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all you need to know.

Qualification Specification

NCFE Level 2 Technical Award in Business and Enterprise (603/0838/2)

Issue 4 April 2018

Contents

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 NCFE Level 2 Technical Award in Business and Enterprise.

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 our website www.ncfe.org.uk.

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 regulated qualification title of NCFE Level 2 Technical Award in Business and Enterprise

Things you need to know

Qualification number (QN)	603/0838/2
Aim reference	60308382
Total Qualification Time*	182
Guided Learning Hours (GLH)	120 plus a 2 hours external assessment
RQF level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence and externally set and marked question paper

*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, Teacher or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/0838/2.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved Technical Award qualifications for Key Stage 4 performance tables.

Qualification purpose

This qualification is designed for learners who want an introduction to business and enterprise which includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment or progress onto further study.

The study of business and enterprise involves understanding the functions of business and data analysis, the importance of other influences in the external environment and the characteristics of being an entrepreneur and gives a real insight into running your own business.

It is distinct from business studies as it encourages the learner to use the concepts and theories to further their enterprise skills and complete a business plan for an original idea.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- team working – the qualification requires learners to work with others either on small tasks or during the final project task
- communication skills
- presentation skills – learners will learn to present their work to those around them in a suitable way and will also learn the most appropriate way of communicating as an entrepreneur
- use initiative – learners will learn what initiative is and why it is important for an entrepreneur or business person
- work independently – learners will understand how to work independently on specific tasks.

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for learners post-16.

The qualification has been developed alongside the NCFE Level 1 Technical Award in Business and Enterprise. It is a vocational qualification equivalent to GCSE grades 8.5-4.

The NCFE Level 2 Technical Award in Business and Enterprise is a linked qualification. The Level 1 and Level 2 qualifications have been developed together for co-teaching. The qualifications reflect each other in content but are pitched at different levels in language and expectation. The grading descriptors have been levelled and therefore are different across both of the qualifications.

The Level 1 and 2 qualifications share the same external assessment to aid co-delivery. By having one external assessment across both qualifications it provides a valid and more robust assessment.

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 the 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 levels.

For learners that have already achieved at Level 1, and then progress to a Level 2 qualification with the same discount code, **the first entry only** will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

This Level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in business and enterprise, and an understanding of how to apply their learning to business and enterprise. This qualification has overlapping content with the Level 1 qualification (603/0835/7). This is not intended as progression from the Level 1 qualification.

If a learner has undertaken the majority of the Level 2 qualification, but for any reason is not able to fully achieve it, centres can transfer these learners to the corresponding Level 1 qualification and map prior learning from the Level 2. For more information please contact the External Quality Assurance team.

Achieving this qualification

This qualification consists of:

Unit No	Unit title	GLH	Mandatory/ Optional	Assessment method
Unit 01	Starting a business or enterprise	15	Mandatory	Internally and externally assessed
Unit 02	Market research and analysis	25	Mandatory	Internally and externally assessed
Unit 03	People, operations and recruitment	25	Mandatory	Internally and externally assessed
Unit 04	Finance for business and enterprise	25	Mandatory	Internally and externally assessed
Unit 05	Produce a business plan for a business or enterprise	25	Mandatory	Internally assessed
Unit 06	Evaluate a business plan	5	Mandatory	Internally assessed

To be awarded the NCFE Level 2 Technical Award in Business and Enterprise, learners are required to successfully complete **6** mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

The learning outcomes for each unit are provided in Section 2 (page 16).

To achieve the NCFE Level 2 Technical Award in Business and Enterprise, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a Pass in the external assessment.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 83).

Progression opportunities

Learners who achieve this V Cert qualification could progress onto Level 3 qualifications and A Levels, such as:

- Level 3 Applied General Certificate in Business and Enterprise
- A Level Business.

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

- travel and tourism
- creative studies
- marketing
- business administration
- business and enterprise.

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on our website www.ncfe.org.uk and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

Learner registrations may not be accepted by NCFE after the operational end date for a specific qualification if an extension to the operational end date is not obtained from the regulators. However, certification is allowed until the certification end date so that learners have time to complete any programme of study.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

The external assessment for this qualification can only be taken up to the last assessment date set by NCFE. No external assessments will be allowed after this date so please ensure that your learners are entered in enough time.

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 internal quality assured. This may be gained through experience and/or qualifications.

Support for learners

Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers reach a judgement on the overall unit grade.

They can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment points and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Quality Assurers to authenticate evidence and achievement for each unit.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website www.ncfe.org.uk or can be requested from the Customer Support team on 0191 240 8822 or by emailing schools@ncfe.org.uk.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant here or get more information by calling 0191 239 8000 or emailing service@ncfe.org.uk.

Assessment and Moderation Handbook for Schools

This guide describes the quality assurance process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments - V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations.

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 our website at www.ncfe.org.uk.

Useful websites

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- www.ons.gov.uk
- www.direct.gov.uk
- www.skillscfa.org

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.

Learning resources

Sample Portfolio

NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.

Delivery Guide

NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.

Please visit the NCFE website www.ncfe.org.uk for more information.

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website register.ofqual.gov.uk for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
- www.creativeskillset.org/
- www.hse.gov.uk/youngpeople/workexperience/index.htm

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving, to the softer 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.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to our website www.ncfe.org.uk.

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
- an indication of how the unit is assessed.

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

- learning outcomes
- assessment points
- grading descriptors and examples
- delivery and assessment
- types of evidence for internal assessment.

The learning outcomes for each unit should not be viewed as a stand-alone element; 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.

Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.

Anything which follows a **must,** details what must be taught as part of that area of content. **These are subject to assessment.**

Anything which follows an **eg** or **could,** is illustrative; it should be noted that where **eg** is used there are examples that could be covered in teaching of the unit content.

The regulated unit number is indicated in brackets for each unit eg (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.

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

Synoptic assessment

Synoptic assessment[1] is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they use and build upon knowledge and skills learnt in previous units. Internal assessment tasks will test the learners' ability to respond to a real life situation that they may face when they are in employment.

The external assessment is also synoptic in nature as it requires learners to apply and integrate their knowledge and skills from across the whole qualification in a vocationally relevant context.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like an entrepreneur' will be evidenced when the learner successfully achieves the qualification.

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[1] The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

Unit 01 Starting a business or enterprise (R/615/3933)

Unit summary	Learners will understand the process of setting up a business or enterprise, the entrepreneurial characteristics and skills required and the purpose and sections of a business plan.
Guided learning hours	15
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how businesses and enterprises are started

The learner must know about:

- business aims and objectives
- business legal structures
- business stakeholders
- entrepreneurial characteristics and skills

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following using accepted business/enterprise terminology, some areas may lack detail: • the different types of aims and objectives of a business • the different legal structures • stakeholders in the business/enterprise • the characteristics and skills needed by entrepreneurs. Eg learners provide a simple description of some relevant internal and external stakeholders in a business.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors (cont'd)	
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following, using accepted business/enterprise terminology: • the different types of aims and objectives of a business/enterprise • the different legal structures • the stakeholders in the business/enterprise • the characteristics and skills needed by entrepreneurs. Eg, learners provide a detailed description of all the relevant internal and external stakeholders in a business/enterprise.
Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe, in detail, all of the following, using accepted business terminology: • the different types of aims and objectives of a business/enterprise • the different legal structures • the stakeholders in the business/enterprise • the characteristics and skills needed by entrepreneurs. Learners will also describe the relevant inter-relationships between the bulleted elements. Eg, learners provide a detailed description of the internal and external stakeholders in a business, and how their interests may clash depending on context. Learners may also provide a detailed description of characteristics and skills needed by entrepreneurs and how they may differ depending on legal status of business/enterprise.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

Learners will understand why business/enterprises are formed, eg to produce goods and supply services.

Business aims and objectives

Learners will understand the main types of business aims and objectives and how they are used to measure the success of the business:

- short-term (up to one year) (eg business survival)
- long-term (eg expansion)
- financial (eg increase profit)
- non-financial (eg customer satisfaction, corporate responsibility, sustainability ethics).

There is an opportunity here for group work, eg a group of learners could be given a number of named businesses to research to establish the aims and objectives of these businesses. Named businesses should be chosen that have a variety of aims/objectives and could include local, national and multinational businesses.

Learners must know that in recent decades more businesses have extended their aims and objectives to take account of the need to be seen as ethical and to be seen as corporately responsible. Case studies can be used from businesses to illustrate different aims/objectives, such as:

- a business considered to be a good practitioner in terms of sustainability.
- a business that may be considered as having some unethical practices, such as employing child labour in the third world.

Business legal structures

Learners will know about the different legal structures of business/enterprise and the advantages and disadvantages of each:

- sole trader
- partnership
- franchise
- private limited company (Ltd)
- public limited company (plc)
- not for profit/charity.

Learners will understand the principle of limited liability and how this benefits shareholders in private and public limited companies. They will understand how a business can be set up as a sole trader, partnership and private limited company. They will understand how quickly and cheaply a private limited company can be set up – this can be demonstrated by going through the process of setting up a business from one of the many online facilitators.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
Learners will understand the benefits to both the franchisee and franchisor from the franchising model of a business. They will understand the drawbacks of being a franchisee. Learners will understand that becoming a public limited company has significant costs and takes time to organise. Learners will understand the drawbacks of a plc status, ie the increased risk of a hostile takeover and the need to publish financial accounts in detail to the public. Learners will understand how charities and not for profit businesses are organised. Examples of well-known charities and not for profit organisations, eg social enterprises such as Jamie Oliver's Fifteen, can be used with learners. **Business stakeholders** Learners will know about different stakeholders and the influence they have on the business/enterprise and its decision-making, and how they are affected by business decisions: • internal (eg employees/managers, owners) • external (eg customers, suppliers, finance providers (other than owners), government, local community). Learners must understand that the actions of stakeholders can have significant impacts on a business, eg if finance providers withdraw an overdraft facility then a business's very existence may be threatened, eg employees may strike in search of higher wages, which can seriously affect a business's sales and reputation. Learners must understand the impact a business's decisions may have on different stakeholders, eg the impact a decision by a supermarket to install self-checkout terminals may have on employees. **Entrepreneurial characteristics and skills** Learners will know about some of the entrepreneurial characteristics and skills required to succeed in business: • characteristics (eg confident, motivated, determined, results focused) • skills (eg innovation, showing initiative, decision making, analytical ability, good communication). Case studies of well-known national and international entrepreneurs can be used to illustrate the characteristics and skills of successful entrepreneurs. Group work could be used, with groups of learners being given a range of entrepreneurs to research, eg 3 entrepreneurs from varied backgrounds and different skills sets such as James Dyson, Clive Sinclair and Alan Sugar.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence
Evidence could include: • presentation • report. The report or presentation (written using accepted business/enterprise terminology) must include sections on: • the different types of aims and objectives of a business • the different legal structures • stakeholders in the business/enterprise • the characteristics and skills needed by entrepreneurs. Please see Section 5 (page 88) for a glossary of evidence types.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 2

The learner will:

Understand what should be included in a business plan

The learner must know about:

- the purpose of a business plan
- the sections of a business plan

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe, using appropriate business terminology, all of the following sections of the business plan, although some areas may lack detail: • description of the company • analysis of the market in which it operates • marketing • operations and people • financial planning. Eg, learners describe price and place in detail, but for promotion only consider advertising and price cuts and for price only consider two pricing strategies.
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, using appropriate business terminology and in detail, all of the following sections of the business plan: • description of the company • analysis of the market in which it operates • marketing • operations and people • financial planning. Eg, learners may describe price, place, product and promotion in detail.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 2 (cont'd)

Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe, using appropriate business terminology and in detail, all of the following sections of the business plan, making some links between some of the sections or points within them: • description of the company • analysis of the market in which it operates • marketing • operations and people • financial planning. For example, learners describe price, place, product and promotion in detail and describe how the place chosen to sell the product affects the price that can be charged and the pricing strategy that can be employed.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Learners will know why a business plan is produced and the different sections.

Centres may wish to illustrate this topic by utilising information in the public domain. Commercial banks such as Barclays, HSBC etc provide free advice online on how to write a business plan and the UK government, through www.gov.uk/write-business-plan, offers detailed advice for prospective entrepreneurs, which includes:

- a link to a business plan template, available at no charge on The Prince's Trust website
- a link to example business plans on the Bplans website
- a link to detailed information about how to write a business plan on the Start Up Donut website.

The purpose of a business plan

Learners will understand the purpose of a business plan, eg to plan for the future, to support growth and secure funding, to assess future opportunities and to manage cash flow.

Learners will understand the importance of a business plan for clarifying business ideas, spotting potential problems and, crucially, for raising finance. This could be illustrated by case studies of businesses that have/do not have clear business plans, eg examples from Dragons' Den start-ups. This can demonstrate the importance of planning for raising financial support.

The sections of a business plan

Company description

- business name (learners consider the legal considerations when choosing a name for the business/enterprise)
- outline/summary of the business/enterprise idea, including reason(s) why the idea will be successful
- aims and objectives – short term, long term, financial, non-financial
- legal status (eg sole trader, private limited company)
- location.

Market analysis

- target market (eg socio-economic group, age, lifestyle, gender, location)
- direct competitors (eg how many, where do they sell, what makes them competitive)
- industry profile (eg growth or decline, use of technology).

Market analysis is covered in Unit 02. At this point learners will not be expected to fully understand market segmentation, but will understand that a business needs to have a target market in mind when formulating a business plan.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd)

Marketing

- what the product/service does/provides, unique selling point (USP)
- where the product/service will be sold eg high street, online
- what price to charge for the product/service
- how the product/service will be promoted.

Marketing is covered in Unit 02. In this unit learners will understand that key decisions will need to be made on product, price, place and promotion, but such decisions will be made at the end of Unit 02.

People and operations

- people considerations (eg recruitment costs, skills availability, type of employment, remuneration)
- operational considerations (eg storage, potential suppliers, managing quality).

People and operations are covered in detail in Unit 03. In this unit learners will understand that key decisions will need to be made on the number of staff to hire, the contracts to offer, and the wages and salaries to be paid. They will also understand that decisions will need to be made as to how to ensure quality standards are maintained, how stocks will be stored efficiently and how suppliers will be located.

Financial planning

- start-up costs eg research and development, fixtures and fittings, equipment, raw materials, promotion, legal fees
- running costs eg accounting fees, power, raw materials, rent and business rates, insurance, wages and salaries, marketing, transport, packaging
- break-even level of output
- cash flow forecasts for the first year of trading or life of the business.

At this point in the course learners will have little knowledge of how costs are categorised or of the importance of cash flow forecasts and break-even analysis. They will simply need to understand that a key section of the plan will involve financial planning. Learners must know that a successful business needs to have effective financial planning, which includes controlling costs and setting prices that allow it to achieve its aims/objectives.

Unit 01 Starting a business or enterprise (R/615/3933) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence
Evidence could include: • presentation • report. The first section of the presentation or report should explain the purpose of a business plan. This report or presentation will then describe, using appropriate business terminology, the five sections that comprise a business plan: • description of the company • analysis of the market in which it operates • marketing • operations and people • financial planning. Please see Section 5 (page 88) for a glossary of evidence types.

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 76).

Unit 02 Market research and analysis (Y/615/3934)

Unit summary	Learners will understand market research, business markets, business costs, how businesses identify their target market and the marketing mix.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how businesses conduct research

The learner must know about:

- research methods
- data collection methods
- orientation types
- market types
- positioning
- characteristics of target markets

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following, using accepted business and enterprise terminology; some points may lack detail: • research methods • data collection methods • orientation types • market types • characteristics of target markets • positioning. Eg, learners provide a simple description of the differences between quantitative and qualitative data collection methods.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors	
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following points, using accepted business and enterprise terminology: • research methods • data collection methods • orientation types • market types • characteristics of target markets • positioning. Eg, learners provide a detailed description of the differences between quantitative and qualitative data collection methods.
Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe, in detail, all of the following points consistently, using accepted business and enterprise terminology, making some links between some of the sections or points within them: • research methods • data collection methods • orientation types • market types • characteristics of target markets • positioning. Eg, learners provide a detailed description of the differences between quantitative and qualitative data collection methods and describe how each of these methods can be used for methods of primary and secondary research.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
Learners will understand market types, how products/services are positioned in a market and the characteristics of target markets. **Research methods** – primary, secondary Learners will know about primary and secondary research and the advantages and disadvantages of each: • primary research (eg surveys, questionnaires, interviews, observations, focus groups) • secondary research (eg existing online data, newspapers, journals, leaflets, Mintel, Keynote, Office for National Statistics, competitor information (pricing, product range, financial data etc). Learners must understand that primary research can be conducted face-to-face or online, eg through a survey on Facebook. However, using the internet to find out information about suppliers, target markets etc is secondary research. **Data collection methods** – qualitative, quantitative Learners will know about qualitative and quantitative data and the advantages and disadvantages of each. Learners will understand the use of open and closed questions and how they relate respectively to qualitative and quantitative data. They will understand that the data collected can be subject to bias, depending upon the way questions are phrased and the sampling methods used when choosing who to interview. **Orientation types** – product orientation, market orientation Learners will know about product and market orientation and the advantages and disadvantages of each. Case studies are a useful approach to delivering these concepts. For example, James Dyson has adopted a product-orientated approach, whilst Amazon is an example of a company with a high level of market orientation. This is seen in its efforts to personalize the shopping experience of prospective customers through its product recommendation system that gathers data from customer browsing patterns and previous purchases. **Market type** – mass, niche Learners will know about mass and niche markets and the advantages and disadvantages of each. Learners must understand that a niche market does not always equate to a high priced market. Some niche markets are for expensive products/services, aimed at those on high incomes eg sports cars, designer clothing and handbags. However, niche markets also exist for more day-to-day products at much lower prices such as clothing retailers that cater to very tall people and food manufacturers that cater for people will allergies eg lactose intolerance.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
Positioning Learners will know about positioning and how market mapping is used to determine the position of a business (product/service). Learners could be set a task to draw up a position/market map for a product or service with which they are familiar, eg fast food; supermarkets; mobile phones; daily newspapers; cars etc. **Characteristics of target markets** Learners will know about: • the characteristics of target markets (eg socio-economic group, age, lifestyle, gender, location) • the reasons why a business wants to know the characteristics of the target market. Learners must know how the characteristics of a target market can impact on other areas of marketing, eg promotion. Once a business knows who its target market is, it can choose the appropriate media for advertising and the methods of sales promotions preferred by that market.

Types of evidence
Evidence could include: • presentation • report. The report or presentation, using accepted business and enterprise terminology, will include sections on: • research methods • data collection methods • orientation types • market types • characteristics of target markets • positioning. Please see Section 5 (page 88) for a glossary of evidence types.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 2

The learner will:

Understand the competitive environment, costs, the marketing mix and added value

The learner must know about:

- the competitive environment
- costs
- the marketing mix
- added value

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following, using accepted business and enterprise terminology; some areas may lack detail: • competitive environment • costs • all 4 elements of the marketing mix • added value. Eg, learners provide simple descriptions of the product lifecycle and the Boston Matrix, with some examples.
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following, using accepted business and enterprise terminology: • competitive environment • costs • all 4 elements of the marketing mix • added value. Eg, learners provide detailed descriptions of the product lifecycle and the Boston Matrix, with relevant examples to support their explanations.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors	
Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe, in detail, all of the following, consistently using accepted business and enterprise terminology: • competitive environment • costs • all 4 elements of the marketing mix • added value. Learners will also describe the inter-relationships between the bulleted elements. Eg, learners provide detailed descriptions of the product life cycle and the Boston Matrix, discussing how they are related, and provide relevant examples to support their explanations.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Learners will know about the competitive environment, costs, the marketing mix and added value. **Competitive environment** • direct competitors (eg how many, where do they sell, what makes them competitive) • industry profile (eg growth or decline, use of technology) Learners need to be aware of how globalisation has made markets more competitive. From their own experience they may reflect on the ease with which it is possible to buy products online, nationally or internationally, with rapid delivery times. Case studies can be used to illustrate industries that are in the growth and decline phase. **Costs** • start-up eg inventory (stock), fixtures, fittings, machinery, equipment, tools, recruitment costs, legal costs • running eg wages, inventory (stock), rent and rates, insurance, marketing, transport. **The marketing mix** **Product and service**: learners will know about the difference between a product and a service and what makes them tangible or intangible. Learners will also know about the product lifecycle and the Boston Matrix. Learners will be able to draw and label a 4-stage product lifecycle and be able to place a named product/service or brand within the correct stage. Learners will be able to draw and label a Boston Matrix and position products in their correct quadrants for a business with four or more products. There is an opportunity here to use learners' own experience of technology to construct matrices for businesses such as Apple, or for product ranges such as devices for listening to music. **Place**: learners will know about the different places where products/services can be sold and the advantages and disadvantages of each, eg high street, web-based, retail park. Learners will also know about the different distribution channels that can be used and the advantages and disadvantages of each, eg agent, wholesaler, direct. Learners will recognise the growing importance of online shopping and the increases in businesses that have integrated both their offline (bricks) and online (clicks) presence.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd)
Price: learners will know about the different pricing strategies available to a business/enterprise and the advantages and disadvantages of each: • penetrative pricing   • price skimming   • cost plus pricing   • promotional pricing   • competition-based pricing.   Learners will need to be given examples of businesses that use/have used these different pricing strategies.   **Promotion**   Learners will know about the different promotional methods that can be used to promote a product/service and the advantages and disadvantages of each, eg advertising, branding, discounting, loyalty cards.   Group work could be used to good effect in this section. However, all evidence submitted for internal assessment must entirely be the learner's own work.   A group of learners could be given a number of products/services and be asked to research the 4Ps for each one. They should be able to draw connections between different elements of the marketing mix eg how decisions on what price a business decides to charge may influence the retail outlets in which it seeks to place its products.   **Added value**   Learners will know how a business adds value to the product/service it sells eg branding, excellent customer service, product features and benefits, convenience.   Learners should understand why and how branding is used. This is a good opportunity for learners to discuss their opinions on various brands and why they have these opinions.   Real world examples of products such as pizza, men's razors, convenience foods, and supermarket own brands can be used to illustrate how added value varies. Learners must understand the link between successful branding and increased added value.

Unit 02 Market research and analysis (Y/615/3934) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence
Evidence could include: • presentation • report. The report or presentation, using accepted business and enterprise terminology, will include sections on: • competitive environment • costs • all 4 elements of the marketing mix • added value. Please see Section 5 (page 88) for a glossary of evidence types.

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 76).

Unit 03 People, operations and recruitment (D/615/3935)

Unit summary	Learners will understand the organisation and management of people for business and enterprise.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how businesses are organised

The learner must know about:

- organisational structures
- organisational features
- leadership styles
- operational considerations
- motivation

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following, using accepted business and enterprise terminology; some areas may lack detail: • organisational structures • organisational features • leadership styles • operational considerations • motivation. Eg, learners provide a simple description of different organisational structures with only one advantage and disadvantage for each. The explanation may lack detail.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors (cont'd)	
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following, using accepted business and enterprise terminology: • organisational structures • organisational features • leadership styles • operational considerations • motivation. For example, learners provide a detailed description of different organisational structures, including a number of advantages and disadvantages of each. Examples of situations when a particular structure might be appropriate could be included to enhance the explanation.
Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe, in detail, all of the following, using accepted business and enterprise terminology: • organisational structures • organisational features • leadership styles • operational considerations • motivation. Learners will also describe the inter-relationships between the bulleted elements. For example, learners provide a detailed description of the different organisational structures and leadership styles. Their possible inter-relationships, including their advantages and disadvantages, will be described in depth. This could be the link between moving from a tall structure to a flatter structure and the potential need for a change in management style as spans of control change.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
Learners will understand the different organisational structures used by business and enterprise and their features. Learners will understand the methods used by business and enterprise to achieve efficiency, ensure quality and to motivate workers. **Organisational structures** Learners will know about the different types of organisational structure and the advantages and disadvantages of each: - tall and flat   - hierarchical and matrix   - centralised and de-centralised.   Learners may benefit from a visual approach to this section through the use of organisational charts. These could be drawn up for the school/college. They should be able to compare different structures, ie one advantage a flat organisational structure has over a tall one is the level of flexibility. Decisions can often be made and carried out more quickly in flat structures because there are fewer layers of communication between the employees doing the work and those making the decisions. **Organisational features** Learners will know about the different organisational features and the advantages and disadvantages of each: - span of control   - level of delegation   - the chain of command (including levels of hierarchy)   - restructuring (including redundancy)   - delayering.   Learners will understand that some of these features may be interlinked, ie delayering is likely to result in an increased span of control. **Leadership styles** Learners will know about the different leadership styles and the advantages and disadvantages of each: - autocratic   - democratic   - laissez-faire   - paternalistic   - consultative.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)

Learners should understand the impact different leadership styles can have on staff retention and motivation. They will understand that the organisational structure chosen by a business may determine which leadership style is most appropriate.
 	
Operational considerations
 	
Learners will know about the methods organisations use to achieve efficiency and quality and the advantages and disadvantages of each:
 	
• efficiency through lean production (eg just in time, cell production, Kaizen)
• quality (eg inspection, benchmarking, quality assurance, Total Quality Management (TQM).
 	
Learners need to understand how methods used to achieve efficiency and quality have evolved and which are now most widely used in both manufacturing and service industries.
 	
Motivation
 	
Learners will know about the importance of motivation, about motivational methods and motivation theories and their application in the workplace:
 	
• importance of motivation for:
   – staff retention
   – productivity.
 	
Learners will understand the benefits a business gets from a high level of staff retention. They will understand that productivity is measured by output per person per hour and that it is more difficult to measure this in service industries compared with manufacturing industries.
 	
For example they might be asked to consider how the productivity of a Teacher, a hair stylist and a recording artist could be measured.
 	
• methods of motivation:
   – financial: wages, piece rate, commission, profit sharing, performance-related pay, fringe benefits.
 	
Learners need to be given examples of different types of jobs for which different financial methods of motivation are commonly used, eg commission in a sales-related job. This section also links with the section in LO2 on remuneration:
 	
   – non-financial: job rotation, job enrichment, job enlargement, team working, empowerment, training (induction, on the job, off the job)

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)

Learners will need to know in what circumstances these non-financial methods are appropriate/not appropriate eg job rotation may not be appropriate in jobs where specialist skills are required. Learners will need to know that these methods may not be cost free (eg to enable successful job rotation, staff may need additional training in order to be able to change jobs successfully and efficiently).
 	
• motivational theories:
   – Maslow
   – Herzberg.
 	
Learners will understand the 5 stages of the Maslow hierarchy of needs and Herzberg's motivator and hygiene factors. They should be able to apply both theories to a range of named jobs, ie a cleaner, a teacher, an office manager.

Types of evidence
Evidence could include: • presentation • report. The report or presentation, using accepted business and enterprise terminology, will include sections on: • organisational structures • organisational features • leadership styles • operational considerations • motivation. Please see Section 5 (page 88) for a glossary of evidence types.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 2

The learner will:

Understand types of employment and methods of remuneration

The learner must know about:

- types of employment
- methods of remuneration

Grading descriptors	
Pass: Uses technical terms to **describe** <u>some</u> relevant points in detail	Learners will describe all of the following, using accepted business and enterprise terminology; some areas may lack detail: • types of employment • methods of remuneration. Eg, learners describe the different types of remuneration, consistently using appropriate business terminology. The learner describes the different types of employment contracts a business may use with its workers.
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following, using accepted business and enterprise terminology: • types of employment • methods of remuneration. Eg, learners describe the different types of remuneration, consistently using appropriate business terminology, supporting some of their answer with contextualised examples. Examples might include situations where a business might choose to use piece rate, commission or performance-related pay.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors (cont'd)	
Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe, in detail, all of the following, consistently using accepted business and enterprise terminology: • types of employment • methods of remuneration. Learners will also discuss the inter-relationships between the bulleted elements. Eg, learners describe the different types of remuneration, consistently and correctly using appropriate business terminology. Learners describe which types of remuneration are most appropriate for a range of different types of employment contracts.

Delivery and assessment

Types of employment

Learners will know about the different types of employment and the advantages and disadvantages of each:
• permanent
• temporary/fixed term
• part time
• full time
• zero hours contracts.

Learners must understand that part-time contracts are often permanent, and must not confuse part-time with temporary. Part-time jobs can be temporary or permanent. Learners should appreciate the reasons for the growth in zero hours contracts and the impact this can have on employees on such contracts. Learners may access examples of live employment vacancies to illustrate the range of employment types available in different sectors.

Methods of remuneration

Learners will know about the different methods of remuneration and the advantages and disadvantages of each:
• wages/salaries
• piece rate
• performance-related pay, including bonuses, commission, fringe benefits and profit sharing.

Again, the use of live employment vacancy information would be useful to illustrate the different remuneration methods used. This section also links to the section on motivation in LO1.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence
Evidence could include: • presentation • report. The report or presentation, using accepted business and enterprise terminology, will include sections on: • types of employment • methods of remuneration. Please see Section 5 (page 88) for a glossary of evidence types.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 3

The learner will:

Understand recruitment and selection

The learner must know about:

- stages of recruitment
- methods for selecting candidates

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following, using accepted business and enterprise terminology; some areas may lack detail: • stages of recruitment • methods for selecting candidates. Eg, learners describe some of the methods a business can choose from to recruit for a vacancy, with little or no contextualisation.
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following, using accepted business and enterprise terminology: • stages methods of recruitment • methods for selecting candidates. Eg, learners describe the different methods a business may choose to recruit for a vacancy, consistently using appropriate business terminology and supporting some of their answer with contextualised examples. Examples might include situations in which a business may choose to recruit internally rather than externally.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors (cont'd)	
Distinction: Uses technical terms <u>consistently</u> to describe, in detail, relationships between all relevant points	Learners will describe, in detail, all of the following, using accepted business and enterprise terminology: • stages of recruitment • methods for selecting candidates. Learners will also describe the inter-relationships between the bulleted elements. Eg learners describe the different methods a business chooses to recruit and select for a vacancy, consistently and correctly using appropriate business terminology and supporting their answer with fully-contextualised examples. In this case, examples will include at least one situation, including when and why each method of recruitment and selection would be considered suitable.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment

Learners will know about the different methods of recruitment and selection and the advantages and disadvantages of each.
 	
Stages of recruitment
 	
Learners will know about the methods a business and enterprise can use when recruiting candidates and the advantages and disadvantages of each:
 	
• internal (eg transfers, notice board, newsletter, website, intranet)
• external (eg headhunting, newspapers, trade journals, careers fairs, shop windows, recruitment agencies, web based)
 	
• job descriptions and person specifications:
   – job description (eg job title, main duties, remuneration, location, information about the business and enterprise)
   – person specification (eg essential and desirable competencies, experience requirements, qualifications/education/training requirements, desired personal attributes)
 	
• methods of application – learners will know about some of the different methods of application a business can use and the advantages and disadvantages of each:
   – curriculum vitae (CV)
   – application form
   – covering letter
   – personal statement.
 	
Learners need to understand the costs involved in placing advertisements for job vacancies in local newspapers, national newspapers, trade journals and recruitment agencies.
 	
Learners could be given real job advertisements from local or national newspapers or from web-based vacancy sites. From this advertisement they could be asked to draw up a person specification for that post and a job description. It would be useful if learners could be given real examples of application forms to understand the depth and range of questions asked by employers.
 	
There is scope for group work and role-play exercises. A group of learners may be organised so that some learners act as employers, drawing up job advertisements, person specifications and job descriptions, and making decisions on where to advertise the vacancy. Other members of the group may apply for the job, completing an application form and drawing up a CV.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd)

Methods for selecting candidates
 	
Learners will know about the methods and criteria a business can use when selecting candidates and the advantages and disadvantages of each:
 	
• shortlisting processes – learners will know about some of the different shortlisting processes a business can use and the advantages and disadvantages of each:
  – scoring systems
  – aptitude tests
  – telephone interviews
  – psychometric tests.
 	
• selection methods:
  – selection day
  – face-to-face interview
  – activity (task/role play/presentation).
 	
• selection criteria:
  – references
  – performance in interview
  – activity (task/role play/presentation).
 	
Practical exercises may be used for some or all elements of this section. Eg learners could be supplied with the details of a number of applicants for a post. They would have the person specification and job description for that post. They could then use these to draw up a shortlist for interview.
 	
If time permits, there is scope for role-play exercises, where learners play the role of interviewer or interviewee.

Types of evidence
Evidence could include: • presentation • report. The report or presentation, using accepted business and enterprise terminology, will include sections on: • stages of recruitment • methods for selecting candidates. Please see Section 5 (page 88) for a glossary of evidence types.

Unit 03 People, operations and recruitment (D/615/3935) (cont'd)

Learning outcome 3 (cont'd)

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 76).

Unit 04 Finance for business and enterprise (H/615/3936)

Unit summary	Learners will understand the sources of finance available when starting a business; the costs involved when starting and running a business; how to create break-even charts and cash flow forecasts, and how internal and external influences affect a business.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the role of finance in business

The learner must know about:

- sources of finance
- revenue
- start-up and running costs
- cash flow management
- break-even point
- essential financial record keeping

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following, using accepted business/enterprise terminology; some areas may lack detail: • sources of finance • revenue • start-up and running costs • cash flow management • break-even • essential financial record keeping. Eg, learners provide a detailed description of some of the internal and external sources of finance a business can use.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors (cont'd)	
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe, in detail, all of the following, using accepted business/enterprise terminology: • sources of finance • revenue • start-up and running costs • cash flow management • break-even • essential financial record keeping. Eg, of all of the internal and external sources of finance a business can use, with a detailed discussion of their advantages and disadvantages.
Distinction: Uses technical terms <u>consistently</u> to describe, in detail, <u>relationships</u> between all relevant points	Learners will describe, in detail, all of the following, using accepted business/enterprise terminology: • sources of finance • revenue • start-up and running costs • cash flow management • break-even • essential financial record keeping. Learners will also describe the inter-relationships between the bulleted elements. Eg, learners provide a detailed description of all of the internal and external sources of finance a business can use, with a detailed discussion of their advantages and disadvantages. Learners will describe which sources of finance are most appropriate for the start-up and running phases of a business.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

Learners will know about the sources of finance available to a business, what revenue is, the costs involved in starting and running a business, the construction of cash flow forecasts and break-even charts, and the importance of financial record keeping.

Sources of finance

Learners will know about internal and external sources of finance available to a business/enterprise, their appropriateness for short- and long-term use and the advantages and disadvantages of each:

- **internal**: sale of fixed assets, sale of inventory(stock), debt collection, retained profit, owners investment
- **external**: overdraft, trade credit, factoring, credit card, share capital, bank loan, leasing, business angels, crowd funding.

Learners need to know that some sources of finance are unavailable to some types of business organisation ie share capital is not available for sole traders. They also need to understand there are time issues involved in acquiring finance. For example, it can take up to 6 months for a plc to raise finance via a new share issue; the sale of fixed assets may take months and sometimes a buyer may never be found.

Learners also need to understand the costs of finance can vary significantly ie overdraft interest rates tend to be higher than those on a medium-term loan and credit card interest rates may be even higher.

Revenue

Learners will know what revenue is, ie total revenue = number of items sold x unit price.

Learners will know that the revenue a business earns can be displayed in a table format ie:

Unit sales	Price per unit	Total revenue
0	£13	0
10	£13	£130
20	£13	£260

Start-up costs

Learners will know about the costs associated with starting a business/enterprise, eg research and development, fixtures and fittings, equipment, raw materials, promotion and legal fees.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)

Running costs (fixed, variable)

Learners will know about the fixed and variable costs associated with a business and will know the difference between the fixed and variable costs of a business/enterprise.

It is important that learners understand that a business will have fixed costs, even if it produces no output at all:

- fixed costs (eg rent, business rates, insurance, accountancy fees)
- variable costs (eg raw materials, power to run machinery, delivery, packaging).

Learners will need to understand that a table can be used to illustrate the costs a business faces at different levels of output ie:

Unit sales	Total fixed costs	Total variable costs	Total costs
0	£1,000	0	£1,000
20	£1,000	£400	£1,400
40	£1,000	etc	etc
60	£1,000	etc	etc

Cash flow management

Learners will know about the importance of managing cash flow for the successful running of a business/enterprise, eg avoiding insolvency, taking advantage of discounts for prompt payment.

Learners will know about actions a business/enterprise can take to deal with cash flow problems eg delay payments to suppliers, improve credit control, reduce costs.

Learners will know how a cash flow forecast is set out, including opening and closing balances and net cash flow.

Learners must understand how important cash is to the day-to-day running of a business. Whilst it may be possible to get trade credit for purchases, some payments must be made straight away ie workers' wages/salaries.

Learners must understand that some businesses will receive payment in cash for sales, whilst others provide credit to customers eg supermarkets accept payment in cash, by cheque, by credit/debit transfer and therefore are essentially cash-based businesses. Whereas a car repair business may send out invoices to customers, allowing them a period of credit before paying the invoice. Learners also need to understand that it is up to a business how long it'll offer a credit period for, but often they are influenced by the policies adopted by rival businesses.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)

Learners will need to be taught how to set out a cash flow forecast eg:

	Jan	Feb	Mar	Apr	May
Opening balance	£6,000	£7,500			
Income	£12,000				
Expenditure	£10,500				
Net cash flow	£1,500				
Closing balance	£7,500				

Break-even point

Learners will know about the concept of the break-even point and why it is used, eg to setup a production and sales target.

Learners will need to be taught the contribution formula used for calculating break even. They will also need to be taught how to construct a break-even chart, including total revenue, total cost and fixed cost lines, and the sales for horizontal and vertical axis. Learners will need to be taught that information can be set out in a table to facilitate the creation of break-even charts ie:

Unit sales	Total fixed costs	Total variable costs	Total costs	Total Revenue
0	£1,800	£0	£1,800	£0
20	£1,800	£400	£2,200	£1,000
40	£1,800	£800	£2,600	£2,000
60	£1,800	£1,200	£3,000	£3,000
80	£1,800	£1,600	£3,400	£4,000
100	£1,800	£2,000	£3,800	£5,000

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
Essential financial record keeping

Learners will know about the importance of keeping up-to-date financial records and the consequences of not doing this.

Learners will need to understand what records a business needs to keep ie copies of invoices, receipts from payments to suppliers, records of wage/salary payments to staff, evidence of payments to utility companies. Some real examples of these would benefit learners' understanding of the content of these documents.

Learners will understand that these financial records need to be kept in order to draw up accurate income statements and to calculate tax liabilities to HMRC. All businesses will file a tax return to tell HMRC how profitable the business has been and how much tax they owe. As part of the tax return, you'll need to report income, business expenses and more. If HMRC has any queries about the tax return, they can ask to see all records and supporting documentation associated with the return, including all invoices and receipts etc.

HMRC guidance explicitly states: 'You must keep records of all your business transactions'. It also states: 'If you do not keep adequate records or you do not keep your records for the required period of time, you may have to pay a penalty.'

Types of evidence

Evidence could include:

- presentation
- report.

The report or presentation, using accepted business and enterprise terminology, will include sections on:

- sources of finance
- revenue
- start-up and running costs
- cash flow management
- break-even point
- essential financial record keeping.

Please see Section 5 (page 88) for a glossary of evidence types.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 2

The learner will:

Understand financial data to include in a business plan

The learner must know how to:

- calculate:
    – costs
    – revenue
    – profit
    – break-even level of output using the contribution method
    – margin of safety.
- create:
    – a labelled break-even chart
    – a cash flow forecast
    – a profit/loss forecast

Grading descriptors	
Pass: Makes accurate conclusions, based on some information	Learners will make reasoned conclusions after accurately calculating costs, revenue, break-even level of output and margin of safety. They will create an accurate: • break-even chart • cash flow forecast • profit/loss forecast. Eg, learners choose a sales target for the year related to both its calculated break-even level of output and the levels of profit at different levels of output.
Merit: Makes accurate conclusions, based on all the information	Learners will make reasoned conclusions after accurately calculating costs, revenue, break-even level of output and margin of safety. They will create an accurate: • fully labelled break-even chart • cash flow forecast • profit/loss forecast. Eg, learners choose a sales target for the year, having calculated break-even level of output and levels of profit at different levels of output. Learners calculate the forecast level of profit if it meets this sales target.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 2 (cont'd)

Distinction: Makes accurate conclusions, <u>weighing up</u> all the information	Learners will make well-reasoned and balanced conclusions after accurately calculating costs, revenue, break-even level of output and margin of safety. They will create an accurate: • fully labelled break-even chart • cash flow forecast • profit/loss forecast. Eg, learners choose a sales target for the year, having calculated break-even level of output and levels of profit at different levels of output. Learners calculate the forecast level of profit to ensure it meets this sales target. Learners discuss if this level of sales/profit is sufficient and weighs up if changes in costs or prices are possible if profit levels are to be raised.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment

Learners will know how to produce calculations to determine profit or loss at different levels of output; how to determine the break-even level of output and margin of safety; how to create a break-even chart and a cash flow forecast.

Costs, revenue, profit and break-even calculations

Learners will know how to calculate:

- total costs (variable + fixed)
- total revenue (price x quantity sold)
- profit (total revenue – total costs)
- break-even using the contribution method.

Learners will need to be provided with financial information to be able to complete a table in the format shown below:

Unit sales	Total fixed costs	Total variable costs	Total costs	Total revenue
0				
20				
40				
60				
80				
100				

Break-even chart

Learners will know how to create a fully labelled break-even chart.

It would be appropriate to provide learners with pre-prepared charts with the X and Y axis values already set out and for learners to use these templates to construct a break-even chart from a table of information as shown above.

This should not be done as group work, as individual learners will need to be able to create a break-even chart for the purposes of internal assessment. They will not be required to create a break-even chart for external assessment, but can be provided with break-even charts that require interpretation.

To check the accuracy of their break-even chart, learners should now use the same data to calculate the break-even point using the contribution method. The relevant formula is as follows:

Contribution = selling price per unit – variable cost per unit

Break-even point = fixed costs/contribution

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd)

Margin of safety

Learners will know how to use a break-even chart to calculate the margin of safety ie learners will be able to identify on a break-even chart how much current output exceeds the break-even level of output.

Cash flow forecast

Learners will know how to create a cash flow forecast for a business/enterprise (ie income, outgoings, net cash flow, opening balance, closing balance) to include:

- **income**: sales revenue
- **outgoings**: variable costs, start-up costs, marketing costs, recruitment costs, other relevant costs.

Learners could be given a spreadsheet template to work from and additional information to practice constructing a cash flow forecast.

The following format is to be used:

	Jan	Feb	Mar	Apr	May
Opening balance					
Income					
Expenditure					
Net cash flow					

Forecasts may be from 3 to 12 months in length.

This should not be done as group work, as individual learners will need to be able to create a cash flow forecast for internal assessment. They will not be required to create a cash flow forecast for external assessment, but might be asked to calculate opening or closing balances or net cash flow from a table of given data.

Types of evidence

Learners could provide evidence in the form of a report or presentation that includes:

- a break-even chart
- a cash flow forecast
- a profit/loss forecast or calculations that demonstrate profit/loss at different levels of output.

The report will include reasoned conclusions drawn from the chart and forecasts/data produced. Please see Section 5 (page 88) for a glossary of evidence types.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 3

The learner will:

Understand how internal and external influences can affect the ability of a business/enterprise to meet its objectives

The learner must know about:

- internal influences
- external influences
- the impact of internal and external influences on a business/enterprise

Grading descriptors	
Pass: Uses technical terms to describe <u>some</u> relevant points in detail	Learners will describe all of the following points, using accepted business/enterprise terminology. Some areas may lack detail: • internal influences • external influences • the impact of internal and external influences on a business/enterprise. Eg, learners provide a simple description of some internal and some external influences on a business, with one or two examples of their possible impact on the business.
Merit: Uses technical terms to describe <u>all</u> relevant points in detail	Learners will describe all of the following points, using accepted business/enterprise terminology. These will be in detail: • internal influences • external influences • the impact of internal and external influences on a business/enterprise. Eg, learners provide a description of a wide range of internal and external influences on a business, with suitable examples of their possible impact on the business.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 3 (cont'd)

Distinction: Uses technical terms <u>consistently</u> to describe in detail <u>relationships</u> between all relevant points	Learners will describe all of the following points, using accepted business/enterprise terminology. These will be in detail: • internal influences • external influences • the impact of internal and external influences on a business/enterprise. Learners will also describe the interrelationships between the bulleted elements. For example, learners provide a detailed description of a wide range of internal and external influences on a business, with suitable examples of their possible impact on the business. Learners may link the possible effect of an external influence (eg state of the economy) on an internal influence (eg objectives of the business).

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment
Learners will know about the impact on a business/enterprise of internal and external influences. **Internal influences** Learners will know about possible internal influences and how these may affect a business/enterprise, eg its aims and objectives, the financial position of the business/enterprise (profitability, cash flow), people management (motivation, staff training) and operational issues (quality, productivity). It is important the learners know that these influences can be managed/controlled by the business. How successful a business manages these will impact on the overall success of the business. Learners need to understand that some businesses fail because they don't deal with internal influences successfully ie the methods a business uses to motivate its staff, if successful, may lead to a more productive workforce or a failure to ensure that products meet a business's own quality standards may damage its reputation which can impact on sales and profitability. **External influences** Learners will know about possible external influences and how these may affect a business/enterprise, eg state of the economy, interest rates, changes in living wage, changes in taste, changes in the competitive environment, level of employment, availability of skills locally and changes to legislation. Learners will understand that external influences are outside a business's control and can have a serious impact on sales, profits and even survival, eg a change in consumer tastes can leave a business with falling sales and ultimately, bankruptcy. There can be links between external effects eg changes in technology can lead to a change in consumer tastes. Learners can be provided with real-world examples such as the development of digital streaming and its impact on businesses that sell DVDs. **Impact of internal and external influences** Learners will know about the possible impacts that internal and external factors can have on a business/enterprise, eg the break-even point may change, marketing and promotional plans may need to be amended, the aims and objectives for the business/enterprise may need to alter, desired levels of sales may need to change, additional finance (eg overdraft) may be needed and staff may need to be made redundant. Case studies of businesses that learners are familiar with can be used to illustrate the impact both internal and external influences can have on a business, eg the impact of shortages of trained Teachers in mathematics and sciences on schools' recruitment and examination performance; the impact of e-commerce on high street shop sales; the impact of the 2009-2014 recession on high street retailers, with examples of retailers that went bankrupt.

Unit 04 Finance for business and enterprise (H/615/3936) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence
Evidence could include: • presentation • report. The report or presentation, written using accepted business/enterprise terminology, will include sections on: • internal influences • external influences • the impact of internal and external influences on a business/enterprise. Please see Section 5 (page 88) for a glossary of evidence types.

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 76).

Unit 05 Produce a business plan for a business or enterprise (K/615/3937)

Unit summary	Learners will choose an idea for a business or enterprise and develop a business plan for this idea, to include company description, market analysis, marketing, people and operations, financial plan and forecasts.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally assessed

Learning outcome 1

The learner will:

Produce a business plan for an idea

The learner must demonstrate:

- the selection of a business/enterprise idea
- the selection of aims and objectives for a business/enterprise
- research skills
- analysis skills
- the collection of data
- the calculation and interpretation of financial data

Grading descriptors	
Pass: Completes and presents task(s), following the brief with <u>some degree</u> of accuracy Connects information from <u>at least two</u> sources to inform actions	Learners will select a business idea and complete the sections of the business plan <u>based on the collection</u> and <u>analysis</u> of data of relevant research <u>from more than one source</u>. Some sections may lack detail and some of the information collected may lack validity. Calculation of break-even level of output and forecasted profits will be undertaken. Eg, learners produce a business plan covering all 5 required sections, some of which are more detailed than others. The market analysis section includes data collected on the costs of the components from suppliers identified online. It is not clear if all the costs identified include VAT. Data on the prices consumers are prepared to pay is collected from a focus group.

Unit 05 Produce a business plan for a business or enterprise (K/615/3937) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors (cont'd)	
Merit: Completes task(s) <u>mostly accurately,</u> following the brief. Connects information from <u>different formats</u> from <u>at least two</u> sources to inform actions	Learners will select a business idea and complete all sections of the business plan in detail based on the collection and analysis of data of relevant reliable research <u>from more than one source</u>. Most of the information collected will be valid. Calculation of break-even level of output and forecasted profits will be undertaken. Eg, learners produce a business plan covering all 5 required sections in detail. The market analysis section includes data collected on the costs of the components from suppliers identified online. Most of these costs clearly include VAT. Detailed information on the strengths and weaknesses of the product is collected from focus group members.
Distinction: Completes task(s) <u>accurately, meeting all of the requirements</u> of the brief Connects information from different formats from different types of sources to inform actions, <u>commenting on the credibility/value of sources</u>	Learners will select a business idea and complete all sections of the business plan in detail based on the collection and <u>in depth analysis</u> of data based on a <u>wide range</u> of relevant reliable sources. Calculation of break-even level of output and forecasted profits will be undertaken. Any calculations made <u>will be accurate</u> and the presentation of information will be in an accepted format for a business plan. Eg, learners produce a business plan covering all 5 required sections in detail. The market analysis section includes data collected on the exact costs of the components from suppliers identified online. Detailed information on the strengths and weaknesses of the product is collected from focus group members. The detailed feedback on the weaknesses of the product has been very useful to the business, as it will allow the business to make changes before production starts, to avoid negative feedback from consumers.

Unit 05 Produce a business plan for a business or enterprise (K/615/3937) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

In this learning outcome the learner will produce a business plan.

This unit is an opportunity for learners to apply the knowledge they have developed in units 01, 02, 03 and 04. This unit focuses on the skills the learners will demonstrate. These skills are the assessment points and are shown in **bold** in the guidance to highlight where the assessment opportunities are.

The business plan that learners create may be for a mini-enterprise business that they will operate inside or outside of school/college. Alternatively, learners may wish to create a business plan for a potential business they would like to operate in the future.

Selection of a business/enterprise idea

Learners will **select the idea** for a business/enterprise, (eg the product/service they would like to sell, giving reason(s) for their choice).

The idea selected by learners should be discussed with Teachers to ensure it's practical if it's to be a real or school-based mini-enterprise.

Throughout this unit learners can refer to the wide range of resources available in the public domain, which advise potential entrepreneurs on how to write a business plan (this is also mentioned in unit 01). Presentation is important and the plan needs to have 5 clearly defined sections.

Produce a business plan

Learners must produce a business plan for their chosen idea. The business plan must include the following 5 sections:

- company description
- market analysis
- marketing
- people and operations
- financial plan.

Company description

- business/enterprise name (learners will choose a name for their business/enterprise and research the legal issues relating to their choice of name)
- outline/summary of the business/enterprise idea, (eg what product/service the business/enterprise will provide and the needs it intends to satisfy)
- selection of the aims and objectives for their business/enterprise (short- term, long-term, financial, non-financial)
- legal status, eg sole trader, private limited company
- location.

Unit 05 Produce a business plan for a business or enterprise (K/615/3937) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)

Market analysis

Learners will **research**, **collect** and **analyse data** on:

- the target market, (eg socio-economic group, age, lifestyle, gender, location, what prompts the customer to buy a product)
- the industry profile, (eg growth or decline, technology used)
- the competitive environment, (eg how many, where do they sell, what makes them competitive (price, convenience, quality etc)
- potential suppliers, (eg cost, reliability, length of time established).

Learners need to provide details of their sources for data/information collected. More than one source should be used to try to ensure the validity of the data collected. Both primary and secondary research is to be undertaken. For example, for a business that makes pizza, research into flour suppliers should be from at least 2 different sources to ensure that the information found on the price and quality of the flour is valid.

Marketing

Learners will use the market **analysis** and other relevant **research and** data **analysis** to produce a marketing plan:
- product/service
  – what it does, how it satisfies customer need
  – whether it is tangible/intangible
  – its unique selling point (USP)
- place
  – where the product/service will be sold
  – the distribution channel to be used
- price
  – what price will be charged for the product/service
  – which pricing strategy(ies) will be used
- promotion
  – how the product/service will be promoted.

Learners may postpone decisions on what price they will charge for their product/service until they have completed work on the financial plan, including drawing up a break-even chart for their product/service.
When choosing how to promote their product/service, learners need to be aware of the costs of different promotional activities.

Unit 05 Produce a business plan for a business or enterprise (K/615/3937) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
People and operations Learners will **research**, **collect** and **analyse data** to produce a people and operations section of the business plan: • people considerations, (eg recruitment costs, skills availability, types of employment, remuneration, organisation structure, leadership style) • operational considerations, (eg storage, potential suppliers, managing quality). A key decision to be made will be how many staff to employ, how to recruit them and what wage/salary to offer. These decisions will affect the financial plan, the costs section of the break-even chart and the cash flow forecast. **Financial plan** Learners will carry out **research** and **collect data** on the costs for launching their business/enterprise: • start-up costs, eg research and development, fixtures and fittings, equipment, raw materials, promotion, legal fees • running costs, eg accounting fees, power, raw materials, rent and business rates, insurance, wages and salaries, marketing, transport, packaging. Using their **research**, learners will identify the break-even point through **calculation** and drawing a break-even chart, and decide on target level of sales. Evidence from their primary and secondary research needs to be provided to demonstrate that the start-up and running costs identified are realistic. Learners can then experiment to choose a price that allows the business to make the required level of profit desired by the entrepreneur. This relates back to an earlier marketing section of the business plan. Centres may teach learners to use a spreadsheet to create a break-even chart. This has the advantage that learners can experiment with changes in costs and selling price to quickly see the impact on break-even and potential profits. Learners may prefer to use graph paper to draw a break-even chart. This does require spreadsheet skills, but will be more time consuming if experimentation with cost and price is needed.

Unit 05 Produce a business plan for a business or enterprise (K/615/3937) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
Learners will: • calculate break-even • draw a fully labelled break-even chart • extract information from the break-even chart, ie break-even output, margin of safety, target level of sales with associated costs and revenues • **analyse** the impact that any possible change in costs and price may have on the breakeven or targeted profit, eg increase in cost of raw materials, a drop in price to promote product/service. Learners will **analyse** the **financial data** to complete the following for either the first year or the life of their business/enterprise idea: • cash flow forecast. The cash flow forecast can be paper-based or learners may use a spreadsheet. The latter would allow learners to experiment with alterations to the timing of outgoings to see the impact on cash flow each month. • Forecasted profit/loss based on their target level of sales. Learners will use their break-even charts to forecast the profit/loss for their business.
Types of evidence
Evidence must include: • a business plan. This will be written using accepted business terminology and will include the following 5 sections: • company description • market analysis • marketing • people and operations • financial plan. Please see Section 5 (page 88) for a glossary of evidence types.

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 76).

Unit 06 Evaluate a business plan (M/615/3938)

Unit summary	Learners will evaluate the process they went through in creating their business plan, identifying the strengths and weaknesses of their research, their use of business concepts and techniques, the feasibility of their business idea and the overall presentational quality of their plan.
Guided learning hours	5
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally assessed

Learning outcome 1

The learner will:

Review a business plan

The learner must evaluate:

- strengths and weaknesses of the market research methodology
- application of appropriate business theories and techniques
- feasibility of the idea
- the presentation of the business plan

Grading descriptors	
Pass: Describes the processes/practices involved <u>and</u> identifies <u>some</u> aspects of what went well/not so well, making detailed conclusions	The learner will describe how effectively their business plan is presented, the strengths and weaknesses of their market research methodology, the application of business theories and techniques, and how these will contribute to the success of the idea.
	The learner will make detailed conclusions on the feasibility of their idea, based on information in the business plan.
	Eg, learners describe how effectively they have put together their business plan. Learners describe the primary and secondary market research they undertook, including some of its strengths and weaknesses. Learners make reasoned conclusions on the overall effectiveness of their research, with reference to its appropriateness for their chosen product/service.

Unit 06 Evaluate a business plan (M/615/3938) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors (cont'd)	
Merit: Describes the processes/practices involved and <u>identifies</u> what went well/not so well, making detailed conclusions <u>related to the task</u>	The learner will describe how effectively their business plan is presented, the strengths and weaknesses of their market research methodology, the application of business theories and techniques and why these have been used, and how all of these will contribute to the success of the idea. The learner will make detailed and balanced conclusions on the feasibility of their idea, based on information in the business plan. Eg, learners describe how effectively they have put together their business plan. Learners describe the primary and secondary market research they undertook, including its strengths and weaknesses. Learners make detailed conclusions on the overall effectiveness of their research, with reference to its appropriateness for their chosen product/service.

Unit 06 Evaluate a business plan (M/615/3938) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors	
Distinction: Describes the processes/practices involved and <u>identifies</u> what went well/not so well <u>and any opportunities for improvement,</u> making detailed conclusions related to the task and <u>suggests improvements</u>	The learner will describe how effectively their business plan is presented, the strengths and weaknesses of their market research methodology, the application of business theories and techniques and why these have been used. The learner will suggest improvements that could be made. The learner will make detailed and balanced conclusions on the feasibility of their idea to suggest improvements. Eg, learners describe how effectively they have put together their business plan. Learners describe the effectiveness of their primary and secondary research, with reference to its appropriateness for their chosen product/service. The relative importance of advantages and disadvantages may be discussed and well-reasoned and balanced conclusions made as to its effectiveness and suggestions made for improvements for the future.

Unit 06 Evaluate a business plan (M/615/3938) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

Strengths and weaknesses of the market research methodology
 	
Learners will to need to assess/evaluate their primary and secondary market research by reviewing:
 	
• the range of research used (eg use of primary and secondary resources, use of qualitative and quantitative methods)
• their primary research:
  – strengths (eg suitable sample size, sample is representative of target market, lacks bias and subjectivity)
  – weaknesses (eg sample too small, does not represent target market, subjective and biased, lack of experience/skills)
• their secondary research
  – strengths (eg up to date, relevant, wide range of sources)
  – weaknesses (eg out of date, small range of sources, not relevant).
 	
Application of business theories and techniques
 	
Learners need to assess/evaluate their use of business theories and techniques:
 	
• business theories – have they been applied appropriately and relevant conclusions made? (eg pricing strategies, promotion methods, methods of motivating staff)
• techniques – have techniques been applied appropriately and relevant conclusions made?(eg break-even analysis).
 	
Feasibility of the idea
 	
Learners need to assess/evaluate the likelihood of their business succeeding in the short and long-term by answering the following questions:
 	
• Is there a real demand? (Eg does the product/service satisfy the need or solve a problem? Is the current market big enough for the proposed business/enterprise idea? Is the market in growth or decline?)
• Is the business/enterprise scalable, can it last? (Eg is the product/service just satisfying a short-lived trend; does the business/enterprise have growth potential?)
• Is it financially viable? (Eg does the projected profit give a sufficient return on investment; is there sufficient cash flow to see the business/enterprise through its start-up period?)
• Is it competitive? (Eg are there so many other competitors offering a similar product/service that it is unrealistic that the business/enterprise will be able to compete; are competitors so dominant they can always undercut on price, be better at marketing?)
• Does the learner have the necessary negotiating/research/financial/marketing skills, the motivation, the commitment, and flexibility to launch and run the business/enterprise?

Unit 06 Evaluate a business plan (M/615/3938) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
The presentation of the business plan The learner needs to assess the overall quality of the completed business plan in terms of: • presentation of plan, (eg clarity, neatness, quality of language) • organisation of plan, (eg logical, easy to follow and understand, all components present and properly addressed) • how might the presentation of the plan be improved?

Types of evidence
Evidence could include: • presentation • report. The report or presentation, written using accepted business terminology, will include: • a review of how effectively the business plan is presented • the strengths and weaknesses of the market research methodology • which business theories and techniques have been used and why • how all of these will contribute to the success of the idea. Conclusions will be made on the feasibility of the idea, based on information in the business plan. Please see Section 5 (page 88) for a glossary of evidence types.

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 76).

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 assessment for the NCFE Level 2 Technical Award in Business and Enterprise consists of 2 types of assessment:

- internal assessment – portfolio of evidence. Each unit is internally assessed by centre staff and externally quality assured by NCFE
- external assessment – question paper. This will be graded by NCFE. This will assess the application of knowledge and skills acquired from Units 01-04 of the qualification.

The external assessment accounts for 50% of the final grade in order to meet the requirements of a Technical Award.

The external assessment component is set and marked by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Assessment component		Description	Duration	Contribution to final grade
1	Internal assessment	Portfolio of evidence covering all learning outcomes	Duration of the qualification	50%
2	External assessment – question paper	Invigilated question paper assessing application of knowledge and skills	2 hours	50%

Cognitive processes

To reflect its technical nature, we have put three essential cognitive processes at the heart of this qualification. These processes are know, do and review.

Assessment objectives

The assessment objectives are derived from these cognitive processes and interpret the intellectual criteria which the qualification targets.

Assessment objectives (AOs) are applied to the whole qualification and provide synergy between the internal and external assessment. They are tested directly in the external assessment and through the learning outcomes for the internal assessment.

The AOs for this qualification are:

- **AO1: Knowledge** – recall, select and communicate their knowledge and understanding of business and enterprise.
- **AO2: Application and analysis** – apply skills, analysis, knowledge and understanding of business and enterprise in practical and other contexts.
- **AO3: Evaluation** – evaluate, make reasoned judgements and present conclusions.

Learning outcomes and assessment points

The learning outcomes and assessment points supplement the assessment objectives by providing information about the nature of the content which should be covered in each of the units.

Internal assessment

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. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

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. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. 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 (page 16).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout the delivery of the qualification, although they must remain separate from the teaching of the unit. Internal assessment does not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

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 on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal assessment writing and delivery: Guide for centres on our website
- refer to Section 5 (page 88) for a glossary of evidence types.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document Internal assessment writing and delivery: Guide for centres.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document Internal assessment writing and delivery: Guide for centres..

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See our website www.ncfe.org.uk for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills from Units 01-04 of the qualification.

The external assessment will take place towards the end of the qualification after these units have been taught.

Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment for this qualification consists of one exam. A high level of control applies.

The external assessment is as follows:

- written exam – 2 hours invigilated external assessment.

The external assessment must be done under timed external assessment conditions and must be invigilated in accordance with the Regulations for the Conduct of External Assessment – V Certs.

The external assessment must not be altered in any way by the centre.

Sample papers for external assessment will be made available. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on our website www.ncfe.org.uk for the specific dates.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Customer Support Assistant and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Please refer to the assessment arrangements document on our website www.ncfe.org.uk for confirmation of this date.

Learners are entitled to one resit of the external assessment, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. Resits of the external assessment will be different from the original assessment. Please note that any grade, including 'Did Not Attend', will be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to the Regulations for Conduct of External Assessment – V Certs., or contact the Quality Assurance team on 0191 239 8000.

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 our website www.ncfe.org.uk.

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.

External quality assurance

External quality assurance of internal assessments is carried out at least twice 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.

Section 4
Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

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. External Quality Assurers can also provide support visits to assist centres in understanding the grading descriptors, and how to apply them to the learning outcomes consistently.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 2 (page 16).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the 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.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to a UMS score.

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 on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Marking the external assessment

The externally assessed component consists of individual questions which are marked using a numerical mark scheme to achieve a total score. The external assessment grade will be allocated by NCFE.

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

Level 2 Pass UMS %	Level 2 Merit UMS %	Level 2 Distinction UMS %
60%	70%	80%

Awarding the final grade

NCFE needs to be able to compare performance on the same assessment components across different papers when different grade boundaries have been set, and between the different components. NCFE uses a Uniform Mark Scale (UMS) to enable this to be done.

The final qualification grade is calculated by converting the 2 assessment components into a UMS score to ensure comparability between the different components. These are combined using weightings based on their relevance to the vocational sector. The collective UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
UMS	600	360	420	480	540

Learners must achieve a minimum of 180 UMS on the internal assessment component and a UMS of 180 on the external assessment component.

The final grade will be issued to the centre by NCFE and will be awarded as Not Yet Achieved, Pass, Merit, Distinction or Distinction*.

Overall qualification grading descriptors

Level 2 standards

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

Tasks

At Level 2 tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.
Level 2 Pass
The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard, with some errors, and learners will select and use some appropriate skills and processes. A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.
Level 2 Merit
The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard, with few errors, and learners will select and use some appropriate skills and processes, giving some explanation for their choices. The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process. Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.

Level 2 Distinction

The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard, with few or no errors, and learners will select and use appropriate skills and processes, justifying their choices.

Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes.

Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.

Level 2 Distinction*

To be awarded a Distinction* grade, the learner will have achieved within the top 10% of maximum UMS.

Section 5
Grading criteria glossary of terms

Glossary

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across Level 2 V Cert qualifications and may not all appear in this qualification specification.

Accurately	Learner carries out all stages of a process correctly and without errors *(see mostly accurately)*.
Advanced ways	Solutions may be more complex or more considered *(see basic ways and considered ways)*.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learner, as opposed to in level 1, where they are directed.
Balanced conclusions	All arguments are considered in making a conclusion *(see reasoned conclusions)*.
Basic ways	Straightforward, mostly obvious ideas or solutions *(see advanced ways and considered ways)*.
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements *(see technical problems)*.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from *(see limited experimentation and simple experimentation)*.
Considered ways	Ideas or solutions show some degree of thought *(see advanced ways and basic ways)*.
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Teacher/Assessor.
Effective solutions	Solutions are appropriate to the vocational area *(see possible solutions)*.
Efficiently solves	Solves in a manner appropriate to the vocational area.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology *(see specialist terms/language and technical terms/language)*.
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation *(see technical understanding)*.
Format of source	The style of information – eg a questionnaire, a report, an observation, interview *(see type of source)*.

Glossary (cont'd)

Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from *(see considered experimentation and simple experimentation)*.
Mostly accurately	Learner is able to carry out most stages of a process, without errors, to achieve an outcome *(see accurately and some degree of accuracy)*.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long term or effective solution *(see effective solutions)*.
Range	Frequent use of most common words/techniques/materials *(see some and wide range)*.
Reasoned conclusions	Explanations are provided as to why a conclusion was made *(see balanced conclusions)*.
Simple experimentation	Straightforward, most obvious experimentation is carried out *(see limited experimentation and considered experimentation)*.
Some	Occasional use of most common words/techniques/materials *(see range and wide range)*.
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors *(see accurately and mostly accurately)*.
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made *(see straightforward examples)*.
Specialist skill	Advanced technical skills in context *(see technical skills)*.
Specialist terms/language	Advanced technical terms in context *(see everyday language and technical terms/language)*.
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made *(see sophisticated examples)*.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. *(see complex technical problems)*.
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes *(see specialist skills)*.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc *(see everyday language and specialist terms/language)*.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding *(see general understanding)*.
Type of source	The place that the information comes from – eg the internet, a museum visit, staff, visitors *(see format of source)*.
Wide range	Uses all relevant words/techniques/materials that could be expected at the level *(see range)*.

Evidence glossary

This table provides a summary of the types of evidence used for this qualification.

Type of evidence	Definition
Business plan	In Unit 05, learners produce a plan for their chosen idea. The business plan must include five sections: • company description • market analysis • marketing • people and operations • financial plan.
Financial report/presentation	In Unit 04, learners provide financial data to include in a business plan. This will include break-even chart, cash flow forecast and profit/loss forecast. Tables, graphs, charts and spreadsheets may be produced using appropriate ICT.
Presentation	PowerPoint or Prezi or any other suitable electronic/digital-style presentation of slides. The presentation will include briefing notes. The presentation will include appropriate business/enterprise terminology. Learners may not necessarily need to present to an audience.
Report	A structured and informative document for a given audience. The report will include appropriate business/enterprise terminology.

Presenting evidence

Written

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

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using it. If, on your external quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

Section 6

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 NCFE's Equal Opportunities Policy is available on request.

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 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 Teacher 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 our website www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

Contact us

NCFE
Q6
Quorum Business Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: service@ncfe.org.uk
Website: www.ncfe.org.uk

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