, control, independence, job satisfaction and any others that the Teacher or learners wish to discuss.
01	3.3 Present findings in a clear and appropriate way	<p>The above research and findings must be presented in a clear an appropriate way eg a table, presentation slides or report. Any internet research or reference to books should also be documented.</p> <p>Please note to achieve higher grades learners will need to give a coherent and comprehensive description to show their understanding, which will be demonstrated through the way in which they document their work.</p>
At this stage it may be useful for learners to add their project plan for Unit 04 - 2.1 to balance some of the potential risks against the rewards.		
04	1.4 Assess findings against the aims and objectives, amending if required	<p>Now that learners have a greater understanding of their project, aims and objectives, target markets and risks and rewards, they should be encouraged to assess their initial findings against their aims and objectives.</p> <p>There will need to be evidence to show that the learner has done this, this should be done individually, so that grades can be awarded accordingly. They may write about this in their evaluation for Unit 04 - 4.1 or include an amended version of their aims and objectives with an explanation to show why they have or have not been amended or any other format appropriate to show that this learning outcome has been met.</p> <p>Learners hoping to achieve higher grades will need to show critical understanding and judgements against the aims and objectives.</p>

Unit	Learning Outcome	Learning Activity
02	3.1 Explain the marketing mix	<p>This may take the form of a Teacher led session where learners will discuss the marketing mix (The 4 P's): Price – cost plus pricing, penetrative pricing, promotional pricing, skimming and competition based pricing Promotion – public relations, web-based, advertising Place – high street, web-based, retail park, markets, location Product – tangible, intangible, product lifecycle, Boston Matrix.</p> <p>Please note this list is not exhaustive, Teachers can choose to discuss other examples.</p> <p>Learners do not need to show evidence of this as their knowledge will be tested during the external assessment.</p>
02	3.2 Explain the impact of social media and the internet on promotion	<p>This may be delivered as a Teacher led session where learners will be given the opportunity to find out about the impact that social media and the internet have on promotion such as blogs, Facebook, Twitter, Pinterest, LinkedIn, websites and apps may also be discussed.</p> <p>Please note this list is not exhaustive, Teachers can choose to discuss any other examples.</p> <p>Learners do not need to show evidence of this as their knowledge will be tested during the external assessment.</p>
02	4.1 Evaluate the effectiveness of the different marketing methods.	<p>Learners must also be provided with relevant information to ensure that they have the required knowledge to show that they understand and can evaluate the effectiveness of the different marketing methods. Teachers may choose to deliver this as a Teacher led session.</p> <p>Learners do not need to show evidence of this as their knowledge will be tested during the external assessment.</p>

At this stage the learners should now have the required knowledge and skills to complete the external assessment, there are two marking windows per academic year and they dates are available on the NCFE website.

This may also be a good opportunity for learners to finalise and run their project for Unit 04 as they should now have the required skills and knowledge to do this successfully.

Unit	Learning Outcome	Learning Activity
04	<p>2.1 Develop a project plan to include:</p> <ul style="list-style-type: none"> • aims and objectives • summary of research • marketing plan • production/service plan • the balance of potential risks against potential rewards 	<p>This will be on-going and should be completed as learners gain the required knowledge, as discussed previously.</p> <p>Once learners have decided on their project they should work in their groups to develop a project plan to include:</p> <ul style="list-style-type: none"> • the aims and objectives of their project* • a summary of their research • a marketing plan • production/service plan • the balance of potential risks against potential rewards <p>*This must be at least 1 aim and 3 objectives</p>
04	2.2 Present the plan in a clear and appropriate way	<p>The project plan must be presented in a clear and appropriate way. Any internet research and references to books should also be documented.</p> <p>Please note to achieve higher grade learners will need to present their plan confidently and show creativity.</p>
04	<p>3.1 Participate in the project as planned</p> <p>3.2 Demonstrate effective communication skills</p> <p>3.3 Demonstrate effective working relationships with others</p>	<p>Learners will need to carry out their project as planned, notes from their written evaluation; witness statements and observation reports can be used to verify this. They will also show how learners have used initiative, enthusiasm and creativity which will help them to gain higher grades.</p> <p>Throughout the project they will need to be assessed on their communication skills and their ability to work effectively with others, this could be done through witness or observation reports or learners can discuss this in their evaluation. Their contributions must be clear and to achieve higher grades they must be able to demonstrate effective and fluent communication skills and their ability to work confidently and efficiently with others. Some class work could be done prior to this so that learners are aware of how their participation will be assessed.</p> <p>Please note that the individual learner's contributions should be clearly identified.</p>

Unit	Learning Outcome	Learning Activity
04	<p>4.1 Evaluate the success of the project against the aims and objectives</p> <p>4.2 Assess the strengths and areas for development of your contribution to the project</p>	<p>At the end of their project learners must evaluate its success, they will need to evaluate against their aims and objectives and be able to identify and assess their strengths and contributions to the project and any areas for development. This will most likely take the format of a reflective account however Teachers and learners can use other formats as long as they can demonstrate how the learner has achieved this.</p> <p>Teachers may choose to discuss the evaluation in advance and provide some guidance on how these should be formatted and the level of detail required. To achieve higher grades learners will need to be able to coherently link the success of the project to the aims and objectives, showing critical judgement and convincing accounts.</p>
04	4.3 Present the evaluation in a clear and appropriate way	<p>The above evaluation must be completed individually and presented in a clear an appropriate way. Any internet research and references to books should also be documented.</p> <p>Please note to achieve higher grades learners will need to present their plan confidently and show creativity.</p>

Unit 03 is the finance unit, as previously discussed the learning outcome can be taught/assessed in any order, some Teachers may choose to teach Unit 03 last as the knowledge learnt in this unit is not required for the external assessment or the project. However, if Teachers want their learners to consider the skills learnt in Unit 03 in their project, they could introduce the sources of finance. After learning entrepreneurial skills and before projects are introduced. In this example Unit 03 will be studied as the final unit.

Unit	Learning Outcome	Learning Activity
03	<p>1.1 Research the different sources of funding</p> <p>1.2 Identify and explain a minimum of 3 different sources of funding for a new business or enterprise.</p> <p>1.3 Compare the different sources of funding identifying the positive and negative points of each</p>	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of the different sources of funding eg Prince's Trust, grants, banks, loans, bank of mum and dad, credit union and venture capitalist (Dragon's Den and be your own boss)</p> <p>Learners will then need to develop this further and carry out their own research to develop a greater understanding of the different sources of funding. They may do further research on the ones supplied by the Teacher or research their own, they will need to document their research and any references will need to be included in their work. Learners will gain higher grades where they can demonstrate detailed research (eg more than one website, books, notes) and give examples of businesses who use different sources.</p> <p>From this research learners will need to identify <u>and</u> explain a minimum of 3 different sources of funding for a new business or enterprise, they can do this in the form of a report, fact sheet and presentation slides. To achieve higher grades learners will need to justify why they have chosen to explain the 3 sources.</p> <p>Developing this further learners will then need to make comparisons between the different sources of finance explained for 1.2 eg how does a bank loan differ from the bank of mum and dad? They will also need to give some positive and negatives of each.</p> <p>Teachers can discuss positives and negatives when introducing sources of finance to learners. Learners can discover more through their own research. Higher grades will be awarded where learners do this with greater understanding and detail.</p>
03	1.4 Present findings in a clear and appropriate way	<p>The above must be presented in a clear an appropriate way. Any internet research or references to books should also be documented.</p> <p>Please note to achieve higher grades learners will need to show critical understanding and judgements.</p>
03	2.1 Candidates will describe the differences between fixed and variable costs.	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of the differences between fixed and variable costs. Learners will need to be able to document their understanding from this activity, this can be a report or fact sheet and learners will be awarded grades based on their description and the level of detail provided.</p>

Unit	Learning Outcome	Learning Activity
03	2.2 Produce a cash flow and budget forecast	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of cash flow and budget forecasts. Learners will then need to produce a cash flow and budget forecast individually. Teachers may choose to give learners the information that they will need to do this eg a case study or this could be based on their project for Unit 04.</p> <p>To achieve higher grades learners will also need to explain the strengths and weaknesses of the cash flow and budget forecast.</p>
03	2.3 Create a profit and loss account	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of profit and loss accounts. Learners will then need to create a profit and loss account individually. Teachers may choose to give learners the information that they will need to do this eg a case study or this could be based on their project for Unit 04.</p> <p>To achieve higher grades learners will also need to explain their profit and loss account in detail.</p>
03	2.4 Explain the break-even point	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of the break-even point and where it occurs. Learners will then need to explain the break-even point and identify where it occurs in their work.</p>
03	2.5 Assess the impact of an increase or decrease in sales on either cash flow, profit and loss or break-even point	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of the impact of an increase and decrease in sales on cash flow, profit and loss and the break-even point.</p> <p>Learners will then need to use this information to assess the impact of an increase <u>or</u> decrease in sales on <u>either</u> cash flow, profit and loss <u>or</u> the break-even point in their work.</p> <p>To achieve a higher grade the learner will need do this for <u>both</u> an increase and decrease in sales on cash flow, profit and loss and the break-even point.</p>

Unit	Learning Outcome	Learning Activity
03	2.6 Present findings in a clear and appropriate way	<p>The above must be presented in a clear an appropriate way. Learners may choose to use financial software such as Sage or the basic Microsoft package (Excel/Access/Publisher) to create the source documents and calculations and take into account gross and net profits.</p> <p>Please note to achieve higher grades learners will need to show critical understanding and judgements.</p>
03	3.1 Research the current guidelines regarding tax , National Insurance and Value added tax (VAT) liabilities	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of the current guidelines regarding tax (eg personal tax linked to self-employment), National Insurance and Value Added Tax (VAT) liabilities.</p> <p>Learners will then need to develop this further and carry out their own research to develop a greater understanding of the current guidelines and any references will need to be included in their work.</p> <p>Alternatively Teachers may choose to supply some information sources and ask learners to carry out their own research eg the HMRC website regarding self-assessment and National Insurance.</p> <p>Learners will need to show their sources of research in their work.</p>
03	3.2 Present findings in a clear and appropriate way	<p>The above must be presented in a clear an appropriate way, where any internet research should be documented and books referenced as well as any other research.</p> <p>Please note to achieve higher grades learners will need to show critical understanding and judgements.</p>

Unit	Learning Outcome	Learning Activity
03	4.1 Describe the importance of keeping up to date financial records	<p>This could be a Teacher led session to ensure that all learners have a basic knowledge of the importance of keeping up to date financial records eg book keeping, tax returns, invoices, credit notes, receipts, dispatch notes, bank statements, PayPal records, contactless payment, Pingit and emails etc</p> <p>Teachers may also choose to discuss what should be included and possible consequences of not keeping up to date financial records as learners will achieve higher grades for their ability to describe this.</p> <p>Learners will then need to use this information to provide their own description of the importance of keeping up to date financial records and any references will need to be included in their work.</p>

Please remember that during your external moderation visit, you must be able to provide evidence to show how each learner has achieved each learning outcome for Units 01, 03 and 04. Any learning outcomes missed will result in a Not Yet Achieved grade for that learner. All paperwork, qualification specification specifications, sample portfolios and other useful information about the NCFE Level 2 Certificate in Business and Enterprise can be found on the NCFE website.