

## Summary of changes

### **NCFE Level 1 Technical Award in Business and Enterprise (603/0835/7)**

**This document is intended to provide a summary of amendments within the qualification specification and associated documents.**

**It is not intended to replace the qualification specification and centres should refer to the qualification specification when planning and assessing the qualification.**

**It is the centre's responsibility to use the most recent version of the qualification specification.**

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**Please see below a summary of the changes in the qualification specification since the last version (Issue 2, December 2017).**

Additional guidance has been added to Section 4 regarding calculating the overall grade for a unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

**Please now use the most recent version (Issue 3, April 2018) which is available on the qualification page.**

**Please see below a summary of the changes in the qualification specification since the last version (Issue 1, September 2017).**

Minor changes have been made, including guidance on staffing requirements, subject maps and qualification dates.

The following information has been added:

The following table represents the percentage UMS associated with each awarded grade:

Level 1 Pass UMS %	Level 1 Merit UMS %	Level 1 Distinction UMS %
20%	30%	40%

**Please now use the most recent version (Issue 2, December 2017).**

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This document summarises the changes in the qualification specification and purpose statement since the last version (DRAFT December 2016).

Please now use the most recent version (Issue 1 September 2017).

## Purpose Statement

Type	Summary of changes
Guidance to GCSE equivalents	It is equivalent to GCSE grades 3-1
Progression	This Level 1 qualification is appropriate for students looking for an introduction to the skills, knowledge and qualities needed to work in business and enterprise. This qualification has overlapping content with the Level 2 qualification (603/0838/2). This is not intended as progression to the Level 2 qualification.
Destination	<p><b>What could this qualification lead to?</b></p> <p>Learners who achieve this V Cert qualification could progress to other qualifications and GCSEs such as:</p> <ul style="list-style-type: none"> <li>• GCSE Business Studies</li> <li>• Level 2 Technical Certificates.</li> </ul>

## Qualification Specification

The following additional information has been added to the qualification specification.

Change	Summary
GCSE Grades	<p>Pg 7</p> <p>It is a vocational qualification equivalent to GCSE grades 3-1.</p>
Progression	<p>Pg 8</p> <p>This Level 1 qualification is appropriate for students looking for an introduction to the skills, knowledge and qualities needed to work in business and enterprise. This qualification has overlapping content with the Level 2 qualification (603/0838/2). This is not intended as progression to the Level 2 qualification.</p>
Learning Resources	<p>Pg 14</p> <p><b>Sample Portfolio</b></p> <p>NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.</p> <p><b>Delivery Guide</b></p> <p>NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.</p> <p>Please visit the NCFE website <a href="http://www.ncfe.org.uk">www.ncfe.org.uk</a> for more information.</p>

## Qualification Specification (cont'd)

Change	Summary
<p>Unit content and assessment guidance</p>	<p>Pg 17</p> <p>The learning outcomes for this qualification should not be viewed as a stand-alone element of the unit; they should be viewed holistically with the assessment points, delivery and assessment guidance, and grading descriptors. These components combined ensure that the learners' achievement is consistent with the level of the qualification.</p> <p>Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.</p> <p>Anything which follows a <b>must</b> details what must be taught as part of that area of content. These are subject to assessment.</p> <p>Anything which follows an <b>eg</b> or <b>could</b> is illustrative; it should be noted that where eg is used these are examples that could be covered in teaching of the unit content.</p>
<p>Internal Assessment</p>	<p>Pg 26, 33, 43, 56, 62, 66</p> <p>NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3 (page 67)</p>

## Qualification Specification (cont'd)

Change	Summary
Internal Assessment	<p>Pg 69</p> <p>All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement by the Assessor in terms of the learner's overall level of performance against the learning outcomes.</p>
Grading information	<p>Pg 75</p> <p>To support Assessors in making accurate grading decisions, NCFE has included examples alongside the grading descriptor. Sample portfolios can also be used to help set the standard of work and provide guidance on what additional evidence would be required to gain a higher grade. Please note – sample portfolios will be developed over the course of the next year. NCFE Quality Assurers can also provide support visits to assist centres in understanding the grading descriptors and applying them to the learning outcomes consistently.</p>
Grading internally assessed units	<p>Pg 75</p> <p>All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement by the Assessor in terms of the learners' overall level of performance against the learning outcomes.</p>

## Qualification Specification (cont'd)

Change	Summary
Awarding the final grade	Pg 76 Correction to the UMS
Evidence Glossary	Pg 82 Glossary added to provide additional information about the evidence types as listed in the specification.

## Qualification Specification (cont'd)

### Unit 1 Starting a business or enterprise (T/615/3925)

Change	Summary
Content	No change
Grading	No change
Delivery and Assessment	<p>Pgs 21-26 LO2 and LO3 amendments</p> <p>Additional guidance about ways Teachers can deliver the content, how group work can be incorporated and example ideas for delivery.</p> <p>These amends do not affect the grading or assessment of the unit.</p>
Evidence Types	No change

### Unit 2 Market research and analysis (A/615/3926)

Change	Summary
Content	No change
Grading	No change
Delivery and Assessment	<p>Pgs 29- 33 LO1 and LO2 amendments</p> <p>Additional guidance about ways Teachers can deliver the content, how group work can be incorporated and example ideas for delivery.</p> <p>These amends do not affect the grading or assessment of the unit.</p>
Evidence Types	No change



## Qualification Specification (cont'd)

### Unit 3 People, operations and recruitment (L/615/3929)

Change	Summary
Content	No change
Grading	No change
Delivery and Assessment	<p>Pgs 35 43 LO1 – LO3 amendments</p> <p>Additional guidance about ways Teachers can deliver the content, how group work can be incorporated and example ideas for delivery.</p> <p>These amends do not affect the grading or assessment of the unit.</p>
Evidence Types	No change

### Unit 4 Finance for business and enterprise (F/615/3930)

Change	Summary
Content	No change
Grading	No change
Delivery and Assessment	<p>Pgs 46–56 LO1 –LO3 amendments</p> <p>Additional guidance about ways Teachers can deliver the content, how group work can be incorporated and example ideas for delivery.</p> <p>These amends do not affect the grading or assessment of the unit.</p>
Evidence Types	No change

## Qualification Specification (cont'd)

### Unit 5 Produce a business plan for a business and enterprise (J/615/3931)

Change	Summary
Content	No change
Grading	No change
Delivery and Assessment	<p>Pgs 59 – 62 LO1 amendment</p> <p>Additional guidance about ways Teachers can deliver the content, how group work can be incorporated and example ideas for delivery.</p> <p>These amends do not affect the grading or assessment of the unit.</p>
Evidence Types	No change

### Unit 6 Evaluate a business plan (L/615/3932)

Change	Summary
Content	No change
Grading	No change
Delivery and Assessment	<p>Pgs 65-66 LO1 amendment</p> <p>Additional guidance about ways teachers can deliver the content, how group work can be incorporated and example ideas for delivery.</p> <p>These amends do not affect the grading or assessment of the unit.</p>
Evidence Types	No changes

