

# all you need to know.

## Qualification Specification

NCFE Level1/2 Technical Award in Business and Enterprise  
(603/2955/5)

Version 2.0 December 2018

Endorsed by

**NE6**



**v.certs**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v1.0	July 2018	<b>First publication</b>
v1.1	July 2018	p. 12, added a table showing the skills covered and related learning outcomes.
v1.2	November 2018	<p>p.16, the following sentence in the <u>Internal assessment</u> summary has been amended from:</p> <p><i>The <b>suggested</b> completion time for this internal synoptic project is 21 hours of supervised time</i></p> <p>To:</p> <p><i>The completion time for this internal synoptic project is 21 hours of supervised time.</i></p>
v2.0	December 2018	<p>p.25, the first and second Internal submission attempts dates have changed from:</p> <p><i>Recommended submission date for the first submission – March</i></p> <p>To:</p> <p><b>Submission date for the first submission – by 31 March</b></p> <p><i>Recommended submission date for the second submission – May</i></p> <p>To:</p> <p><b>Submission date for the second submission – by 31 May</b></p>

# Section 1

## Qualification overview

# Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1/2 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.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 1/2 Technical Award in Business and Enterprise.

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## About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2955/5.

This qualification is part of a suite of technical award qualifications that 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.

This qualification is endorsed by NE6, software and platform design specialists and NIC Services Group LTD.

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## Qualification structure and assessment

<b>Qualification Title</b>			NCFE Level L1/2 Technical Award in Business and Enterprise	
<b>Qualification Number (QN)</b>			603/2955/5	
<b>Level</b>			Combined Level 1/2	
<b>Guided Learning Hours (GLH)</b>			120, plus 1 hour 30 minutes' external assessment	
<b>Unit 01</b>	48 GLH	40% Weighting	<b>Externally</b> assessed: <b>written examination</b> (externally marked)	<b>Unit grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>Unit 02</b>	72 GLH	60% Weighting	<b>Internally</b> assessed: <b>synoptic project*</b> (externally quality assured)	<b>Unit grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>TOTAL</b>	<b>120 GLH</b>	<b>100%</b>	<b>Overall qualification grades:</b> NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

\* The internal synoptic project requires effective use of integrated knowledge, understanding and skills from across the full breadth of the qualification content.

The learning outcomes for each unit are provided in Section 3.

To achieve the NCFE Level 1/2 Technical Award in Business and Enterprise, learners must successfully demonstrate their achievement of all assessment objectives of the units as detailed in this qualification specification. Learners must achieve a minimum of a **Level 1 Pass** in the **internal** and **external assessment** to achieve the overall qualification.

A partial 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 2 and Section 4.

## Total Qualification Time (TQT)

Total Qualification Time (TQT) represents an estimate of the total amount of time that a learner is expected to spend to achieve the qualification. TQT comprises the Guided Learning Hours (GLH) for the qualification and hours spent in private study, preparation for assessment and undertaking assessment. The table below shows the GLH listed separately and the overall TQT:

Qualification	GLH	TQT
NCFE Level 1/2 Technical Award in Business and Enterprise	120	157

## 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 post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5–1.

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.

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and know how to apply these needed qualities to the business and enterprise sector.

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## 14–16 Purpose Statement

### Who is this qualification for?

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business and enterprise sector or progress to further study.

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The NCFE Level 1/2 Technical Award in Business and Enterprise complements GCSE qualifications. It is aimed at 14–16 year olds studying Key Stage 4 curriculum who are interested in the business and enterprise industry sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at Level 1 Pass/Merit/Distinction/Distinction\* and Level 2 Pass/Merit/Distinction/Distinction\* (equivalent to GCSE grades 8.5–1). More information on grading can be found in this qualification specification in Section 2.

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in business and enterprise and how to apply their learning.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

It is distinct from GCSE Business Studies, as it encourages the learner to use knowledge and practical enterprise tools to prepare them for business. They will develop significant personal and vocational business skills that can be transferred to further study or employment.

The study of business and enterprise involves understanding key business and enterprise areas such as, legal structures, marketing, market research, operations management, resource planning, human resources, funding, finance and business and enterprise planning.

The qualification focuses on an applied study of the business and enterprise sector and learners will gain a broad understanding and knowledge of working in the sector.

### What will the learner study as part of this qualification?

This qualification shows learners how to:

- understand entrepreneurial characteristics and business aims and objectives
- legal structures, organisational structures and stakeholder engagement
- understand the marketing mix, market research, market types and orientation types
- understand operations management
- understand internal and external influences on business
- understand research, resource planning and growth for business
- understand human resource requirements for a business start-up
- understand sources of enterprise funding and business finance
- understand business and enterprise planning.

### **What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?**

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- analysing data and making decisions that are essential for the business and enterprise sector, such as evaluation skills; responding to data; independent working; working to deadlines; efficient use of resources.

The knowledge and skills gained will provide a secure foundation for careers in the business and enterprise sector.

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### **Which subjects will complement this course?**

The following GCSE subject areas will complement this qualification by further broadening application of skills in the context of business and enterprise:

- economics
- accounting
- maths
- English
- geography

This list is not exhaustive and a range of other subject areas may also be appropriate.

**This qualification is not part of a subject suite.**

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### Progression opportunities - what could this qualification lead to?

Depending on the grade the learner achieves in this qualification, they could progress onto Level 2 and Level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at **Level 1** might consider progression to Level 2 qualifications post-16 such as:

- a GCSE in Business Studies.
- study at Level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study. Examples might include Level 2 Technical Certificates in:
  - Accounting
  - Accounting and Business
  - Business Administration
  - Business and Enterprise
  - Customer Service Operations
  - Business Support

Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at **Level 2** might consider progression to Level 3 qualifications post-16 such as:

- Level 3 Applied Generals in:
  - Enterprise and Entrepreneurship
  - Financial Studies
  - Business and Enterprise
  - Applied Business
  - Business.

Level 3 Applied General qualifications prepare learners for progression to higher education in the business and enterprise sector:

- Level 3 Technical Levels in:
  - Coordinating Business Support
  - Business: Marketing.

Level 3 Technical Level qualifications prepare learners for progression into employment or onto an Apprenticeship through specialising in a technical occupation in the business and enterprise sector. Technical Level qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

- A Level in Business. This will support progression to higher education.
- Learners could also progress into employment or onto an apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an Apprenticeship in Business Administration through a variety of occupations which are available within sectors such as a Finance, Marketing or Human Resources.

## Skills in Business and Enterprise

The following table shows the variety of skills covered throughout the content and the learning outcomes they relate to.

Skills	Unit	Learning Outcome & Teaching Content
<b>Analytical</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO2 – 2.2.1 LO3 – 3.1.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO2 – 2.1.2 LO3 – 3.2.3
<b>Commercial Awareness</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO1 – 1.1.2, 1.3.2 LO2 – 2.1.2, 2.1.4, 2.1.5, 2.2.4 LO3 – 3.1.1 LO4 – 4.1.1 LO5 – 5.1
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.1.1 LO2 – 2.1.5 LO4 – 4.1.1
<b>Communication</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO1 – 1.4 LO2 – 2.1.4, 2.1.5 LO4 – 4.1.3
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO2 – 2.1.1, 2.1.2 LO3 – 3.2.3
<b>Creative and Innovative Thinking</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO2 – 2.1.2, 2.1.5 LO3 – 3.1.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.2.2 LO3 – 3.2.5
<b>Customer Service</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO1 – 1.2.2 LO2 – 2.2.4 LO4 – 4.1.1
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.4.2
<b>Decision Making</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO2 – 2.1.2, 2.1.4 LO5 – 5.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.2.1, 1.2.2, 1.3 LO2 – 2.1.2 LO3 – 3.1.1 LO4 – 4.1.3
<b>Financial Awareness</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO1 – 1.2.1 LO2 – 2.1.2, 2.1.5
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.2.1, 1.2.2 LO2 – 2.1.2, 2.1.5 LO3 – 3.1.1, 3.2.1, 3.2.3

<b>Negotiation and Persuasiveness</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO1 – 1.4.3 LO2 – 2.1.4, 2.1.5
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO2 – 2.1.2, 2.1.5 LO4 – 4.1.1
<b>Organisation</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO1 – 1.1.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO2 – 2.1.2 LO3 – 3.2.3 LO4 – 4.1.1
<b>Prioritisation and Time Management</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO2 – 2.1.2, 2.1.4 LO3 – 3.1.1, 3.1.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO2 – 2.1.3, 2.1.5 LO3 – 3.2.4 LO4 – 4.1.2
<b>Problem Solving</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO2 – 2.1.2, 2.2.1 LO3 – 3.1.1, 3.1.2 LO5 – 5.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO3 – 3.1.1, 3.2.1, 3.2.3, 3.2.4
<b>Research</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO5 – 5.1
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.1.1, 1.2.1, 1.2.2 LO2 – 2.2
<b>Strategic Thinking</b>	Unit 01 Introduction to business and enterprise (H/616/8937)	LO2 – 2.1.2 LO4 – 4.1.2, 4.2
	Unit 02 Understanding resources for business and enterprise planning (K/616/8938)	LO1 – 1.3 LO4 – 4.1.1, 4.1.3

# Section 2

## Assessment and grading guidance

## Assessment and grading guidance

### Qualification structure

The following table provides an overview of the units, guided learning hours (GLH), unit weightings, types of assessment, unit grades and qualification grades available within this qualification.

<b>Unit 01</b>	48 GLH	40% Weighting	<b>Externally</b> assessed: <b>written examination</b>	<b>Unit grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>Unit 02</b>	72 GLH	60% Weighting	<b>Internally</b> assessed: <b>synoptic project*</b>	<b>Unit grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>TOTAL</b>	<b>120 GLH</b>	<b>100%</b>	<b>Overall qualification grades:</b> NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

\* The internal synoptic project requires effective use of integrated knowledge, understanding and skills from across the full breadth of the qualification content.

Learners must achieve a minimum of a **Level 1 Pass** in the external assessment and the internal assessment to achieve the overall qualification.

## Assessment summary

This qualification has **two** assessments: **one** external written examination and **one** internal synoptic project.

External assessment	
Assessment method	Description
Externally set <b>written examination</b>  Externally marked	<p><b>40%</b> of the technical award</p> <p>Written examination:</p> <ul style="list-style-type: none"> <li>80 marks</li> <li>1 hour 30 minutes</li> <li>a mixture of multiple-choice, short-answer and extended-response questions.</li> </ul> <p>The written examination will assess the learner's knowledge and understanding of content from Unit 01 and target assessment objectives AO1, AO2 and AO3.</p>
External examination availability	<p>The examination windows are expected in <b>March</b> and <b>November</b> every year; however, these are subject to change so please refer to the <a href="#">Assessment Window Guide</a> available on our website.</p> <p>Learners will have <b>one</b> opportunity to resit.</p>

Internal assessment	
Assessment method	Description
Externally set <b>synoptic project</b>  Internally graded  Externally quality assured	<p><b>60%</b> of the technical award</p> <p>The completion time for the Synoptic Project is <b>21 hours</b> of supervised time.</p> <p>The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The synoptic project will target assessment objectives AO1, AO2, AO3, AO4 and AO5.</p> <p>The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.</p>
Internal synoptic project availability	<p>The learner should not undertake the synoptic project assessment until <b>all teaching content</b> from Unit 01 and Unit 02 has been delivered. This is to ensure that learners are in a position to complete the synoptic project successfully.</p> <p>A different synoptic project brief will be released every <b>December</b>. Therefore learners must use the synoptic project brief released in <b>December</b> of the academic session they wish to finish the overall qualification. Learners will have <b>one</b> opportunity to resubmit.</p>



## External assessment

The external assessment will be in the form of a written examination, which will assess the learner's knowledge and understanding of content from Unit 01.

A variety of assessment styles will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to all learners of all abilities.

As far as possible, real-world case studies and contexts which are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will be compulsory, with available marks clearly identified. The written examination will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

## Synoptic assessment

Synoptic assessment 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 of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

***“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”***

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt 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.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

## Assessment objectives

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

<b>AO1</b>	<b>Recall knowledge and show understanding</b> The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
<b>AO2</b>	<b>Apply knowledge and understanding</b> The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.
<b>AO3</b>	<b>Analyse and evaluate knowledge and understanding</b> The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
<b>AO4</b>	<b>Demonstrate and apply technical skills and processes</b> The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques.
<b>AO5</b>	<b>Manage and evaluate the project</b> The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.

## Assessment objective weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

<b>AOs</b>	<b>External assessment (approx. %)</b>	<b>Internal assessment (approx. %)</b>	<b>Overall weighting (approx. %)</b>
AO1	<b>18%</b>	<b>6%</b>	<b>24%</b>
AO2	<b>12%</b>	<b>9%</b>	<b>21%</b>
AO3	<b>10%</b>	<b>12%</b>	<b>22%</b>
AO4		<b>27%</b>	<b>27%</b>
AO5		<b>6%</b>	<b>6%</b>
<b>Overall weighting of assessments</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## External assessment

The table below shows the approximate weightings and the raw marks available for each AO in the external assessment. It is based on an 80-mark external assessment.

AOs	External assessment (approx. %)	Raw marks available (approx.)
AO1	40%	32marks
AO2	35%	28 marks
AO3	25%	20 marks
<b>Total</b>	<b>100%</b>	<b>80 marks</b>

Our technical awards are modular, which means that a learner can take and resit external assessments in different assessment windows. External assessments may vary slightly in levels of difficulty and therefore what represented a Level 2 Pass in one assessment window may not be appropriate in the following assessment window.

To resolve this issue, we convert raw marks to uniform marks. The Uniform Mark Scale (UMS) also allows us to account for the relative weighting of the assessment to the qualification as a whole. The UMS for the external assessment is shown below.

Grade	UMS Marks
Level 2 Distinction	138–160
Level 2 Merit	115–137
Level 2 Pass	92–114
Level 1 Distinction	70–91
Level 1 Merit	47–69
Level 1 Pass	24-46
NYA	0–23

In order to achieve the external assessment unit, learners must achieve an overall grade of a Level 1 Pass.

**The raw mark grade boundaries are set after each assessment window.** NCFE sets these boundaries judgementally, following both qualitative and quantitative analysis, and then converts them to UMS. For example:

**Assessment Window 1** - The raw mark grade boundary for a Level 2 Pass has been judged to be at 48 marks and a Level 2 Merit at 56 marks.

Grade	Raw Mark	UMS Mark
<b>Level 2 Merit</b>	56	115
<b>Level 2 Pass</b>	55	112
	54	109
	53	106
	52	104
	51	101
	50	98
	49	95
	48	92

**Assessment Window 2** - The raw mark grade boundary for a Level 2 Pass has been judged to be at 50 marks and a Level 2 Merit at 58 marks.

Grade	Raw Mark	UMS Mark
<b>Level 2 Merit</b>	58	115
<b>Level 2 Pass</b>	57	112
	56	109
	55	106
	54	104
	53	101
	52	98
	51	95
	50	92

Although the raw mark grade boundaries in Assessment Window 1 and Assessment Window 2 are different, they have the same value in terms of UMS marks when contributing to the qualification as a whole.

NCFE will publish the raw mark grade boundaries following the completion of each assessment window.

### Internal assessment

#### Assessment objectives

The table below shows the approximate weightings for each AO in the internal assessment.

AOs	Internal assessment (approx. %)
AO1	10%
AO2	15%
AO3	20%
AO4	45%
AO5	10%
<b>Total</b>	<b>100%</b>

### Internal synoptic project brief

The internal assessment will be in the form of a synoptic project, which will be externally set by NCFE to ensure quality and rigour. A different synoptic project brief will be released every **December**, which will assess the learner in each of the AOs.

We will carefully map and design the synoptic project brief each year to ensure comparability in the level of difficulty.

A sample of a synoptic project brief and a synoptic project portfolio can be accessed on the qualification webpage.

### Descriptors

Descriptors have been written for each AO. The descriptors are pitched at different levels in language and expectation and describe the learner's performance at that band.

Assessors will use the descriptors to determine the banding decision for each AO. This banding is based on the assessment of the final piece of work that the learner submits.

Each AO is weighted and contributes differently to the overall unit grade. This is explained further in the section 'Calculating the overall internal synoptic project grade'.

If the learner has insufficient evidence to meet the 'Band 1' criteria for any of the AOs, a grade of 'Not Yet Achieved' will be awarded for that AO.

AO1 Recall knowledge and show understanding	
Band	Descriptors
<b>3</b>	Learners recall and communicate <b>comprehensive</b> knowledge and understanding from a <b>wide range</b> of business and enterprise principles.  Subject-specific terminology is used <b>accurately</b> and <b>consistently throughout</b> the project.
<b>2</b>	Learners recall and communicate <b>appropriate</b> knowledge and understanding from a <b>range</b> of business and enterprise principles, with <b>some accuracy</b> . Subject specific terminology is used appropriately on <b>occasions</b> .
<b>1</b>	Learners recall and communicate <b>basic</b> knowledge and understanding from a <b>limited range</b> of business and enterprise principles, with <b>limited accuracy</b> .  Subject specific terminology, if used, is basic and <b>inconsistent</b> .
<b>NYA</b>	No rewardable material.

AO2 Apply knowledge and understanding	
Band	Descriptors
<b>3</b>	Learners <b>accurately</b> apply knowledge and understanding of business and enterprise principles, which is <b>relevant</b> to the context and situation.
<b>2</b>	Learners' application of knowledge and understanding of business and enterprise principles is <b>mostly accurate</b> and has <b>some relevance</b> to the context and situation.
<b>1</b>	Learners' application of knowledge and understanding of business and enterprise principles is of <b>limited accuracy</b> and <b>relevance</b> to the context and situation.
<b>NYA</b>	No rewardable material.

AO3 Analyse and evaluate knowledge and understanding	
Band	Descriptors
<b>3</b>	Learners <b>critically</b> analyse and evaluate selected data and information, <b>systematically</b> judging and reaching <b>reasoned</b> and <b>valid</b> conclusions.
<b>2</b>	Learners <b>appropriately</b> analyse and evaluate select data and information, judging and reaching <b>suitable</b> conclusions.
<b>1</b>	Learners <b>respond simply</b> to data and information and <b>provide comments</b> .
<b>NYA</b>	No rewardable material.

AO4 Demonstrate and apply technical skills and processes	
Band	Descriptors
<b>3</b>	<p>Learners have demonstrated and applied <b>relevant</b> business and enterprise skills <b>effectively</b> by applying and using <b>appropriate</b> processes, tools and techniques.</p> <p>Learners have demonstrated and applied business and enterprise skills to develop a <b>complete</b> and <b>effective</b> outcome.</p>
<b>2</b>	<p>Learners have demonstrated and applied <b>mostly relevant</b> business and enterprise technical skills by applying and using <b>mostly appropriate</b> processes, tools and techniques.</p> <p>Learners have demonstrated and applied business and enterprise skills and processes to develop a <b>mostly complete</b> and <b>working</b> outcome.</p>
<b>1</b>	<p>Learners have demonstrated and applied <b>basic</b> business and enterprise technical skills by applying and using <b>in a limited way</b> processes, tools and techniques.</p> <p>Learners have demonstrated and applied business and enterprise skills and processes to develop a <b>partially complete</b> outcome.</p>
<b>NYA</b>	No rewardable material.

AO5 Manage and evaluate the project	
Band	Descriptors
<b>3</b>	<p>Learners have managed the project, including preparation and planning of <b>a wide range of</b> project stages, time frames and resources.</p> <p>Learners have evaluated <b>a range of</b> their approaches, skills and accomplishments.</p>
<b>2</b>	<p>Learners have managed the project, including preparation and planning of <b>a range of</b> project stages, time frames and resources.</p> <p>Learners have evaluated <b>some of</b> their approaches, skills and accomplishments.</p>
<b>1</b>	<p>Learners have managed the project, including preparation and planning of <b>a limited range of</b> project stages, time frames and resources.</p> <p>Learners have <b>commented on some of</b> their approaches, skills and accomplishments.</p>
<b>NYA</b>	No rewardable material.

### Calculating the overall internal synoptic project grade

To calculate the overall grade for the internal synoptic project follow these 3 steps:

**Step 1:** Award a suitable band for each AO after selecting the descriptor that best reflects the learner's evidence, assessing the whole project in an integrated way.

The table below shows an example of the bands achieved by a learner for each AO in the internal synoptic project:

AO	Band
AO1	3
AO2	2
AO3	1
AO4	2
AO5	1

**Step 2:** Once the whole project has been assessed and appropriate bands for each AO selected, the overall grade for the internal synoptic project can be calculated using the learner grade calculator. The learner grade calculator can be accessed via our website on the qualification page.

The overall grade for the internal synoptic project is based on the combination of bands awarded for each AO and the relative weighting of each AO.

The example shown in the table in **Step 1** would be graded at a L2P overall.

**Step 3:** Once you have the overall grade for the internal synoptic project, this can be converted to a UMS score using the table below.

Grade	Max UMS 240 (60%)
L2D	240
L2M	206
L2P	171
L1D	137
L1M	103
L1P	69
NYA	0

For example, a L2P equates to 171 UMS.

The UMS score will be used to calculate the overall qualification grade. This is explained in the section 'Calculating the overall qualification grade'.



## Internal submission attempts

Learners will only have **two** submission attempts:

### First submission

#### Submission date for the first submission – by 31 March.

Learners should submit the project when all tasks have been completed. The Assessor will assess the project holistically, selecting the appropriate band for each Assessment Objective based on all evidence submitted.

Once the work has been assessed, graded and internally quality assured, the unit grade should be submitted to NCFE via the Portal. This will be classed as the first submission. The submitted unit grade will trigger the first external quality assurance visit. It is recommended that centres plan this visit into timetables and confirm the date with the External Quality Assurer at the earliest opportunity.

Ahead of the visit, the External Quality Assurer will select a number of learner portfolios from which to sample assessment decisions and determine whether the descriptors have been applied consistently and in accordance with the qualification specification. If the External Quality Assurer agrees with the assessment decisions they will bank all of the submitted grades. If the External Quality Assurer determines that the grading is too harsh, too lenient or inconsistent from one learner to the next, they will reject the grades. In this situation, the centre would be required to assess, grade and internally quality assure all learner work again. The External Quality Assurer will then bank the resubmitted grades. Assessors can provide learners with feedback to support them with their second submission, should this be required.

Centres are strongly advised to arrange a date early for a second visit, with the External Quality Assurer, to ensure they receive the visit when they need it.

### Second submission

#### Submission date for the second submission – by 31 May.

Learners will have **one** opportunity to resubmit the internal assessment after the first attempt and this will be classed as the **second** submission, for the same internal synoptic project assessment brief. The **second** submission should be used for learners who receive a 'Not Yet Achieved' for their first submission or wish to improve their grades.

Work revised and resubmitted by learners will again need to be assessed, graded, internally quality assured and submitted to NCFE, ready for a second visit from the External Quality Assurer.

If a learner receives a 'Not Yet Achieved' for the **overall unit grade** on the **second** submission, the learner **will not achieve the internal assessment and therefore will not achieve the overall qualification**.

Only once the internal assessment unit grade has been banked and the external assessment completed, will a centre be able to claim certification of the qualification for learners.

### Calculating the overall qualification grade

Learners must achieve a minimum of a **Level 1 Pass** in both the external assessment and the internal assessment to achieve the overall qualification.

The relationship between uniform marks for the external and internal assessments and overall qualification grades is shown in the tables below.

Grade	External assessment UMS	Internal assessment UMS
<b>Maximum UMS (400)</b>	<b>160 (40%)</b>	<b>240 (60%)</b>
<b>Level 2 Distinction</b>	138–160	240
<b>Level 2 Merit</b>	115–137	206
<b>Level 2 Pass</b>	92–114	171
<b>Level 1 Distinction</b>	70–91	137
<b>Level 1 Merit</b>	47–69	103
<b>Level 1 Pass</b>	24–46	69
<b>NYA</b>	0–23	0

Overall qualification grade	UMS
<b>Maximum UMS</b>	<b>400</b>
<b>Level 2 Distinction*</b>	378–400
<b>Level 2 Distinction</b>	361–377
<b>Level 2 Merit</b>	304–360
<b>Level 2 Pass</b>	246–303
<b>Level 1 Distinction*</b>	207–245
<b>Level 1 Distinction</b>	190–206
<b>Level 1 Merit</b>	133–189
<b>Level 1 Pass</b>	93–132
<b>NYA</b>	0–92

To award a Level 2 Distinction\*, a learner must achieve a grade of Level 2 Distinction in the external assessment and a grade of Level 2 Distinction in the internal assessment (total minimum of 378 UMS).

Examples:

Learner	External assessment	Internal assessment	Overall qualification grade
Learner A	24 UMS (L1P)	206 UMS (L2M)	230 UMS = <b>L1D*</b>
Learner B	24 UMS (L1P)	240 UMS (L2D)	264 UMS = <b>L2P</b>
Learner C	20 UMS (NYA)	240 UMS (L2D)	<b>NYA</b>
Learner D	160 UMS (L2D)	0 UMS (NYA)	<b>NYA</b>

### Grade calculator

To help Assessors calculate the internal assessment grades and overall qualification grades, we have created a grade calculator which is available on the qualification webpage under 'Support Materials'. This can be used by the learner to track their performance and targets set themselves or by the Teacher to use for the full learner group/class as a grade tracking log. This will also assist Assessors with benchmarking and target setting learners grades following completion of the external assessment.

# Section 3

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the unit content of this qualification.

The unit summary provides:

- unit title and number
- unit summary
- guided learning hours
- level
- mandatory/optional
- an indication of how the unit is assessed
- unit percentage weighting contribution towards the overall qualification grade.

The learning outcomes overview provides a summary of the learning outcomes for the whole unit.

Following the unit summary and learning outcome overview, there's detailed information for each unit containing:

- learning outcomes
- teaching content
- suggested teaching approach to support delivery and assessment
- learning resources available
- useful websites.

Information in the teaching content section **must** be covered by the Teacher during the delivery of the unit and should be considered as **mandatory** teaching content.

Anything within the **suggested teaching approach** section is advisory and optional, and is intended to **provide useful advice and guidance to support delivery of the teaching 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. The numbering system used within a unit refers to learning outcome, subject topic and teaching content: for example 1.1.1 refers to the learning outcome (first number **1**), the subject topic within that learning content (second number **1.1**) and the teaching content within the subject topic (third number **1.1.1**). This will support signposting feedback and tracking.

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

## Unit 01 Introduction to business and enterprise (H/616/8937)

### Unit summary

<b>Unit introduction</b>	In this unit learners will show an understanding of what it means to be an entrepreneur and how businesses are organised. Learners will develop knowledge of marketing, operations management and the influences that affect a business.
<b>Guided learning hours</b>	48
<b>Level</b>	Combined L1/L2
<b>Assessment</b>	Externally assessed written examination
<b>Unit weighting</b>	40%

### Learning outcomes overview

Learning outcomes
LO1: Understand entrepreneurship, business organisation and the importance of stakeholders
LO2: Understand the marketing mix, market research, market types and orientation types
LO3: Understand operations management
LO4: Understand internal influences on business
LO5: Understand external influences on business

### Learning outcome 1: Understand entrepreneurship, business organisation and the importance of stakeholders

Teaching content
<b><i>Information in this section must be covered by the Teacher during the delivery of the unit.</i></b>
<p>In this learning outcome, learners will develop the knowledge and understanding of business aims and objectives and what it means to be an entrepreneur.</p>
<b>1.1 Entrepreneur</b> Learners will know and understand what it means to be an entrepreneur, their motivations, characteristics and skills.
<b>1.1.1 Being an entrepreneur</b> Learners should know and understand what it means to be an entrepreneur and what motivates them including: <ul style="list-style-type: none"><li>• Definition of an entrepreneur</li><li>• Entrepreneurial motivators<ul style="list-style-type: none"><li>○ financial</li><li>○ personal</li><li>○ social.</li></ul></li></ul>

### **1.1.2 Entrepreneurial characteristics and skills**

Learners will know and understand the characteristics and skills of an entrepreneur and their applications in business, including:

- Confident
- Motivated
- Determined
- Results-focused
- Initiative
- Decision-making
- Analytical ability
- Communication.

## **1.2 Business aims and objectives**

Learners will know and understand financial and non-financial business aims and objectives and how to apply these in business.

### **1.2.1 Financial aims and objectives**

Learners will know and understand the financial aims and objectives that a business might have and be able to apply these in business, including:

- Break-even point
- Profitability
- Increasing revenue
- Profit maximisation.

### **1.2.2 Non-financial aims and objectives**

Learners will know and understand the non-financial aims and objectives that a business might have and be able to apply these in business, including:

- Customer satisfaction
- Expansion
- Employee engagement/satisfaction
- Diversification
- Ethical/corporate responsibility.

## **1.3 Structures**

### **1.3.1 Legal structures**

Learners will know and understand the features, liability and sources of finance available to the various legal structures. Learners will know and understand the advantages and disadvantages of each legal structure, including:

- Sole Trader
- Partnership
- Franchise
- Private Limited Company (Ltd)
- Public Limited Company (PLC)
- Cooperative.

### **1.3.2 Organisational structures**

Learners will know and understand the features of organisational structures, linked to span of control and chain of command. Learners will know and understand the advantages and disadvantages of organisational structures, including:

- Flat organisational structures
- Tall organisational structures.

### **1.3.3 Restructuring**

Learners will know and understand how and why a business may restructure its organisation, including:

- Delaying
- Redundancies.

## **1.4 Stakeholder Engagement**

Learners will know and understand the internal and external stakeholders of a business and their aims and objectives, learners will know and understand the advantages of effectively engaging with stakeholders.

### **1.4.1 Internal stakeholders**

The learners will know and understand the internal stakeholders of a business and their needs, including:

- Employees
- Managers
- Owners
- Workers.

### **1.4.2 External stakeholders**

The learners will know and understand the external stakeholders of a business and their aims and objectives, including:

- Customers
- Suppliers
- Shareholders
- Local community
- Government
- Finance providers.

### **1.4.3 Stakeholder engagement**

The learners will know and understand the advantages of stakeholder engagement, including:

- Staff motivation/retention
- Improved reputation
- New ideas
- Increased share prices.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**



### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this LO could take place through the study of different case studies about successful entrepreneurs with references to their skills and characteristics. By considering a range of entrepreneurs, learners should be able to see the commonality in skills and characteristics across the range. It would also be advantageous for learners to meet and interview successful entrepreneurs in their own locality to enable them to put the examples into familiar context.

Suitable examples of business aims and objectives should be selected to explore both financial and non-financial aims and objectives in context of known businesses. These could be local, national or international, to provide learners with a variety of structures of business where learners could look at the similarities and differences in business size and structure.

In considering a variety of businesses learners could focus on one well-known business to enable them to put into context the stakeholders. Again, it would be advantageous for learners to consider businesses at local, national or international levels to understand how the size and structure of a business could alter the stakeholders.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- HR representative from a local business/enterprise
- Finance representative from a local business/enterprise
- Operations manager from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' *by Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' *by Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' *by DK*
- 'How Business Works: A Graphic Guide to Business Success' *by DK*
- 'Be a Young Entrepreneur' *by Adam Sutherland*.

**Useful websites:**

- [www.businesscasestudies.co.uk/](http://www.businesscasestudies.co.uk/)
- [www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
- [www.bizkids.com/business-resources](http://www.bizkids.com/business-resources)
- [www.beebusinessbee.co.uk/index.php/business-topics](http://www.beebusinessbee.co.uk/index.php/business-topics)
- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

**\*See website disclaimer in Section 5 of this qualification specification.**

## Learning outcome 2: Understand the marketing mix, market research, market types and orientation types

### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop knowledge and understanding of the marketing mix, market research, market types and orientation types.

#### 2.1 Marketing Mix

Learners will know and understand the marketing mix covering each of the four elements, including:

- Product
- Price
- Place
- Promotion.

##### 2.1.1 Product types

Learners will know and understand that products can be categorised in different ways, including:

- Tangible
- Intangible.

##### 2.1.2 Product lifecycle

Learners will know and understand the product lifecycle and its stages. Learners will be able to understand the characteristics of each stage and be able to apply this in business. This includes:

- Introduction
  - Lack of customer knowledge
  - low sales
  - advertising high
  - profit low or loss being made
  - low market share.
- Growth
  - increased sales
  - increased customer knowledge
  - profit may begin/rise
  - competitors may enter the market.
- Maturity
  - sale at the maximum
  - profit is maximised
  - competition levels very high
  - customer interest peaks
  - no further room for sales expansion.
- Decline
  - sales decrease
  - customer interest drops
  - customers switch to substitute products
  - product becomes unfashionable or undesirable.

### **Product lifecycle-extension strategies**

Learners will know and understand the purpose of extension strategies and the range of extension strategies available to businesses, including:

- New advertising campaigns
- New pricing strategies
- New product features.

### **Product development and innovation**

Learners will know and understand why product development and innovation is important to business, including:

- Remaining competitive
- Entering new markets
- Increasing market share.

### **2.1.3 Boston Matrix**

Learners will know and understand the Boston Matrix and how it applies to business and enterprise.

Learners will know and understand the structure of the Boston Matrix and the characteristics of the four categories, including:

- Stars
- Question marks
- Cash cows
- Dogs.

### **2.1.4 Place**

Learners will know and understand the factors that a business should consider when deciding on a location and be able to apply this to business decisions. Learners will know and understand channels of distribution. This includes:

- Factors affecting place
  - customer location
  - location of raw materials
  - transport and infrastructure links
  - availability of staff.
- Channels of distribution. Learners will know and understand the features of distribution channels and why they are selected, including:
  - agent
  - wholesaler
  - retailer
  - direct.
- E-commerce. Learners will know and understand e-commerce, including advantages and disadvantages to businesses and customers.

### **2.1.5 Price**

Learners will know and understand the concept of equilibrium price and various pricing strategies, and the advantages and limitations of each, including:

- Supply, demand and equilibrium price
- Cost plus pricing
- Price skimming
- Penetration pricing
- Psychological pricing
- Loss leaders
- Competitive pricing
- Promotional pricing.

Learners will not be expected to draw a supply and demand diagram, but will need to know its structure and how to interpret one.

### **2.1.6 Promotion**

Learners will know and understand the promotion methods available to business and promotional objectives, including:

- Promotional methods
  - advertising
  - sales promotion
  - personal selling
  - direct marketing.
- Promotional objectives
  - increasing consumer knowledge
  - increasing market share
  - communicating with customers
  - encouraging purchasing
  - developing customer loyalty.

## **2.2 Market Research and Markets**

Learners will know and understand data types, market research methods, the advantages and disadvantages of each method and how to apply these in business.

### **2.2.1 Data types**

Learners will know and understand different types of data, collected from market research activities, and the advantages and disadvantages of each, including:

- Qualitative data
- Quantitative data.

### **2.2.2 Primary research**

Learners will know and understand the term primary research. Learners will be able to give examples of primary research methods and their advantages and disadvantages, including:

- Questionnaires
- Observations
- Focus groups
- Telephone interviews.

### **2.2.3 Secondary research**

Learners will know and understand the term secondary research. Learners will be able to give examples of secondary research methods and their advantages and disadvantages, including:

- Government reports
- News articles
- Competitor annual reports
- Research papers.

### **2.2.4 Market types**

Learners will know and understand market types and their characteristics, including:

- Mass market
  - high number of sales
  - large number of competitors
  - wide customer base
  - profit margins low.
- Niche market
  - sales volume low
  - small number of customers
  - specialised products
  - high profit margins.

### **2.2.5 Orientation types**

Learners will know and understand orientation types and their characteristics, including:

- Market
  - customer-led
  - high levels of market research.
- Product
  - focus on business strengths
  - low levels of customer engagement.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could take place through the study of large supermarket chains' case studies. Most large supermarket retailers span a variety of consumable, groceries, electronics, clothing, homewares and financial services. By considering supermarket retailers, learners will get an insight across a range of marketing mix strategies. It would also be advantageous for learners to use a supermarket as they should be familiar with the retailer, which will aid them in putting the examples into context.

Due to the high profiles of large supermarket retailers, learners should be able to find information on how the companies have applied the marketing mix, and should be able to gather information on most strategies in practice. It would also be advantageous, after understanding the theoretical application of strategies, for learners to visit a supermarket outlet of their chosen chain and immerse themselves to be able to understand first-hand, by either their own reactions or through customer surveying, how the company's application of the marketing mix affects their consumers.

In considering market research, learners could first be provided with the theoretical knowledge of marketing and follow this up with a series of tasks to try and test the quantitative and qualitative information they are able to gain. This will provide learners with an understanding of time and potential cost inputs against the quality of data gathered.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- HR representative from a local business/enterprise
- Finance representative from a local business/enterprise
- Operations manager from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' by Richard Pettinger
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' by Daniel Priestley
- 'The Business Book: Big Ideas Simply Explained' by DK
- 'How Business Works: A Graphic Guide to Business Success' by DK
- 'Be a Young Entrepreneur' by Adam Sutherland.

**Useful websites:**

- [www.markedbyteachers.com/gcse/business-studies/bmw-operations-management.html](http://www.markedbyteachers.com/gcse/business-studies/bmw-operations-management.html)
- [www.mbaskool.com/marketing-mix/services/16731-tesco.html](http://www.mbaskool.com/marketing-mix/services/16731-tesco.html)
- [www.research-methodology.net/tesco-marketing-mix/](http://www.research-methodology.net/tesco-marketing-mix/)
- [www.businesscasestudies.co.uk/](http://www.businesscasestudies.co.uk/)
- [www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
- [www.bizkids.com/business-resources](http://www.bizkids.com/business-resources)
- [www.beebusinessbee.co.uk/index.php/business-topics](http://www.beebusinessbee.co.uk/index.php/business-topics)
- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

**\*See website disclaimer in Section 5 of this qualification specification.**



### Learning outcome 3: Understand operations management

Teaching content
<p><b>Information in this section must be covered by the Teacher during the delivery of the unit.</b></p> <p>In this learning outcome, learners will develop knowledge and understanding of outsourcing, lean production and quality control.</p> <h4>3.1 Operations Management</h4> <h5>3.1.1 Outsourcing</h5> <p>Learners will know and understand outsourcing, why businesses adopt this strategy and the advantages and disadvantages of outsourcing, including:</p> <ul style="list-style-type: none"><li>• Time</li><li>• Financial</li><li>• Staffing</li><li>• Physical resources.</li></ul> <h5>3.1.2 Lean production</h5> <p>Learners will know and understand the methods of lean production, how these methods are applied in business and the benefits of using lean production, including:</p> <ul style="list-style-type: none"><li>• Just-in-time (JIT)</li><li>• Cell production</li><li>• Kaizen.</li></ul> <h5>3.1.3 Maintaining and improving quality</h5> <p>Learner will know and understand maintaining and improving quality, how these methods are applied in business and the benefits of maintaining and improving quality, including:</p> <ul style="list-style-type: none"><li>• Quality control</li><li>• Benchmarking</li><li>• Quality assurance</li><li>• Total Quality Management (TQM).</li></ul> <h5>3.1.4 Production methods</h5> <p>Learners will know and understand the different production methods available to business, their application in business and the advantages and disadvantages of each method, including:</p> <ul style="list-style-type: none"><li>• Job production</li><li>• Batch production</li><li>• Flow production</li><li>• Mass customisation.</li></ul> <p><b>Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.</b></p>

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could take place through the study of automotive manufacturing case studies. The complexity and cost involved in the processes of the production of vehicles would lend itself well to this learning outcome. By considering an automotive retailer, learners will get an insight across a range of operative management strategies. It would also be advantageous for learners to use a retailer which allows them to put the learning outcomes into context.

Most automotive companies outsource the manufacture of at least some of their vehicle parts; use differing methods of lean production at various stages; adopt quality control measures; and, dependent upon the manufacturer and model, will vary their production methods. By understanding the processes involved in context, learners will understand the justification companies have for using various operative strategies.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- Operations manager from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' by *Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' by *Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' by *DK*
- 'How Business Works: A Graphic Guide to Business Success' by *DK*
- 'Be a Young Entrepreneur' by *Adam Sutherland*.

#### **Useful websites:**

- [www.markedbyteachers.com/gcse/business-studies/bmw-operations-management.html](http://www.markedbyteachers.com/gcse/business-studies/bmw-operations-management.html)
- [www.businesscasestudies.co.uk/](http://www.businesscasestudies.co.uk/)
- [www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
- [www.bizkids.com/business-resources](http://www.bizkids.com/business-resources)
- [www.beebusinessbee.co.uk/index.php/business-topics](http://www.beebusinessbee.co.uk/index.php/business-topics)
- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

## Learning outcome 4: Understand customer service and internal influences on business

### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop knowledge and understanding of customer service, internal influences and challenges of growth.

#### **4.1 Customer Service and Internal Influences and Challenges of Growth**

Learners will know and understand customer service. Learners will know and understand methods of measuring customer service and how customer service levels can be maintained.

##### **4.1.1 Customer service**

Learners will know and understand the term customer service and its importance in business, including:

- Provides word of mouth promotion
- Improves business reputation
- Encourages repeat business
- Sets the business apart from competitors
- Brand awareness
- Customer loyalty.

##### **4.1.2 Customer service measurements**

Learners will know and understand why customer service is measured in business, including:

- Inform future product development
- Customer retention
- Competitiveness
- To identify areas of strength and weakness.

##### **4.1.3 How customer service is measured**

Learners will know and understand how customer service is measured in business, including:

- Customer satisfaction scores
- Repeat business data
- Levels of complaints/compliments
- Customer surveys
- Mystery shoppers.

#### **4.2 Internal Influences**

Learners will know and understand the internal influences that affect a business, including:

- Aims and objectives
- Financial position of the business and enterprise
- Staff
  - motivation (including the theories of Maslow, Mayo, Herzberg)
  - skills
  - qualification
  - experience.
- Operational issues.

### **4.3 Internal Challenges of Growth**

Learners will know and understand the challenges of growth and how they apply in business, including:

- Maintaining customer service levels
- Diseconomies of scale
  - control
  - coordination
  - communication.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could take place through the consideration of case studies focusing on businesses that have effective customer service. It is important at this stage for learners to understand the impact, both positive and negative, that customer service can have on a business. It is the level and quality of customer service which can dictate the growth or decline of any business, regardless of size or structure.

It would be advantageous for learners to conduct a series of customer service observations across a number of businesses - local, national and international - cross-referencing these against the company aims and objectives, mission statement and/or customer service policy, and compare the actual customer service delivered against the statements made by the companies.

It would also benefit learners to meet with customer service trainers/managers to understand the training provided to staff and the expectations placed upon them. A comparison between different business sectors, similarities and differences would also aid in embedding learner knowledge through contextualisation.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- Customer service representative from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' by *Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' by *Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' by *DK*
- 'How Business Works: A Graphic Guide to Business Success' by *DK*
- 'Be a Young Entrepreneur' by *Adam Sutherland*.

**Useful websites:**

- [www.disneyinstitute.com/](http://www.disneyinstitute.com/)
- [www.businesscasestudies.co.uk/](http://www.businesscasestudies.co.uk/)
- [www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
- [www.bizkids.com/business-resources](http://www.bizkids.com/business-resources)
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- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

**\*See website disclaimer in Section 5 of this qualification specification.**

## Learning outcome 5: Understand external influences on business

### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop knowledge and understanding of external influences and challenges of growth.

#### 5.1 External Influences

Learners will know and understand the external influences that affect a business, including:

- GDP
- Interest rates
- Changes in living wage
- Changes in fashions and trends
- Changes in the competitive environment
- Level of employment
- Availability of skills locally
- Changes to legislation
- Changes in tax rates
  - VAT
  - income tax
  - corporation tax.

#### 5.2 Challenges of Growth

Learners will know and understand the challenges of growth and how they apply in business including:

- Additional physical resource requirements
- Additional human resource requirements
- Local cultural sensitivities
- Understanding of local legislation.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could consider how governmental changes directly affect business and trade markets. Learners would benefit from an understanding of how current affairs directly affect the share markets. Looking at examples of the impact of more recent, yet historic, events on markets such as 9/11 in America on the global economy, the UK 'Credit Crunch' and Bank of England base rates, current leading political party, changes in legislation, or localised events such as large factory closures. It would also benefit learners to understand how fashions and trends can dictate markets in clothing, interiors, electronics, and music, and how the knock-on effect of these can influence employment and/or demand.

It would benefit learners to consider an international/global event, a national event and a local event which has positively or negatively affected businesses. Case studies and examples should be provided.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- HR representative from a local business/enterprise
- Finance representative from a local business/enterprise
- Operations manager from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' *by Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' *by Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' *by DK*
- 'How Business Works: A Graphic Guide to Business Success' *by DK*
- 'Be a Young Entrepreneur' *by Adam Sutherland*.

#### **Useful websites:**

- [www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)
- [www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
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## Unit 02 Understanding resources for business and enterprise planning (K/616/8938)

### Unit summary

<b>Unit introduction</b>	In this unit learners will understand business planning, including research, resource planning and growth. Learners will develop knowledge of human resources and finance and how they support business and enterprise planning.
<b>Guided learning hours</b>	72
<b>Level</b>	Combined L1/L2
<b>Assessment</b>	Internal synoptic project
<b>Unit weighting</b>	60%

### Learning outcomes overview

Learning outcomes
LO1: Understand research, resource planning, growth and development for business and enterprise
LO2: Understand human resource requirements for a business start-up
LO3: Understand sources of enterprise funding and business finance
LO4: Understand business and enterprise planning

### Learning outcome 1: Understand research, resource planning and growth for business and enterprise

Teaching content
<b>Information in this section must be covered by the Teacher during the delivery of the unit.</b>
<p>In this learning outcome, learners will develop knowledge and understanding of business research and resource planning to support a new business enterprise.</p>
<b>1.1 Business Research</b>
<b>1.1.1 Areas of research</b>
<p>Learners will know and understand the areas for business research, the benefits of knowing this information and be able to apply this to a start-up business enterprise, including:</p>
<ul style="list-style-type: none"><li>• Customer base</li><li>• Competitors analysis</li><li>• Current and potential demand</li><li>• Legal requirements.</li></ul>

## **1.2 Resource Planning**

### **1.2.1 Physical resources**

Learners will know and understand physical resource planning for business and be able to apply this to a new business start-up, including:

- Premises
- Equipment
- Raw materials
- Transport
- Fixtures and fittings.

### **1.2.2 Technological resources**

Learners will know and understand technological resource planning for business and be able to apply this to a new business start-up, including:

- Card and NFC readers
- Till
- EPOS
- Digital manufacturing
- Digital communications system
- IT infrastructure.

## **1.3 Business Growth**

Learners will know and understand options for internal and external growth, the benefits of growth and be able to apply this in business.

### **1.3.1 Internal growth**

Learners will know and understand methods of internal growth, including:

- Diversification
- Geographical expansion
- Horizontal integration
- Vertical integration.

### **1.3.2 External growth**

Learners will know and understand methods of external growth, including:

- Mergers
- Takeovers
- Joint ventures.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could look at local business start-ups and the resources available to start-ups from banks, the government and national charities. It would be beneficial for learners to look at hypothetical business start-ups in their own locality. Learners could work in small groups to look at the initial stages of a simple start-up idea in their own local area.

By conducting the learning through practical application, learners would need to research all the contributing factors a real start-up would consider.

Once the initial planning has been undertaken, learners should consider their business potential for growth and expansion and how this could impact the business model.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- HR representative from a local business/enterprise
- Finance representative from a local business/enterprise
- Operations manager from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' by *Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' by *Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' by *DK*
- 'How Business Works: A Graphic Guide to Business Success' by *DK*
- 'Be a Young Entrepreneur' by *Adam Sutherland*.

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- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

## Learning outcome 2: Understanding human resource requirements for a business start-up

### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop knowledge and understanding of human resource requirements, its components and be able to apply them to a business start-up.

### **2.1 Human Resources**

Learners will know and understand components of human resources and be able to apply them to a business.

#### **2.1.1 Methods of recruitment**

Learners will know and understand methods of recruitment, including:

- Internal
  - transfers
  - notice board
  - newsletter
  - website
  - intranet.
- External
  - headhunting
  - newspapers
  - trade journals
  - careers fairs
  - shop windows
  - recruitment agencies
  - web-based.

#### **2.1.2 Stages of recruitment**

Learners will know and understand the different stages of recruitment, including:

- Identifying a need
- Develop a person specification
- Develop a job description
- Advertise position
- Shortlist candidates
- Conduct interview and selection process
- Obtain references
- Offer position.

### **2.1.3 Legal considerations**

Learners will know and understand the different legal considerations, including:

- Contracts of employment
  - permanent
  - temporary
  - fixed-term
  - part-time
  - full-time
  - zero hour.
- Equality in recruitment
- Redundancies
- Disciplinary.

### **2.1.4 Staff development**

Learners will know and understand the components of staff development, including:

- Internal training
- External training
- Induction
- Staff appraisals.

### **2.1.5 Pay and remuneration**

Learners will know and understand aspects of pay and remuneration, including:

- Wages
- Salaries
- Piece rate
- Performance-related pay
- Bonuses
- Commission
- Profit sharing.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could be done through a series of scenarios looking at recruitment, contracts, disciplinary procedures, staff training, staff contracts and remuneration methods. Learners could meet with business HR representatives to understand the role of a HR officer/manager. By considering a range of situations/scenarios, learners should discuss potential outcomes, then research the correct procedures to evaluate their assessment of the given situations/scenarios.

Learners could also meet with the HR manager/officer and with the union representative(s) in their own educational establishment to understand their roles and their impact on employees and employers.

Following this, the learner would benefit from reviewing and creating job descriptions and person specifications and researching how and why different businesses/enterprises recruit and select candidates and follow equality in recruitment. It would be advantageous for learners to then write a hypothetical contract for their business idea, utilising first-hand advice and secondary research to consider all aspect of employment.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- HR representative from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' *by Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' *by Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' *by DK*
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**Useful websites:**

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- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

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### Learning outcome 3: Understand sources of enterprise funding and business finance

#### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop knowledge and understanding of finance and funding and be able to apply this to business and enterprise.

### 3.1 Business and Enterprise Funding

#### 3.1.1 Funding types

Learners will know and understand funding types for business and enterprise. Learners will be able to evaluate the suitability of funding types when applied to business, including:

- Personal savings
- Bank loan
- Credit card
- Loan from friends or family
- Prince's Trust loan
- Grants
- Credit agreements
- Business Angels
- Overdrafts
- Crowdfunding
- Trade credit.

### 3.2 Business and Enterprise Finance

#### 3.2.1 Financial concepts and calculations

Learners will know and understand financial concepts, how to calculate them and the impact they have on business and enterprise, including:

- Sales revenue
- Gross and net profit.

#### 3.2.2 Costs, liabilities and assets

Learners will know and understand costs, liabilities and assets. Learners will know and understand how these affect business and enterprise, including:

- Start-up costs
- Running costs
- Fixed costs
- Variable costs
- Current liabilities and non-current (long-term) liabilities
- Current and non-current (fixed) assets.



### **3.2.3 Financial documents**

Learners will know and understand financial documents, their structure and the information they contain, including:

- Break-even chart
- Cash flow forecast
- Income statement (profit and loss account)
- Statement of financial position (balance sheet).

Learners will need to be able to construct the above documents and also interpret the data and information within them.

### **3.2.4 Ratio analysis**

Learners will know and understand ratio analysis, how to undertake ratio analysis calculations and how to interpret results. This includes:

- Profitability
  - net profit percentage
  - gross profit percentage
  - return on capital employed.
- Liquidity
  - current ratio
  - acid-test ratio.

Learners will not be expected to recall the formulae.

### **3.2.5 Cash flow management**

Learners will know and understand the importance of cash flow management and how businesses can improve their cash flow position.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome would benefit from the expertise and experience of a business banking manager. Learners should visit a bank or building society to look at the funding and support provided by high street banks and building societies to new business start-ups. By working with business Bank Managers, learners will develop a clearer understanding of not only what is available to new and existing businesses but also the processes involved in applications and the success criteria and expectations of financial institutions.

Learners should consider the funding available through grants and bursaries such as Prince's Trust, Lottery Funding, council grants or specialist institutions to support start-up. But also how new business can utilise outlets such as crowdfunding to raise capital.

It would be advantageous for learners to review contracts under the Consumer Credit Act (1974) to gain an understanding of the obligations business owners have to repay credit.

Learners would also benefit from looking at the income statements (profit and loss accounts) from a variety of business samples, to be able to read and interpret the information provided on business accounts, the delivery of which could be done by an accountant, to further enhance the learners understanding of how accountants could be used to support this process.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- Finance representative from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' *by Richard Pettinger*
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' *by Daniel Priestley*
- 'The Business Book: Big Ideas Simply Explained' *by DK*
- 'How Business Works: A Graphic Guide to Business Success' *by DK*
- 'Be a Young Entrepreneur' *by Adam Sutherland*.

**Useful websites:**

- [www.entrepreneurhandbook.co.uk/grants-loans](http://www.entrepreneurhandbook.co.uk/grants-loans)
- [www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)
- [www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
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- [www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans](http://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans)

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## Learning outcome 4: Understand business and enterprise planning

### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop knowledge and understanding of business and enterprise planning, its purpose, benefits and how it applies to business.

#### 4.1 Planning

##### 4.1.1 Purpose of business planning

Learners will know and understand why businesses develop a business plan and be able to apply this to business, including:

- Inform personal development needs
- Operational planning
- Gaining funding and finance
- Receiving external business support.

##### 4.1.2 Benefits of business planning

Learners will know and understand the benefits of business planning and be able to apply these in business, including:

- Support bidding processes
- Manage change
- Financial strategy
- Identification of potential problems.

##### 4.1.3 A business plan

Learners will know and understand the sections of a business plan and how it applies to business, including:

- Company description – name, business summary, aims and objectives, legal structure
- Market analysis – target market, industry profile, competitive environment, potential suppliers
- Marketing – product/service, place, price, promotion
- People and operations – people considerations, operational considerations
- Financial plan – start-up costs, running costs, break even, gross and net profit.

**Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

### Suggested teaching approach

**In this section, we provide useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.**

It is important that learners are given the opportunity to gain knowledge and understanding about entrepreneurship, business organisation and the importance of stakeholders, through a combination of class-based and practical learning.

Delivery of this learning outcome could provide learners with the opportunity to complete a hypothetical business plan for a new start-up company.

Learners could review existing business plans to assess the information which is of value to the plan. They could consider the business type, marketing strategy, resources, staff and financials.

#### **External visits/guest speakers:**

- Local business person/entrepreneur
- HR representative from a local business/enterprise
- Finance representative from a local business/enterprise
- Operations manager from a local business/enterprise.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

#### **Any other resources:**

- 'Business Studies For Dummies' by Richard Pettinger
- 'Entrepreneur Revolution: How to develop your entrepreneurial mindset and start a business that works' by Daniel Priestley
- 'The Business Book: Big Ideas Simply Explained' by DK
- 'How Business Works: A Graphic Guide to Business Success' by DK
- 'Be a Young Entrepreneur' by Adam Sutherland.

#### **Useful websites:**

- [www.gov.uk/write-business-plan](http://www.gov.uk/write-business-plan)
- [www.startuploans.co.uk/business-plan-template/](http://www.startuploans.co.uk/business-plan-template/)
- [www.entrepreneurhandbook.co.uk/grants-loans/](http://www.entrepreneurhandbook.co.uk/grants-loans/)
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# Section 4

## Assessment and Quality Assurance

## Assessment and Quality Assurance

### 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 across Unit 01 of the qualification.

The external assessment will take place at the end of the Unit 01 after all the teaching content has been delivered.

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.

The external assessment is as follows:

- Written exam – 1 hour 30 minutes invigilated external assessment.

The external assessment must be conducted under timed external assessment conditions and must be invigilated in accordance with our Regulations for Conduct of External Assessments, which can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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

Sample papers and mark schemes for the external assessment will be made available on the qualification webpage under 'Support Materials'. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are two specific assessment dates during the year. The examination windows are expected in **March** and **November** every year; however, these are subject to change so please refer to the **Assessment Window Guide** available on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for specific dates.

Learners will have **one** opportunity to resit. Resits of the external assessment will be **different** from the original assessment.

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 will be considered on a case-by-case basis and will incur a late entry fee.**

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. Any late returns will incur a fee. Please refer to the Assessment Arrangements document on our website [www.ncfe.org.uk](http://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 two attempts at the external assessment. Resits of the external assessment will be different from the original assessment. **'Did Not Attend', will not** 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 our Regulations for Conduct of External Assessments, which can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk), or contact the Quality Assurance team on 0191 239 8000.

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## Internal assessment

Internally assessed work should be completed by the learner in accordance with the qualification specification and synoptic internal project brief. To support with this, we have also created a sample synoptic project brief and sample portfolio of learner work, which is available on the qualification page under support materials. 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.

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 synoptic internal project will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internally assessed synoptic component is based on 100% coverage of the qualification content which is assessed holistically against descriptors.

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## Delivery guidance

This guidance aims to offer support and information on how to administer the internal synoptic project assessment for all Level 1/2 Technical Awards.

**Remember:** Assessment must evidence a learner's own knowledge, understanding and skills within their chosen subject. Evidence must be gathered through effective and reliable internal assessment and this guidance document is designed to support Teachers and deliverers of each of the above qualifications in doing so, to ensure the integrity of all internal assessments. The learner should not undertake the internal synoptic project assessment until '**all teaching content**' has been delivered from Unit 01 and Unit 02. This is to ensure that learners are in a position to complete the synoptic project successfully by selecting and applying their knowledge and skills in a fully integrated and synoptic way.

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## Timings and planning

The assessment must not take place until the Teaching and Learning of all content from Units 01 and 02 has been delivered to the learners.

The internal synoptic project is recommended to be completed within approximately 21 hours. Centres can administer the timings as they find suitable for the learner whilst ensuring the supervised conditions are met.

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## Resources

Learners must have access to the appropriate resources required to complete the internal synoptic project. These include the following:

- research materials
- learner log.

This list is not exhaustive and you must make reference to the Qualification Specific Information Document (QSID) available on our website at [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Health and safety

All learners must be informed and aware of any relevant health and safety considerations that need to be made to ensure they carry out their work in a safe manner.

Learners must be supervised at all times to ensure health and safety practices are observed. Where learners are seen to be working in an unsafe manner, at the discretion of the Teacher, the learner may be removed from the assessment and the remaining time rescheduled.

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## Observation

Where an observation of learner performance is required, NCFE have provided an observation report. This is to be completed at the time of observation taking place. The observation report must capture what the learner has done to meet the assessment objectives. This must be signed by both the teacher and the learner directly after the observation has taken place alongside immediate feedback.

Learners must be made aware in advance of when they will be observed and an agreed time and date set and must be carried out in accordance with the **supervised conditions for internal assessment**.

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## Submitting evidence

Any evidence 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. In practice, this means that all of the synoptic internal project can be completed in normal class time within scheduled assessment hours but must be kept separate from any teaching and learning hours.

The learners will be provided with examples of types of evidence that they are to submit. For further information regarding these evidence types and what electronic evidence is allowed for this qualification, please refer to the Qualification Specific Information Document (QSID) found on our website; [www.qualhub.co.uk](http://www.qualhub.co.uk).

Learners are allowed to rework any evidence that they have produced for this internal synoptic project but only during the timed supervised sessions. This rework **must not** be as a result of Teacher feedback, but that the learner has identified areas for improvement on their own. Once the evidence has been submitted for assessment, no further amendments to the evidence can be made until after the External Quality Assurance (EQA) visit. Once the EQA process has been completed, learners will have the opportunity for a second and final resubmission.

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## Authentication of learner work

Learners are required to sign declarations of authenticity, as is the Teacher/Assessor. The relevant form is included in this assignment pack. This is to ensure authenticity and to prevent potential malpractice and maladministration. Learners must be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be that of the learner.

Any evidence created by the learner as part of this synoptic project must be securely stored at all times. Where evidence is completed across multiple timed sessions, all evidence must be collected in, after each session and stored securely to ensure learners and others do not have access to this.

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## Accessibility and fairness

To promote accessibility and fairness for all learners and to ensure diversity and equality, we expect centres to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective equality and diversity policy, with which learners are familiar and which applies to all learners using our products and services
- you continue to operate an effective appeals procedure, with which learners are familiar and which applies to all learners using our products and services.

To promote accessibility, a learner may request a reasonable adjustment. Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment activity. A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation, without having an effect on the integrity of what is being assessed. Where a learner may wish to request a reasonable adjustment and/or a special consideration, you should refer to the guidance documents. For this and all of our policies please go to [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Differentiating between teaching and learning

### Teaching and learning and your role as a Teacher

- Teaching and learning occurs in experiences both inside and outside the classroom where learner skills, knowledge and understanding are developed
- Support materials to aid learning can be provided
- Instructions on completing tasks can be given to learners
- Intervention by teachers to ensure learning is appropriate
- Informal assessment can be used to assess and track progress
- Feedback and guidance on how to improve work can be given.

The role of the Teacher is to deliver the course material in line with the qualification specification, through teaching and learning, to develop the learner's understanding, knowledge and skills. Remember, work created by the learners as part of teaching and learning or for use as formative assessment by the Teacher, cannot be used as evidence in an assessment.

### Assessment and your role as an Assessor

- Assessment is carried out in a controlled environment under the supervision of an assessor (usually the teacher)
- The assessor may not offer guidance on how to meet the tasks, assessment objective and grading descriptors
- Group work and how learners interact with each other is clearly defined
- Steps to prevent plagiarism are taken
- Templates and other scaffolding techniques may not be provided to learners

- no work completed during teaching and learning is allowed to be submitted as part of the assessment
- specific, detailed feedback on how to improve may not be provided to learners
- assessments must not be completed by learners at home.

The role of an Assessor is to administer the internal assessment, assess the learner evidence produced against the assessment objectives and to provide feedback to the learner regarding their achievement.

It is always worth reminding your learners of your varying roles as a Teacher and an Assessor, so they know what to expect during both teaching and learning and assessment.

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### Conditions for supervised assessment

The internal synoptic project must be administered in line with the conditions for supervised assessment, these are highlighted below to include the following:

- how the delivery of an assessment must look
- feedback during the assessment
- feedback after the assessment.

Further guidance on how to administer the internal synoptic project and on providing feedback during teaching and learning and each stage of the assessment can be found in the Internal assessment writing and delivery: Guide for centres on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

### How the delivery of an assessment must look

At the start of the internal assessment taking place Assessors should:

- provide the learner with information regarding the time available for the internal assessment brief, to include the submission deadline
- make the learner aware that you are now the assessor and not the teacher
- make the learner aware that you can no longer provide guidance and support including feedback, on what to do in order to complete and achieve this assessment
- make the learner aware that the project they will be completing is an assessed piece of work that will go towards their final grade
- ensure that each learner is aware of the assessment objectives that are being met. these should be available to the learner throughout the assessment
- brief the learners on plagiarism and explain that it must be their own work or clearly referenced if sourced research material is used
- explain to the learner when and who will mark/assess their work and when they will receive feedback\*
- provide the learner with information regarding the IQA and EQA processes
- raise the centre appeals procedure with the learners and make sure they are aware of this in the event that they disagree with your mark
- the assessor must ensure that all the **conditions for supervised assessment** are met.

### During the administration of the internal assessment:

- All work must be completed within supervised timetabled sessions
- Work must not be carried out at home
- All work must be locked away securely and learners must not be allowed access to their work outside of the timetabled sessions
- Specific, detailed feedback must not be provided to learners.

\*Usually, the Teacher and the Assessor is the same person, it is really important to ensure your learners are aware of this and the difference in roles.

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### Feedback during the assessment

Once the learner begins working on the internal assessment, the Teacher/Assessor **must not** provide any specific feedback on the evidence produced by the learner until the work has been assessed. Learners must demonstrate themselves that they can provide evidence for the assessment brief independently, using their knowledge, skills and understanding gained through the teaching and learning of the qualification delivery.

We understand it is important to continue giving general feedback and support during assessment, which could include:

- referring the learners to the assessment objectives and descriptors to keep them on track
- clarification of what the project brief requirements are
- general feedback on timekeeping, attendance and punctuality, attitudes and behaviours.

However it is not appropriate for Teachers/Assessors to:

- coach learners on how to produce the evidence or what evidence to produce (unless the brief specifically states what the evidence should be)
- give them a specific list of actions they need to take in order to achieve a particular grade.

**Remember:** the Assessor **must not** provide feedback or guidance on how to improve the evidence to achieve higher grades at this point; this will happen when the learners are given feedback after their work has been assessed. Feedback will not coach the learner.

All work must be completed independently by the learner and must not be a product of Teacher guided feedback.

## Feedback after the assessment

Giving feedback following assessment must include feedback on improvement and progression and not coaching to achieve a specific grade. Feedback should be clear and constructive on the tasks/assessment objectives the learner has achieved or not achieved.

Provide justification and explanation of the assessment decisions that have been made, make reference to the assessment objectives and where appropriate the grading descriptors. It is also good practice to give general feedback on timekeeping, attendance and punctuality, attitudes and behaviours.

**Remember:** Teachers **must not** give explicit instructions or step by step guidance on how to improve a grade.

### You should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism (eg 'you know the key features of making an evaluation, check whether these are included in your own work')
- reference learning points (eg 'your answer might be better if you included strategies we discussed earlier in unit 01')
- limit your comments to 1 or 2 key areas
- always refer to the assessment objective
- provide justification for your decision
- always record feedback given to individual learners.

### You must not:

- provide templates or model answers
- give feedback on specific elements of tasks
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

**Remember:** if a learner has not yet achieved an Assessment Objective you must submit this grade as the learners first attempt and discuss with them any resubmission opportunities. Learners are allowed two attempts at the synoptic internal assessment.

For further guidance on evidence submission and the internal and external quality assurance processes, please refer to the guidance on our website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## Guidance on grading of learner evidence

It is reasonable to establish a consistent approach to the way in which learner's work is graded so that learners feel valued and have a clear understanding of how well they are doing, and what the next steps are in their learning. The colour of the pen does not matter so long as it is in contrast to the learner's writing.

The internal synoptic project assesses learner's knowledge from across 100% of the qualification's content.

The project is graded against each Assessment Objective (AO). For each AO there are descriptors which demonstrate the level and standard of evidence to be submitted by the learner to achieve that band and support the assessment decisions for that assessment objective.

When making assessment decisions these must be recorded and reported to learners. The Assessor must ensure:

- they clearly identify and record the band awarded per AO using the descriptors
- indicate and record which AOs have been achieved and the evidence that has attributed to this
- indicate which AOs have not been achieved where applicable
- they provide formal feedback\*\* to learners.

Once the work has been assessed, graded and internally quality assured, the grade should be submitted to NCFE. This will be classed as the first submission. The submitted grade will trigger your first external quality assurance visit. It is recommended that you schedule your visit in plenty of time to ensure you get the date you require.

Please refer to the External Quality Assurance section for guidance on first and second submissions.

\*\* For information on how and when to provide appropriate feedback please see the conditions for supervised assessment.

## 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## 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.

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## Submitting unit grades

**Assessment:** The internally assessed unit must be assessed and graded by a centre's Assessor. It is the responsibility of the Assessor to make informed judgements about the range of evidence the learner has produced, which should demonstrate their competence to meet the assessment objectives (AOs) and descriptors as detailed in the Qualification Specification.

**Internal Quality Assurance:** 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](http://www.ncfe.org.uk) for further information on sampling.

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



**External Quality Assurance:** Learners may revise and redraft work, within the controlled conditions of the internal assessment, 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 grade should be submitted to NCFE. This will be classed as the first attempt.

External quality assurance of internal assessment work is carried out 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 learner 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.

Following the external quality assurance visit the unit grade will either be accepted and banked by your External Quality Assurer or, if they disagree with the grade, they will be rejected. If the grade is 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 unit 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.**

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### 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.

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### Presenting evidence

#### Written

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

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.

## Recorded

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

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

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

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

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

We have set out an example used for a performance:

### Test High School

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

**Venue:** School hall

**Audience:** Teachers, parents and friends

#### Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

#### Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

#### Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

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

## 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 expertise and/or occupational competence, at the same Level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the resources centres should use. However, centres must offer learners access to resources appropriate to business and enterprise. These might typically include (as available within centres):

- calculators
  - internet/research facilities
  - business literature.
-

## Support for learners

### Evidence and Grading Tracker

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

It can be downloaded free of charge from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.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.

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### Customer Support Team

Our Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support Team on 0191 240 8822 or by emailing [schools@ncfe.org.uk](mailto:schools@ncfe.org.uk). These include:

- Assessment and Quality Assurance 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 – 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## 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

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

- PowerPoints
- scheme of work
- lesson plans
- worksheets
- revision workbook (Unit 01 only)

## Sample portfolio

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

- Sample internal synoptic project brief
- Sample internal synoptic project portfolio of learner work.

## Delivery guide

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

For all supporting documents, please visit our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) for more information. All learning resources, sample portfolios and delivery guides will be available on the qualification webpages under the 'support materials' section.

## iAchieve

iAchieve is an online learning solution and our endorsed provider, supporting the delivery of V Cert technical qualifications that count in group 3 of the current Key Stage 4 performance measures.

Each iAchieve course contains engaging learning and assessment materials that cover all of the learning outcomes and assessment criteria needed to achieve the qualification. iAchieve is a simple way to deliver, track and manage technical options.

iAchieve courses include:

- business and enterprise
- health and fitness
- food and cookery
- engineering studies
- child development and care.

For more information about iAchieve, please visit [www.iachieve.org.uk/](http://www.iachieve.org.uk/).

## 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/](http://www.bbc.co.uk/careers/work-experience/)
  - [www.creativeskillset.org/](http://www.creativeskillset.org/)
  - [www.hse.gov.uk/youngpeople/workexperience/index.htm](http://www.hse.gov.uk/youngpeople/workexperience/index.htm)
-

## Performance measures

### Claiming certificates for qualifications to count in Progress 8

There are 2 key submission dates for awarding organisations to submit data on vocational qualifications to count in Progress 8 performance measures:

- 1 August is the regular summer vocational submission date
- 25 August is the summer delayed awards deadline

For achievements to count in Progress 8 performance measures, you should ensure the following is completed before the **1 August**:

- all applicable external assessments have been completed and the results are showing on the NCFE Portal
- all EQA visits have been completed and the internal unit grade banked on the NCFE Portal
- all certificates have been claimed on the NCFE Portal
- please refer to the published results deadline and consider the EAR request timescales when planning for the submission dates. As published in our **Enquiries about Results policy**:
  - for a clerical check, within 10 working days from receipt of external assessment results
  - for a reassessment, within 10 working days from receipt of external assessment results or if a clerical check has been previously requested within 5 working days of receiving the result of the clerical check
  - NCFE will aim to review your request within a day of it being received. If this is not possible it will be acknowledged within 1 working day of receipt with notification provided of what action will be taken
  - NCFE aims to conclude:
    - clerical check requests within 5 working days upon receipt of a fully completed request
    - re-assessment within 30 working days upon receipt of a fully completed request.

These steps should be completed by 1 August for our first submission. Any certificates claimed after that date will be included in our final submission on 23 August.

It's worth noting that qualifications awarded after 25 August could still count towards the Progress 8 performance measures, but would have to be added via the September school checking exercise.

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### 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/](https://register.ofqual.gov.uk/) for further information.

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## Discounting

If a learner is taking a GCSE and a V Cert in the same year, that both have the same discount code (eg an Art GCSE and our Craft V Cert), then **technically** the first entry should count which would be our V Cert as the external assessment is first. However, because we don't upload V Cert data until August to the Department for Education (DfE), the exam entry for the V Cert is classed as the date the centre claims the certification.

- If the centre delivers the Art GCSE exam first and then claims the V Cert afterwards, the Art GCSE will count.
- If the centre delivers the V Cert first and claims the certificate before the Art GCSE exam is sat, then the V Cert will count.
- If the centre delivers the GCSE and the exam is sat on the same day the V Cert certificate is claimed, then it is the best result which counts.

If a GCSE and a V Cert are taken together and they do **not** have the same discount code (eg an Art GCSE and our Business V Cert), then the best result will be counted. This only applies to bucket 3 of the Progress 8 measure.

Discount codes for V Cert qualifications can be found on our website [www.ncfe.org.uk](http://www.ncfe.org.uk). We advise centres to refer to the [Discounting and early entry guidance](#) document provided by the DfE. For more information on discounting please contact the DfE directly.

## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.



# Section 5

## General information

## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

### Website disclaimer

The information contained in the referenced websites within the unit 'useful websites' section is for general information purposes only. We make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to those referenced websites or the information, products, services, or related graphics contained on the website for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

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## 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](mailto:service@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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