Pearson BTEC

Pearson BTEC
International Level 2 in
Business

L2

Specification

First teaching from September 2022

Issue 1

Pearson BTEC International Level 2 Qualifications in Business

Specification

First teaching September 2022

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About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Welcome

With a track record built over 40 years of learner success, our BTEC International Level 2 qualifications are recognised internationally by governments and employers. These qualifications are designed to enhance the curriculum and prepare learners for the ever-changing world of work. BTEC International Level 2 qualifications allow learners to progress to study at Level 3 and above or to the workplace.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support*, for details of the support we offer.

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Introduction to the BTEC International Level 2 qualification for the business sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 2 Qualifications in Business. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of Business qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the Business sector these qualifications are:

Pearson BTEC International Level 2 Award in Business

Pearson BTEC International Level 2 Certificate in Business

Pearson BTEC International Level 2 Extended Certificate in Business

Pearson BTEC International Level 2 Diploma in Business.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Business	120 GLH Equivalent in size to one International GCSE. Four units, of which three are mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%).	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of business would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.
Pearson BTEC International Level 2 Certificate in Business	240 GLH Equivalent in size to two International GCSEs. At least six units, of which four are mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who are interested in learning about the business industry alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in business-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.
Pearson BTEC International Level 2 Extended Certificate in Business	360 GLH Equivalent in size to three International GCSEs. At least nine units, of which five are mandatory and four are assessed by a Pearson Set Assignment. Mandatory content (41%).	This qualification is designed to support learners who want to study business as a substantial element of a one-year, full-time course alongside smaller courses in other subjects, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to further education at Level 3/ pre-tertiary level if taken as part of a programme of study that includes other BTEC International Level 2 qualifications or International A levels.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Diploma in Business	480 GLH Equivalent in size to four International GCSEs. At least 11 units, of which seven are mandatory and four are assessed by Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who want to study business as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to Level 3/pre-tertiary level courses if taken as part of a programme of study that includes other BTEC International Level 2 qualifications or International GCSEs.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 2 in Business is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment units are shown in bold | **M** **Mandatory units** | **O** **Optional units**

Unit (number and title)	Unit size (GLH)	Award (120 GLH)	Certificate (240 GLH)	Extended Certificate (360 GLH)	Diploma (480 GLH)
1 Business Purposes	**30**	**M**	**M**	**M**	**M**
2 Business Organisations	**30**	**M**	**M**	**M**	**M**
3 Financial Forecasting for Business	**30**	**M**	**M**	**M**	**M**
4 The Marketing Plan	**30**	**O**	**M**	**M**	**M**
5 People in Organisations	**30**	**O**	**O**	**O**	**M**
6 Using Office Equipment to Provide Business Support	**30**	**O**	**O**	**O**	**O**
7 Communication in Business Contexts	**30**	**O**	**O**	**O**	**O**
8 Training and Employment in Business	**30**	**O**	**O**	**O**	**O**
9 Personal Selling in Business	**30**	**O**	**O**	**O**	**O**
10 Customer Relations in Business	**60**		**O**	**O**	**O**
11 Business Online	**60**		**O**	**O**	**O**
12 Consumer Rights	**30**		**O**	**O**	**O**
13 Business Ethics	**30**		**O**	**O**	**O**
14 Bookkeeping for Business	**30**		**O**	**O**	**O**
15 Starting a Small Business	**60**			**O**	**M**
16 Working in Teams	**30**	**O**	**O**	**M**	**M**
17 Managing Personal Finances	**30**	**O**	**O**	**O**	**O**
18 Promoting and Branding in Retail Business	**60**		**O**	**O**	**O**

Unit (number and title)	Unit size (GLH)	Award (120 GLH)	Certificate (240 GLH)	Extended Certificate (360 GLH)	Diploma (480 GLH)
19 Visual Merchandising and Display Techniques for Retail Business	**60**		**O**	**O**	**O**
20 Lean Organisation Techniques in Business	**30**			**O**	**O**
21 Business Improvement Tools and Techniques	**30**			**O**	**O**
22 Enterprise in the Workplace	**60**		**O**	**O**	**O**
23 Sourcing and Buying in the Supply Chain	**30**			**O**	**O**
24 Technology in the Logistics Sector	**30**			**O**	**O**
25 Warehousing Skills in Logistics	**30**			**O**	**O**
26 Transport, Distribution and the Storage of Goods within the Logistics Industry	**30**			**O**	**O**
27 Working in a Contact Centre	**30**	**O**	**O**	**O**	**O**
28 Running a Small Business	**60**			**O**	**O**
29 The Importance of Enterprise and Entrepreneurship	**30**	**O**	**O**	**O**	**O**
30 Social Enterprise	**30**	**O**	**O**	**O**	**O**

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills include communication, teamwork and research and analysis, which are valued by employers. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from June each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes, etc.

For these units, Pearson will provide an Authorised Assignment Brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for these qualifications is available in English but can be translated as necessary.

Learners taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and progression

Pearson BTEC International Level 2 qualifications in Business

Who are these qualifications for?

The Pearson BTEC International Level 2 qualifications in Business are designed either for learners in the 14–19 age group, who wish to pursue a career in business via Level 3 and then to higher education or through junior business employment.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus mainly on business or enterprise may take the Diploma, while a learner who selects a smaller qualification, such as the Award or Certificate, will likely combine it with International GCSEs, in order to support their desired progression.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in business, most likely via further study at Level 3 and then through higher-education routes in the particular areas.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title.

What could these qualifications lead to?

These qualifications support progression to further study in business, for example courses in:

- BTEC International Level 3 qualifications in Business
- BTEC International Level 3 qualifications in Marketing.

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 1: Transferable employability skills*.

How do the qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

2 Structure

Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 2 Award in Business
- Pearson BTEC International Level 2 Certificate in Business
- Pearson BTEC International Level 2 Extended Certificate in Business
- Pearson BTEC International Level 2 Diploma in Business.

Pearson BTEC International Level 2 Award in Business

Mandatory units

There are 3 mandatory units, which are 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Pearson BTEC International Level 2 Award in Business				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	Business Purposes	**30**	**Mandatory**	Set assignment
2	Business Organisations	**30**	**Mandatory**	Set assignment
3	Financial Forecasting for Business	**30**	**Mandatory**	Set assignment
Optional units – learners must complete 1 optional unit				
4	The Marketing Plan	**30**	**Optional**	Set assignment
5	People in Organisations	**30**	**Optional**	Internal
6	Using Office Equipment to Provide Business Support	**30**	**Optional**	Internal
7	Communication in Business Contexts	**30**	**Optional**	Internal
8	Training and Employment in Business	**30**	**Optional**	Internal
9	Personal Selling in Business	**30**	**Optional**	Internal
16	Working in Teams	**30**	**Optional**	Internal
17	Managing Personal Finances	**30**	**Optional**	Internal
27	Working in a Contact Centre	**30**	**Optional**	Internal
29	The Importance of Enterprise and Entrepreneurship	**30**	**Optional**	Internal
30	Social Enterprise	**30**	**Optional**	Internal

Pearson BTEC International Level 2 Certificate in Business

Mandatory units

There are 4 mandatory units, which are set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 2 optional units.

Pearson BTEC International Level 2 Certificate in Business				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	Business Purposes	**30**	**Mandatory**	Set assignment
2	Business Organisations	**30**	**Mandatory**	Set assignment
3	Financial Forecasting for Business	**30**	**Mandatory**	Set assignment
4	The Marketing Plan	**30**	**Mandatory**	Set assignment
Optional units – learners must complete at least 3 optional units				
5	People in Organisations	**30**	**Optional**	Internal
6	Using Office Equipment to Provide Business Support	**30**	**Optional**	Internal
7	Communication in Business Contexts	**30**	**Optional**	Internal
8	Training and Employment in Business	**30**	**Optional**	Internal
9	Personal Selling in Business	**30**	**Optional**	Internal
10	Customer Relations in Business	**60**	**Optional**	Internal
11	Business Online	**60**	**Optional**	Internal
12	Consumer Rights	**30**	**Optional**	Internal
13	Business Ethics	**30**	**Optional**	Internal
14	Bookkeeping for Business	**30**	**Optional**	Internal
16	Working in Teams	**30**	**Optional**	Internal
17	Managing Personal Finances	**30**	**Optional**	Internal
18	Promoting and Branding in Retail Business	**60**	**Optional**	Internal
19	Visual Merchandising and Display Techniques for Retail Business	**60**	**Optional**	Internal
22	Enterprise in the Workplace	**60**	**Optional**	Internal
27	Working in a Contact Centre	**30**	**Optional**	Internal
29	The Importance of Enterprise and Entrepreneurship	**30**	**Optional**	Internal
30	Social Enterprise	**30**	**Optional**	Internal

Pearson BTEC International Level 2 Extended Certificate in Business

Mandatory units

There are 5 mandatory units, which include 1 internal unit and 4 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 4 optional units.

Pearson BTEC International Level 2 Extended Certificate in Business				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	Business Purposes	**30**	**Mandatory**	Set assignment
2	Business Organisations	**30**	**Mandatory**	Set assignment
3	Financial Forecasting for Business	**30**	**Mandatory**	Set assignment
4	The Marketing Plan	**30**	**Mandatory**	Set assignment
16	Working in Teams	**30**	**Mandatory**	Internal
Optional units – learners must complete at least 4 optional units				
5	People in Organisations	**30**	**Optional**	Internal
6	Using Office Equipment to Provide Business Support	**30**	**Optional**	Internal
7	Communication in Business Contexts	**30**	**Optional**	Internal
8	Training and Employment in Business	**30**	**Optional**	Internal
9	Personal Selling in Business	**30**	**Optional**	Internal
10	Customer Relations in Business	**60**	**Optional**	Internal
11	Business Online	**60**	**Optional**	Internal
12	Consumer Rights	**30**	**Optional**	Internal
13	Business Ethics	**30**	**Optional**	Internal
14	Bookkeeping for Business	**30**	**Optional**	Internal
15	Starting a Small Business	**60**	**Optional**	Internal
17	Managing Personal Finances	**30**	**Optional**	Internal
18	Promoting and Branding in Retail Business	**60**	**Optional**	Internal
19	Visual Merchandising and Display Techniques for Retail Business	**60**	**Optional**	Internal
20	Lean Organisation Techniques in Business	**30**	**Optional**	Internal

Optional units – learners must complete at least 4 optional units *(continued)*				
21	Business Improvement Tools and Techniques	**30**	**Optional**	Internal
22	Enterprise in the Workplace	**60**	**Optional**	Internal
23	Sourcing and Buying in the Supply Chain	**30**	**Optional**	Internal
24	Technology in the Logistics Sector	**30**	**Optional**	Internal
25	Warehousing Skills in Logistics	**30**	**Optional**	Internal
26	Transport, Distribution and the Storage of Goods within the Logistics Industry	**30**	**Optional**	Internal
27	Working in a Contact Centre	**30**	**Optional**	Internal
28	Running a Small Business	**30**	**Optional**	Internal
29	The Importance of Enterprise and Entrepreneurship	**30**	**Optional**	Internal
30	Social Enterprise	**30**	**Optional**	Internal

Pearson BTEC International Level 2 Diploma in Business

Mandatory units

There are 7 mandatory units, which include 3 internal units and 4 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 4 optional units.

Pearson BTEC International Level 2 Diploma in Business				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	Business Purposes	**30**	**Mandatory**	Set assignment
2	Business Organisations	**30**	**Mandatory**	Set assignment
3	Financial Forecasting for Business	**30**	**Mandatory**	Set assignment
4	The Marketing Plan	**30**	**Mandatory**	Set assignment
5	People in Organisations	**30**	**Mandatory**	Internal
15	Starting a Small Business	**60**	**Mandatory**	Internal
16	Working in Teams	**30**	**Mandatory**	Internal
Optional units – learners must complete at least 4 optional units				
6	Using Office Equipment to Provide Business Support	**30**	**Optional**	Internal
7	Communication in Business Contexts	**30**	**Optional**	Internal
8	Training and Employment in Business	**30**	**Optional**	Internal
9	Personal Selling in Business	**30**	**Optional**	Internal
10	Customer Relations in Business	**60**	**Optional**	Internal
11	Business Online	**60**	**Optional**	Internal
12	Consumer Rights	**30**	**Optional**	Internal
13	Business Ethics	**30**	**Optional**	Internal
14	Bookkeeping for Business	**30**	**Optional**	Internal
17	Managing Personal Finances	**30**	**Optional**	Internal
18	Promoting and Branding in Retail Business	**60**	**Optional**	Internal
19	Visual Merchandising and Display Techniques for Retail Business	**60**	**Optional**	Internal
20	Lean Organisation Techniques in Business	**30**	**Optional**	Internal

Optional units – learners must complete at least 5 optional units *(continued)*				
21	Business Improvement Tools and Techniques	**30**	**Optional**	Internal
22	Enterprise in the Workplace	**60**	**Optional**	Internal
23	Sourcing and Buying in the Supply Chain	**30**	**Optional**	Internal
24	Technology in the Logistics Sector	**30**	**Optional**	Internal
25	Warehousing Skills in Logistics	**30**	**Optional**	Internal
26	Transport, Distribution and the Storage of Goods within the Logistics Industry	**30**	**Optional**	Internal
27	Working in a Contact Centre	**30**	**Optional**	Internal
28	Running a Small Business	**60**	**Optional**	Internal
29	The Importance of Enterprise and Entrepreneurship	**30**	**Optional**	Internal
30	Social Enterprise	**30**	**Optional**	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
Unit 1: Business Purposes	· An assignment set by Pearson and marked by the centre. · The advised assessment period is 15 hours.	**Two available for each series.**
Unit 2: Business Organisations	· An assignment set by Pearson and marked by the centre. · The advised assessment period is 10 hours.	**Two available for each series.**
Unit 3: Financial Forecasting for Business	· An assignment set by Pearson and marked by the centre. · The advised assessment period is 10 hours.	**Two available for each series.**
Unit 4: The Marketing Plan	· An assignment set by Pearson and marked by the centre. · The advised assessment period is 15 hours.	**Two available for each series.**

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 2.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in *Section 2 Structure* for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 60 or 30. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in *Appendix 2: Glossary of terms used*.
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in *Appendix 2: Glossary of terms used.* All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see *Section 10 Resources and support*.
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units and other curriculum subjects	This section shows you the main relationships between different units and any clear links to other curriculum subjects. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 4–5* to check which units are available in all qualifications in the business sector.

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Unit 1: Business Purposes

Level: **2**
Unit type: **Pearson Set Assignment**
Guided learning hours: **30**

Unit in brief

Learners understand the nature of business organisations and the environment in which they operate. They will also explore organisations that exist locally, regionally, nationally and internationally and the framework in which they operate.

Unit introduction

Business organisations are at the centre of the economy, they are the beating heart of towns, cities and countries. Whether multinational organisations, independent businesses or charitable groups, they all play their part in maintaining the international economy. In today's world, businesses are impacted by the environment in which they operate and external factors which impact their success, requiring new approaches, resilience and a clear purpose.

In this unit you will explore the structure of business, how business organisations are connected and how they react and respond to the ever-changing environment in which they operate. You will investigate different business organisations that span local, national and international markets to understand their purpose, function and success. Using research, you will consider how the characteristics and influences within the business environment impact business performance. You will come to a conclusion about the effectiveness of business organisations' response to the changing environment and how this will pave the way for future success and development.

This unit will give you the knowledge and understanding of business organisations and environments required for progression into employment in business, sales or marketing, or support you to progress into higher-level learning.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Understand the purpose and ownership of business

B Understand the environment in which businesses operate.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the purpose and ownership of business	**A1** Business purpose **A2** Types of ownership **A3** Size and scale **A4** Business classification	This unit is assessed through a Pearson Set Assignment.
B Understand the environment in which businesses operate	**B1** Business environment characteristics **B2** External factors	

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Content

Learning aim A: Understand the purpose and ownership of business

Learners need to be aware that business purpose can differ depending on ownership, size, scale or classification of the business.

A1 Business purpose

- Production and supply of goods.
- Provision of services.
- Distribution of goods.
- To generate revenue.
- To generate profit.
- Community engagement and support.
- Provision of not-for-profit support and services.

A2 Types of ownership

- Sole trader.
- Partnership.
- Limited companies:
  - private – Ltd
  - public – PLC.
- Charity.
- Social enterprise.
- Voluntary organisation.
- Co-operative.
- Government.

A3 Size and scale

- Micro: up to nine staff.
- Small: 10 to 49 staff.
- Medium: between 50 and 249 staff.
- Large: more than 250 staff.
- Local.
- Regional.
- National.
- European.
- Global/International.

A4 Business classification

- Primary: extraction of raw materials, e.g. mining, fishing, agriculture.
- Secondary: manufacturing sector, concerned with producing finished goods, e.g. construction, manufacturing, utilities such as electricity, gas.
- Tertiary: service sector, concerned with offering intangible goods and services to consumers, e.g. retail, tourism, banking, entertainment, IT services, transportation.

Learning aim B: Understand the environment in which businesses operate

B1 Business environment characteristics

- Environment and market size.
- Predictability of markets.
- Trends (needs, wants, income, growth/decline).
- Supply and demand.
- Demand:
  - local
  - national
  - international.
- Competitors.
- Relative growth/decline by sector:
  - decline of primary and secondary industries
  - growth of tertiary service industries.
- Increase of global business operations.
- Digitisation and technological influence.

B2 External factors

- Political, e.g. change of government, government policy, government initiatives, trading agreements, elections.
- Economic, e.g. change in employment, changes in income, economic growth/recession, exchange rates, inflation/deflation.
- Social, e.g. consumer lifestyle, buyer behaviours, religion, equality, social trends, demographic trends, tastes, preferences, customer demand.
- Technological, e.g. new technology, computer-aided manufacturing, automation, digitisation.
- Legal, e.g. change in law/legislation, international law, regional laws, trading bloc regulations, financial regulations, governmental regulation, charitable legislation (regulations and legislation current at the time of teaching should be used. Outline understanding only is expected).
- Environmental, e.g. climate change, waste management, natural disaster, carbon emissions, waste, recycling, sustainability, local environmental impacts, farming.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the purpose and ownership of business		
A.P1 Identify the purpose of contrasting business organisations. **A.P2** Describe the different types of business ownership and the size, scale and classification of different business organisations.	**A.M1** Compare the size, scale, ownership and classification of different business organisations and their impact on the business purpose.	**AB.D1** Evaluate how a selected business organisation has responded to changes in the business environment to achieve its purpose.
Learning aim B: Understand the environment in which businesses operate		
B.P3 Describe the characteristics of a selected business environment. **B.P4** Describe external factors that influence a selected business environment.	**B.M2** Explain the impact that external factors have on the business environment and operations of a selected business.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit learners must have access to a suitable business teaching environment and to the internet for research. Teachers may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information across a range of business types and sectors. Government agencies can also supply materials.

Learners can generate evidence from a work placement or from work experience. Some learners may have access to information from family-owned/run businesses. Some learners may want to carry out primary research into business organisations using a variety of primary research methods.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will undertake specific and detailed research into two different business organisations operating in local, national or international/ European markets using an extensive range of sources. Learners will use their research to prepare a report that evaluates the purpose of business organisations within a specific sector and draw conclusions as to how such organisations respond to changes within the business environment. Learners will provide a comprehensive comparison of different business organisations and their purpose while demonstrating a thorough understanding of business size, scale, ownership and classification, making specific reference to research findings. Learners will demonstrate a thorough understanding of the business environment and external factors that influence business performance and operations and make relevant links between these factors and business purpose. References to business examples will be clearly focused and entirely relevant throughout the report and will provide a balanced consideration of factors. Learners will use examples effectively to evaluate the business response to changes in the environment and make links to how this impacts the business purpose.

For Merit standard, learners will carry out relevant and thorough research into two business organisations operating in local, national or international/European markets using a wide range of sources and examples. Learners must use their research to develop a detailed report which compares different business organisations in relation to their size, scale, classification and ownership, considering how these impact the organisation's purpose. Learners will use examples of different business organisations to support their comparison and highlight the impact of differences and similarities on business success and failure. Through a detailed exploration of the characteristics and factors of the business environment, learners will demonstrate a clear understanding of the influence on business operations. Learners will make clear, relevant and balanced links to business examples throughout their report.

For Pass standard, learners must carry out relevant research into two business organisations that operate in local, national or international/European markets and the factors that influence them. Using their research findings, learners must produce a report which explores the context of different business organisations, making reference to their size, scale, classification and ownership, and how this influences business purpose. Learners will demonstrate a basic understanding of the business environment and the impact that this has on business operations and outcomes, making reference to a range of external factors and the role of the government in business success or failure. Learners will make basic links to business examples to support their work.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Business Organisations
- Unit 11: Business Online

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop essential digital skills and research skills necessary for employment.

Unit 2: Business Organisations

Level: **2**
Unit type: **Pearson Set Assignment**
Guided learning hours: **30**

Unit in brief

Learners will investigate the activities, aims and objectives of different business organisations. They will also explore the different functional areas in business organisations and how they link and interrelate.

Unit introduction

Have you ever wondered why businesses exist? Why were they set up in the first place? When the business grows, what specialists will it need to employ in the different functions and how will they work together to make the business succeed?

A business will have a set of aims and objectives to work towards and these may be used to evaluate if the businesses have succeeded or not. Businesses may also have different specialists working within them and working with each other to make the business efficient.

In this unit you will learn about how different businesses have different aims and objectives and how they then structure themselves to meet them. You will learn about business activities and how they may help businesses to meet their aims and objectives. You will learn about the different functional areas that exist in different businesses and how the interaction between them will also help the business achieve its aims and objectives.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Investigate the activities, aims and objectives of different businesses

B Explore the functional areas and their interaction in different businesses.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the activities, aims and objectives of different businesses	**A1** Business activities **A2** Aims and objectives	This unit is assessed through a Pearson Set Assignment.
B Explore the functional areas and their interaction in different businesses	**B1** Functional areas and their activities **B2** Links between the functional areas	

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Content

Learning aim A: Investigate the activities, aims and objectives of different businesses

A1 Business activities

- Sectors within the economy:
  - primary: extraction of raw materials: e.g. mining, fishing, agriculture, obtaining renewable resources: e.g. wind power, solar power, tidal energy, hydro energy, geothermal energy, biomass energy, non-renewable resources: e.g. power stations, fossil fuels
  - secondary: manufacturing sector, concerned with producing finished goods, e.g. construction, manufacturing, utilities such as electricity, gas
  - tertiary: service sector, concerned with offering intangible goods and services to consumers, e.g. retail, tourism, banking, entertainment, IT services, transportation
  - private and public sectors
  - for-profit, not-for-profit, charity, voluntary, social enterprises, ethical businesses.
- Goods and services:
  - tangible goods: items that can be used, touched or stored, e.g. food products, toys, cars, clothes, computers, furniture
  - intangible services: actions that cannot be touched or stored and are provided to customers for a period of time, e.g. hairdressing, internet access, train travel, repairs of products, cleaning, recruitment, logistics, waste management, insurance
  - consumer goods/services and producer goods/services.

A2 Aims and objectives

- Mission or vision: the desired long-term results of the business's efforts or the meaning and purpose of the business.
- Aims: long-term goals of a business.
- Objectives: targets to help achieve the overall aims of a business:
  - SMART: Specific, Measurable, Achievable, Realistic, Time-constrained.
- Financial aims and objectives: survival, profit, sales, market share, financial security.
- Non-financial aims and objectives: social objectives, service provision, to fill a gap in the market, owner objectives, e.g. personal satisfaction, challenge, independence and control.
- Different aims:
  - private sector aims, e.g. break-even, survival, profit maximisation, growth, paying dividends to shareholders
  - public sector aims, e.g. service provision, cost limitation, value for money, meeting government standards, growth of range of provision
  - social aims, e.g. helping a part of society, donating money to charity, helping the environment, fair-trade practices, provision of welfare amenities.
- Purpose of objectives in providing business focus.
- Relationship of aims and objectives with other businesses, e.g. suppliers, competitors.

- Changes as businesses evolve:
  - in response to changes in market conditions, competition, technology, performance, legislation, internal reasons
  - changes in focus, e.g. survival or growth
  - entering or exiting markets
  - growing or reducing workforce
  - increasing or decreasing product range.
- Consequences of failing to meet aims and objectives.

Learning aim B: Explore the functional areas and their interaction in different businesses

B1 Functional areas and their activities

- Sales, e.g. generating revenue, sales representatives.
- Production/operations, e.g. production of goods or services, control of quality.
- Purchasing, e.g. procurement of raw materials, machineries, equipment, supplies.
- Administration, e.g. planning, decision making, use of technology.
- Customer service, e.g. interacting with customers, dealing with enquiries, complaints, dealing with orders, help desks, contact centres, use of e-commerce.
- Distribution, e.g. delivering orders, receiving goods, logistics, transportation.
- Finance, e.g. raising finance, preparing budgets, preparing final accounts, payroll.
- Human resources, e.g. recruitment and selection, staff training, industrial relations, health and safety.
- Marketing, e.g. advertising, market research, promotion, selling products.
- Research and development, e.g. innovation, invention, design, developing new markets, developing new products.
- ICT, e.g. operational support, providing software, providing hardware.

B2 Links between the functional areas

- Interdependency between functions: relationships and interactions with each other, e.g. human resources recruiting staff to work in other functions, finance providing budgets for other functions.
- External links, e.g. suppliers, customers, banks, government agencies, other businesses.
- Flow of information.
- Flow of goods and services.
- Functional aims and objectives and links with business aims and objectives.
- Using technology to integrate functional areas.
- Difference in function specialists in small businesses compared with larger businesses.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the activities, aims and objectives of different businesses		**A.D1** Evaluate the effectiveness of how the activities help meet the aims and objectives in contrasting businesses.
A.P1 Explain the aims and objectives of contrasting businesses. **A.P2** Describe the activities of contrasting businesses.	**A.M1** Analyse how the activities help meet the aims and objectives in contrasting businesses.	
Learning aim B: Explore the functional areas and their interaction in different businesses.		**B.D2** Assess how the links and interaction between the functional areas help each contrasting business meet its aims and objectives.
B.P3 Explain the activities of the functional areas in contrasting businesses. **B.P4** Describe the links between the functional areas in contrasting businesses.	**B.M2** Analyse the links and the interaction between the functional areas in contrasting businesses.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information on websites and from printed resources.

Essential information for assessment decisions

The businesses will be contrasting in terms of sector, or size or activities, such as a large retail grocery store compared to a medium-size clothes manufacturer.

Learning aim A

For Distinction standard, learners will have relevant evidence from two contrasting businesses and use this to evaluate how the activities of these two businesses help each business meet its aims and objectives. There should be evidence of whether each business has evolved over time and whether they have met their aims and objectives. Learners should provide a conclusion based on evidence.

For Merit standard, learners need to analyse how the activities in each contrasting business help meet the aims and objectives in each. For this they should present a methodical examination of the interrelationship between the activities and the aims and objectives in each business.

For Pass standard, learners will use evidence they have gathered to identify the activities and aims and objectives in each contrasting business. This will then lead to a description of the activities for each business. Learners will give an explanation of each aim and objective for both businesses in terms of how certain objectives link to the aims as well as noting the financial aims or non-financial aims. Learners will also explain why each business has the aims and objectives chosen.

Learning aim B

For Distinction standard, learners will be required to assess the links and interaction between the functional areas in each contrasting business and how these help them achieve their aims and objectives. For example, a sales department may seek to win sales to generate income and the finance department exercises cost control, and both activities taken together can be linked to profit maximising. Learners should demonstrate careful consideration of the interaction of the functional areas and identify the most important links and interactions to then come to a conclusion on how they facilitate the aims and objectives of the businesses.

For Merit standard, learners will give a detailed examination of the links and interaction between the functional areas in the two contrasting businesses, for example, how the human resources department needs to make sure they recruit people who have the right skills to work in the marketing department.

For Pass standard, learners will explain the purposes and activities of the functional areas for two contrasting businesses and there will be some description of the links between the functions. Learners should look at each function and how it is practised within each business. They will show they understand how functions may not be separate departments in smaller businesses and may have specialists employed in larger businesses, and this will mean the activities and purposes may be different in each business. Learners should illustrate their work with appropriate examples from their research.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Business Purposes
- Unit 5: People in Organisations.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 3: Financial Forecasting for Business

Level: **2**
Unit type: **Pearson Set Assignment**
Guided learning hours: **30**

Unit in brief

Learners will understand the financial aspects of managing a business by looking at the key concepts of break-even analysis and cash flow forecasting.

Unit introduction

Money is at the heart of business. It is likely to be the main reason why a business was created and that it continues to trade.

In this unit you will be introduced to the types of costs that different businesses will incur. You will explore how the sale of products and services generates revenue to give you the basis on which to develop your understanding of profit. This leads into break-even analysis, a technique used to determine the point at which sales revenue equals costs.

You will understand the concept of cash flow forecasting, which estimates the timing and amounts of cash inflows and outflows over a specific period (usually one year). This is followed by exploring how cash flows can be managed more effectively and you will be given an insight into one of the primary causes of business failure – the problem of payment timing rather than that of profitability alone.

The knowledge and skills developed in this unit are essential for anyone running a small business venture or involved in the financial management of business organisations. You will develop vocational skills, knowledge and techniques through simulating the kinds of tasks that a real business would be expected to complete to ensure it manages its finances successfully.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Explore the costs and revenue of a business to calculate profit

B Explore break-even analysis and cash flow forecasting.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the costs and revenue of a business to calculate profit	**A1** Business costs **A2** Revenue **A3** Profit	This unit is assessed through a Pearson Set Assignment.
B Explore break-even analysis and cash flow forecasting	**B1** Calculating break-even **B2** Using break-even **B3** Preparing a cash flow forecast **B4** Analysing a Cash flow forecast	

Content

Learning aim A: Explore the costs and revenue of a business to calculate profit

A1 Business costs

- Start-up costs (e.g. vehicle, machinery, equipment, computer, fixtures/fittings).
- Operating (running) costs:
  - fixed costs (indirect), e.g. insurance, electricity, rent, business rates
  - variable costs (direct), e.g. materials, commission, packaging
  - total costs (fixed costs + variable costs).
- Importance of minimising costs.
- Ways to minimise costs:
  - cheaper suppliers
  - bulk buying discount.

A2 Revenue

- Sources of revenue:
  - sales from goods/services
  - interest
  - rental income/leasing.
- Calculating total sales revenue:
  - revenue = unit sale price ´ number of units sold.
- Importance of maximising revenue.
- Ways to maximise revenue:
  - increase sales price
  - increase number of items sold.

A3 Profit

- Definitions of:
  - profit (revenue > expenditure)
  - loss (revenue < expenditure).
- Calculating gross profit:
  - gross profit = total sales revenue - cost of sales.
- Calculating net profit:
  - net profit = gross profit - expenditure.
- Maximising profit.

Learning aim B: Explore break-even analysis and cash flow forecasting

B1 Calculating break-even

- Definition of break-even (revenue is equal to expenditure).
- Break-even formula:
  - break even = fixed cost/(selling price - variable cost).
- Break-even charts:
  - fixed cost line
  - total cost line (fixed costs + variable costs)
  - sales revenue line
  - break-even point (e.g. no profit or loss)
  - areas of profit and loss
  - margin of safety (e.g. actual sales - break-even point).

B2 Using break-even

- Impact of changes in revenue/costs on the break-even point.
- Purpose of break-even analysis.
- Benefits/limitations of using break-even.

B3 Preparing a cash flow forecast

- Inflows:
  - sales of goods or services
  - capital from investors
  - loan from a bank
  - property rental
  - timing of inflows.
- Outflows:
  - purchases (e.g. raw materials/stock)
  - wages
  - loan repayments
  - insurance
  - interest on loan
  - rent/mortgage
  - utilities
  - timing of outflows.
- Cash balance:
  - opening balance
  - closing balance
  - net cash flow.

B4 Analysing a cash flow forecast

- Purpose/benefits of using a cash flow forecast.
- Actions to improve a cash flow forecast.
- Limitations of using a cash flow forecast.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the costs and revenue of a business to calculate profit		
A.P1 State the difference between start-up and operating costs, variable and fixed costs for a business organisation. **A.P2** Identify the different sources of revenue for a business organisation. **A.P3** Explain the difference between gross and net profit for a business organisation.	**A.M1** Analyse the importance of costs, revenue and profit for a business organisation.	**A.D1** Recommend how a business organisation could increase profit.
Learning aim B: Explore break-even analysis and cash flow forecasting		
B.P4 Describe the purpose of using break-even analysis for a business organisatio. **B.P5** Calculate break-even using given data **B.P6** Prepare a cash flow forecast using monthly data. **B.P7** Outline the purpose and benefit of cash flow forecasting for a business organisation.	**B.M2** Demonstrate the impact of changing cost and revenue data on the break-even point. **B.M3** Analyse the impact of weak and strong cash flow for a business organisation.	**B.D2** Evaluate the importance of break-even analysis and cash flow forecasting for a business organisation.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

Learners will need access to computers and calculators for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will need to show a thorough understanding of the importance of profit for any business organisation and using the data provided recommend how the selected business could improve its profit in relation to levels of revenue and costs. Recommendations need to be justified in relation to the context of the business. They should detail specific actions that the business could take in relation to minimising costs and/or increasing revenue for a given business. Learners will need to demonstrate they understand the importance of net profit when suggesting recommendations for the business.

For Merit standard, learners will show a good level of understanding and be able to explain the importance of costs, revenue and profit for a given business. Learners will show that they understand why the business organisation should try to maximise profit, in relation to increasing revenue and reducing costs. Learners will be expected to use their calculations of gross and net profit to help them analyse the importance to the business.

For Pass standard, learners will define each of the costs stated (start-up, operating, fixed and variable) and give examples of each cost relevant to the business. Learners will also identify and provide examples of the different sources of revenue for the selected business organisation. Learners will explain the difference between gross and net profit from the data provided. This will involve calculating the gross and net profit from the figures provided to illustrate their understanding of these terms.

Learning aim B

For Distinction standard, learners will evaluate the importance of cash flow and break-even for the effective management of a business, showing that they understand fully the benefits and limitations of these techniques for a business organisation. Learners will give specific examples of how each planning tool helps the business to make decisions.

For Merit standard, learners will need to demonstrate the impact of changes to costs/revenue by recalculating break-even using the new data provided. Learners will be expected to use both the formula and a break-even chart to show the impact of the changes. The chart should be clearly presented and labelled correctly. Learners will analyse the impact of poor or negative cash flow on a business and why a profitable business could easily go bankrupt because of cash flow related to inflow and outflow problems. Learners will be asked to identify action that could be taken to improve the cash flow closing balance. They will be expected to recalculate the cash flow forecast and will need to explain the impact of the changes on the closing balance.

For Pass standard, learners will calculate break-even using the formula and/or present an annotated break-even chart showing areas of profit/loss, break-even point and the margin of safety based on the data provided. The chart should be clearly presented and labelled. Learners should also be able to prepare a 6-month or a 12-month cash flow forecast using the data provided. Learners will then outline the purpose/benefits of a business using a cash flow forecast to help it make business decisions.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: Bookkeeping for Business
- Unit 17: Managing Personal Finances.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- business materials as exemplars.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop numerical skills and improve their ability to use specific financial terms appropriately.

Unit 4: The Marketing Plan

Level: **2**
Unit type: **Pearson Set Assignment**
Guided learning hours: **30**

Unit in brief

Learners will develop an understanding of marketing and promotional plans, looking at the success of existing marketing and promotional campaigns. Learners will produce a marketing plan and a promotional plan.

Unit introduction

A marketing plan is used to support a business in achieving its aims and objectives. A promotional plan is used as part of the marketing plan or strategy to communicate information to the target audience.

In this unit you will learn about different marketing concepts that you need to consider when developing a marketing plan. You will explore advantages and disadvantages of a range of different types of promotions. You will then go on to apply marketing concepts to a given business and justify types of promotion for that business. The promotional activities of a range of businesses will be considered to look at successes and failures.

You will develop the necessary skills to produce a marketing plan. You will also learn the importance of branding within marketing plans. Finally, you will understand the criteria used to judge the success or failure of the plan.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Explore different marketing and promotional concepts

B Develop a plan for the marketing of a new product.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore different marketing and promotional concepts	**A1** Marketing concepts **A2** Types of promotion **A3** Evidence of success and failure in promotions	This unit is assessed through a Pearson Set Assignment.
B Develop a plan for the marketing of a new product	**B1** Marketing plan **B2** Branding in the marketing plan **B3** Justifying the marketing plan	

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Content

Learning aim A: Explore different marketing and promotional concepts

A1 Marketing concepts

- Definition of marketing as a means of anticipating, stimulating or satisfying demand.
- Marketing objectives, e.g. understanding customer wants and needs, develop new products, increase revenue/profit, increase brand awareness/loyalty, keep ahead of competitors, communicate effectively with the public.
- Marketing research:
  - primary research methods, e.g. interviews, surveys, questionnaires, polls, focus groups
  - secondary research methods, e.g. competitor marketing analysis, PEST (political, economic, social, technological) analysis.
- Buyer decision-making process – Attention, Information, Decision, Action, Satisfaction.
- Unique selling point (USP), e.g. unique mix/product, quicker, friendlier, cheaper, sizes, colours.
- Segmentation and targeting customers – defining typical customers, e.g. geographical location, age, gender, lifestyle, attitudes.
- Benefits versus features from customers' point of view.
- Marketing mix:
  - product or service, e.g. features, functions, packaging, branding
  - place including location factors for a physical store, offering the product online, distribution channels, e.g. direct to end users (online/mail/auction), via retailers, via wholesalers
  - price, e.g. cost-plus, competitor-based, penetration, skimming
  - promotion, e.g. traditional advertising, digital marketing, sales promotional activities, sponsorship, direct mail, personal selling, public relations.

A2 Types of promotion

Types of promotion used by business:

- advertising – traditional methods including:
  - print, e.g. newspapers, magazines
  - broadcast, e.g. radio, TV, cinema
  - outdoor, e.g. poster billboards, bus advertising, digital outdoor advertising
  - disposable, e.g. flyers, leaflets
- digital marketing including:
  - promotional email
  - social media promotions
  - influencer marketing
  - search engine optimisation (SEO)
  - banner advertising
- sales promotional activities including:
  - discounts
  - money-off coupons
  - free trial
  - free gifts with purchase

- financing
- sampling/tasting sessions
- product bundling
- competitions
- demonstrations

· sponsorship, e.g. venue/stadium, event, team, TV programme

· direct mail, e.g. postcards, leaflets, brochures, letters, catalogues

· personal selling, e.g. retail selling, field selling, telemarketing

· public relations, e.g. press releases, press conferences, community involvement, pop-up shops, promotion through networking, crisis communications.

A3 Evidence of success and failure in promotion

· Organisation's promotion activities that have been successful and the reasons why, e.g. humour, celebrity involvement, powerful message, powerful images, went viral, gained publicity, cost effective.

· Organisation's promotion activities that have failed and the reasons why, e.g. message misunderstood, message too complex, celebrity negative publicity, excessive cost, discounts too generous.

· Factors that can impact success or failure in promotional activities:
  - business's long-term aims
  - business's marketing objectives
  - sustainability of activities
  - internal and external changes in the business environment
  - appropriate methods to meet the needs and interests of the target market
  - legal or ethical issues.

Learning aim B: Develop a plan for the marketing of a new product

B1 Marketing plan

· Application of marketing concepts to the preparation of a marketing plan.

· Components of a marketing plan:
  - market definition and opportunity including:
    - segmentation – defining typical customers, e.g. geographical location, age, gender, lifestyles, attitudes
    - demand for the product/service
  - marketing objectives
  - marketing message and its purpose
  - marketing research outcome – summary of findings informing choice of marketing:
    - primary research methods
    - secondary research methods
  - selection of an appropriate marketing mix including product, price, promotion, place
  - branding
  - selection of appropriate media
  - allocation of the budget for the marketing plan
  - timelines for the plan, including monitoring milestones.

B2 Branding in the marketing plan

- Brand identity, e.g. name, logo, slogan, colour schemes, characters.
- Advantages to businesses of branding including:
  - helps business stand out
  - builds trust
  - enables business to charge a higher price
  - creates customer loyalty
  - creates consistency
  - helps launch new products.
- Disadvantages to a business of branding including:
  - expensive – design, research, graphic design
  - time-consuming – need for constant advertising and publicity
  - difficulties in changing branding
  - poor publicity can damage brand image.

B3 Justifying the marketing plan

- Criteria used to justify the marketing plan including:
  - how it fits with the business's long-term aims
  - how it helps meet marketing objectives, e.g. increasing revenues, profits, customer retention, website hits, likes
  - how far the marketing plan uses effective branding
  - how appropriate the marketing mix is for the target market, e.g. meeting their needs and interests.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore different marketing and promotional concepts		
A.P1 Explain how different marketing concepts affect a given business. **A.P2** Identify advantages and disadvantages of a range of different types of promotion.	**A.M1** Justify types of promotion and the marketing mix to be used for the given business.	**A.D1** Evaluate the success of the promotions and marketing mix used by a business.
Learning aim B: Develop a plan for the marketing of a new product		
B.P3 Produce a marketing plan for a given business that is appropriate to the target market. **B.P4** Create a brand identity for a given product. **B.P5** List the criteria used to judge the success of a marketing plan.	**B.M2** Justify the marketing plan.	**B.D2** Evaluate the importance of branding to your marketing plan.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learners will work independently to produce a written report on marketing concepts, advantages and disadvantages of promotions and the promotional and marketing mix of an organisation. Learners will independently produce a marketing plan and then produce a presentation to justify the marketing plan and branding.

Learning aim A

For Distinction standard, learners will evaluate the success of given promotions and the marketing mix used by a business. This will include at least one campaign that may be recent or historic. The promotions will cover some of the seven promotional methods. The learners will need to identify strengths of the promotions and why these have been successful. Learners might contrast these to less successful promotions and the elements that have been avoided to ensure success. Having considered the success of promotions, learners need to link this to the promotion of the given business. They learner should look at elements of the promotions that would be suitable for the given business. There may still be elements in successful adverts that would not be applicable to the given business and learners should outline why they are unsuitable. Learners should consider how the promotion fits with the other aspects of the marketing mix for that business.

For Merit standard, learners should consider the given business and choose types of promotion that would be suitable. Each promotion needs to be justified, which requires an explanation of the advantages of types they choose and reasons they are suitable for the given business. In justifying the chosen types of promotion learners may consider why alternative promotions were not selected, considering disadvantages where appropriate. Relevant considerations could be the budget or timescales. Learners will choose elements of the marketing mix that would be suitable for the given business.

For Pass standard, learners should explain a variety of marketing from the content of the unit. They should demonstrate an understanding of the concept and this should then be applied to the given business.

Learners will consider advantages and disadvantages for given promotions. These advantages and disadvantages can be theoretical or applied to the given business.

Learning aim B

For Distinction standard, learners will explain how they have used branding within the product section of the marketing mix within the marketing plan. This must identify the branding used in the marketing plan and why it was used. Learners need to cover how the branding helps the marketing plan achieve at least three of the advantages listed in the content. Learners will look at how branding in the marketing plan will help it to be successful. Disadvantages of branding may be considered in terms of how the plan avoids the potential issues.

For Merit standard, learners must use the criteria listed in M2 to justify the marketing plan that has been created. Learners should identify the long-term business aims and marketing objectives of the given business and look at how the marketing plan was designed to achieve the aims and objectives. When looking at how branding has been integrated into the marketing plan, they need to consider one way branding has been used and how this will help the marketing to be successful. The target market must be considered in terms of how appropriate the marketing mix is.

For Pass standard, learners must produce a marketing plan for the given business idea. This needs to be appropriate for the target market segment given. Market research results will be presented, and learners will need to explain what they learn from these and how they have informed the development of the marketing mix in the business plan. The marketing definition must clearly identify the segment. The opportunity to be exploited must be relevant to the given business and explained. Marketing objectives need to be set and must be relevant to the given business. When explaining the purpose of the marketing message this needs to fit with the given business. This could include the use of the primary or secondary research or both. Learners must select and explain their choice of an appropriate marketing mix. Learners only need to look at the 4Ps and will need to consider at least one activity for each. The selection of appropriate media needs to link to the context of the given business and be linked to the choice in the marketing plan. The budget must have a realistic amount allocated to each marketing activity. Precise budgets are not needed but an attempt needs to be made to allocate an appropriate budget for each activity. Timelines need to look at each of the tasks that will take place and set either the date each activity starts and finishes or the number of days it will take as appropriate. The timelines need to be realistic.

Learners will need to create a brand identity for a product and explain each element in terms of why they have chosen it. They need to generate a list of the criteria that will be used to justify the marketing mix.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 12: Consumer Rights
- Unit 19 Visual Merchandising and Display Techniques for Retail Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 5: People in Organisations

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop an understanding of the part played by people in business organisations by examining their different organisational structures, job roles and their functions. Learners will also consider their own preparation for employment and career planning.

Unit introduction

In this unit you will understand that the success of any business is largely due to the calibre of the staff who work for it. A business will strive to ensure that it has the right people in the right place at the right time to do the work to help the business achieve its objectives.

You will be introduced to the different types of organisational structures and will examine the job roles that exist within businesses. You will discover that there are important roles in any business which must be performed effectively for that business to be successful.

To effectively plan their recruitment, businesses use person specifications and job descriptions to ensure that they recruit the best people. You will produce these important documents for a given job role. Additionally, you will have the opportunity to complete a job application and participate in an interview for a specific job role. You will also consider how to prepare for employment and the necessary steps for career planning by producing your own career development plan.

Learning aims

In this unit you will:

A Explore organisational structures and job roles in business

B Plan job roles in business

C Plan and prepare for employment.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore organisational structures and job roles in business	**A1** Organisational structures **A2** Job roles and responsibilities	PowerPoint presentation analysing organisational structures and job roles/responsibilities within business organisations.
B Plan job roles in business	**B1** Recruitment and job analysis **B2** Contents of a job description **B3** Contents of a person specification	A report identifying the factors involved when planning new job roles, and production of a job description and person specification for a specific job role.
C Plan and prepare for employment	**C1** Applying for jobs **C2** The interview **C3** Personal skills audit **C4** Career development	Completion of a job application with accompanying notes outlining any other requirements. Preparation for and participation in an interview for a specific job role. Completion of a personal skills audit and a career development plan, analysing how any skills/gaps in knowledge can be further developed. Research evidence showing preparation and planning carried out for the interview and the construction of the personal career development plan.

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Content

Learning aim A: Explore organisational structures and job roles in business

A1 Organisational structures

- Different organisational structures, e.g. hierarchical, flat, matrix, functional, divisional.

A2 Job roles and responsibilities

- Directors, e.g. looking after interests of shareholders, deciding policy or strategy.
- Senior managers, e.g. motivating staff, target setting, recruitment and dismissal, allocating work, communicating, planning and decision making, problem solving.
- Supervisors or team leaders, e.g. managing staff or small teams, motivating, allocating tasks.
- Operational and support staff/assistants, e.g. day-to-day general work and administration duties.
- Impact on roles of different organisational structures.

Learning aim B: Plan job roles in business

B1 Recruitment and job analysis

- Reasons why a vacancy arises in a business, e.g. employee leaving, high staff turnover, extra work (such as growth of the business), sickness, different job roles required, maternity and paternity cover.
- Types of recruitment, including:
  - internal or external:
    - ways of recruiting staff, e.g. Jobcentres, consultants, recruitment agencies, from within the business itself, advertising
  - identifying issues with internal and external recruitment.
- Cost and legal considerations of recruitment, e.g. equal opportunities.
- Analysing the requirements of the job role (job description, person specification).
- Advertising the job role vacancy.

B2 Contents of a job description

- Title, location, description of organisation's business.
- Purpose of job, main tasks, essential and desirable requirements, lines of reporting.
- Pay and benefits, promotion prospects.
- Start date.
- Basis, e.g. full-/part-time, secondment, maternity cover, fixed-term contract.

B3 Contents of a person specification

- Attainments, e.g. qualifications, membership of professional bodies.
- Competency profiles, e.g. what the candidate should be able to do.
- Special aptitudes or skills, e.g. numeracy, problem-solving.
- Essential and desirable attributes, e.g. relevant experience and product knowledge, relevant interests.
- Disposition, e.g. leadership qualities.
- Circumstances, e.g. mobile or not.

Learning aim C: Plan and prepare for employment

C1 Applying for jobs

Requirements may include:

- application forms
- curriculum vitae (CV)
- letters of application
- pre-application tests, e.g. online psychometric tests, physical fitness test, sight test, health checks
- other requirements, e.g. copies of qualification certificates, criminal records check by the Disclosure and Barring Service (DBS).

C2 The interview

- Preparation and research into the business and the job role.
- Preparation of questions to ask, question anticipation.
- Preparing for interviews, e.g. appropriate dress, good personal hygiene, location, travel arrangements, arrive in plenty of time.
- Behaviour during the interview, e.g. displaying confidence, appropriate body language (such as maintaining eye contact), tone and clarity of voice, active listening, showing interest.

C3 Personal skills audit

- A personal audit may include an assessment of own:
  - knowledge
  - skills, e.g. technical, practical, communication, numeracy
  - interests.
- Matching knowledge and skills:
  - to job opportunities
  - for use in career planning.

C4 Career development

- Information and advice, including:
  - sources of information and advice, e.g. careers advice services, advertisements, word of mouth, careers fairs, friends and family, teachers, previous employers
  - network connections
  - employment and government agencies.
- Developing a career plan:
  - choosing between an academic or vocational pathway, e.g. full-time further or higher education, work-based learning (including NVQs and apprenticeships)
  - full- or part-time employment
  - training needs, development plans, personal targets
  - professional and career-specific qualifications, e.g. accountancy, teaching, food hygiene.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore organisational structures and job roles in business		
A.P1 Describe the different structures used within business organisations. **A.P2** Describe the key job roles and responsibilities within business organisations.	**A.M1** Compare how job roles differ in organisations with different structures.	**A.D1** Analyse the impact of organisational structure on job roles in a selected business, using appropriate examples.
Learning aim B: Plan job roles in business		
B.P3 Explain the factors a business would need to consider when planning a new job role. **B.P4** Produce a job description and a person specification for a specific job role.	**B.M2** Produce a detailed and relevant job description and person specification for a specific job role.	**B.D2** Analyse how the job description and personal specification will encourage effective recruitment.
Learning aim C: Plan and prepare for employment		
C.P5 Apply for a suitable job role and state any other requirements relevant to the job role. **C.P6** Plan for and participate in an interview for a specific job role. **C.P7** Use a personal skills audit to produce a personal career development plan.	**C.M3** Demonstrate detailed research and preparation when planning for and participating in an interview for a specific job role. **C.M4** Produce a realistic personal career development plan related to a specific job role.	**C.D3** Analyse any gaps in skills and knowledge that might require further development to apply for a specific job role and identify how these can be developed within the personal career development plan.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners should build on the work completed for A.M1, analysing the relationship between job roles, responsibilities and an organisation's structure. Learners need to understand why an organisational structure exists. It is a way of organising the workforce to ensure that the organisation's aims and objectives are met. This will allow learners to analyse the importance of job roles within the structure and the responsibilities that are performed. The structure, if organised correctly, allows each job role to achieve its objectives in a cost-effective manner. Learners need to use examples to explain their analysis, which can be drawn from the organisations studied in A.P2 or from any other relevant sources.

For Merit standard, learners should build on the work they completed for A.P1, comparing the main job roles and responsibilities in two selected organisations. They should use contrasting organisations with different structures. They must compare the main job roles and functional responsibilities in the two organisations and explain how these may differ within the two structures. For example, a team leader or department supervisor in a small supermarket with a functional structure may perform a very different role than a team leader in a large manufacturing organisation with a matrix, flat structure based on self-managing teams. Learners should understand that although individuals in different organisations within different structures may have similar titles, their job roles and functions may be very different. It is recommended that learners choose at least one small organisation with a simple organisational structure to facilitate comparisons with a larger organisation with a more complex structure.

For Pass standard, learners need to describe and give examples of the different structures listed in the unit content under A1. Learners also need to select two contrasting organisations and describe the main job roles and responsibilities within them. Learners should be encouraged to approach an organisation directly, or a guest speaker could be used by the school/college to help learners understand roles and responsibilities, using real examples.

Learning aim B

For Distinction standard, learners should develop their evidence from B.P3 by analysing how and why the documents they have produced can be used when recruiting for a job role to help with effective recruitment.

For Merit standard, learners will build on the work they completed for B.P4, making their basic job description and person specification more detailed and relevant. The work here needs to be comprehensive and professional. The documents should be word processed and should be detailed enough to enable an interviewer to plan interview questions.

For Pass standard, learners need to outline the potential reasons why business organisations may need to recruit for job roles and explain the other factors in B1 which an organisation would need to consider when preparing for a new job role. Learners will show they understand the difference between internal and external recruitment. They will need to produce a job description and a person specification for a job that they may be given to research or one of their own choice, such as their existing part-time job. Learners should research the job in as much detail as possible, perhaps by arranging discussions with the line manager and other people in the organisation to ensure a job description and person specification can be produced.

Learning aim C

For Distinction standard, learners will use the job description and person specification provided and analyse gaps in their knowledge and skills that might require further training or development for the role for which they are applying. This will demonstrate their ability to understand in detail the knowledge and skills required, together with the ability to be objective about their current level of knowledge and skills. They will show evidence of research in relation to the skills they feel they need to develop.

Learners need to evaluate the suitability of their career development plan and update/improve the plan where appropriate to indicate areas of development. This should include identifying possible alternative courses of action to achieve the outcomes set out on the career development plan. Learners will show a clear understanding of the skills that require development to achieve the outcomes set out in the career development plan. There will be evidence of research which could include further qualifications/courses that could help them achieve the required skills/knowledge for their proposed career path.

For Merit standard, learners need to demonstrate detailed research and preparation in their notes for an interview for a specific job role. The suggested responses to questions will be detailed and will demonstrate research of the business and the role. Learners will fully consider all aspects of the unit content and will link their preparation to the specific job role. They will demonstrate confidence when participating in the interview process and will use their research effectively throughout the process. The career plan presented will be detailed and will show evidence of the learner's individual research and planning in relation to the selected career path. A source of evidence list should be included to demonstrate the research undertaken in relation to the stated career path.

For Pass standard, learners will produce a curriculum vitae (CV), a letter of application or a complete application form for a specific job role. Teachers may give learners an application form to use. Learners will need to consider all aspects of planning for an interview outlined in the unit content and participate in an actual interview for a selected job role. The interview may be carried out by the teacher or other learners within the group. Learners will use the experience of their interview to produce a personal skills audit and personal career development plan, setting out expected aims/ambitions. Learners can develop their own template for the skills audit/career plan, or a template can be provided by the teacher. The career development plan should cover five years as a minimum, outlining short-term and long-term targets for the identified career path.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Business Organisations
- Unit 8: Training and Employment in Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- business material as exemplars.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills relating to recruitment and personal career planning. Learners will develop their communication skills by participating in a mock interview and be able to consider development points in relation to future employability.

Unit 6: Using Office Equipment to Provide Business Support

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will understand the purpose and types of support required in a business, and to develop their skills by carrying out practical activities using office equipment safely and organising and supporting a meeting.

Unit introduction

All businesses require a range of support functions. Large organisations often have separate departments to carry out support tasks such as reception, printing services, and diary and file management. Smaller organisations may just have one role which covers all the support functions required. This unit introduces you to the overarching purpose of providing business support, irrespective of the size of the organisation concerned. You will investigate a range of office equipment and its purpose, and demonstrate how to use the equipment safely.

You will also develop your skills in organising and providing support for meetings. This will include preparatory work such as booking the venue and equipment, sending information to attendees and organising resources. You will develop practical skills in the support tasks required during a meeting, including setting up the meeting room, meeting health and safety requirements, assisting delegates and taking accurate records.

Learning aims

In this unit you will:

A Explore how office equipment and systems support business

B Be able to carry out office work safely

C Be able to organise and provide support for meetings.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how office equipment and systems support business	**A1** Purpose and types of support **A2** Office equipment and systems to meet different requirements	Learners prepare a booklet on the different equipment and systems used in their college, their purposes, and how they support the organisation and departments.
B Be able to carry out office work safely	**B1** Office equipment **B2** Processing, retrieving and archiving information **B3** Working safely	Learners help in the college office or use any part-time job/placement opportunities to demonstrate their practical skills.
C Be able to organise and provide support for meetings	**C1** Types of meeting **C2** Organising meeting **C3** Supporting meeting **C4** Meeting follow-up	Learners use the opportunity for holding a meeting to discuss/select social/charitable events.

Content

Learning aim A: Explore how office equipment and systems support business

A1 Purpose and types of support

- Purpose:
  - to provide effective service to internal departments and external customers
  - to ensure consistency and make effective use of time.
- Types:
  - dealing with visitors
  - managing diaries and telephone systems
  - producing documents
  - processing and storing information both manually and electronically
  - organising and supporting meetings.

A2 Office equipment and systems to meet different requirements

- Electronic and manual equipment:
  - computer, photocopier, scanner, printer, telephonic equipment, data projector, franking machine
  - hole punch, binder, guillotine, stapler.
- Office systems:
  - diary systems: paper, electronic
  - telephone systems: making and receiving calls, forwarding calls, taking accurate messages
  - email: etiquette, using functions correctly and appropriately, features of email software, risks and security issues.

Learning aim B: Be able to carry out office work safely

B1 Office equipment

- Using electronic and manual equipment and office systems:
  - features and functions of the different equipment and systems
  - order of doing things
  - following guidance on equipment
  - knowing where to find information about equipment and systems
  - minimising waste
  - awareness of recycling
  - instruction manuals
  - training in usage
  - using initiative in solving problems that arise.

B2 Processing, retrieving and archiving information

- Using information:
  - information required
  - security, passwords, levels of access, setting up separate accounts, awareness of viruses, worms and spyware
  - legislation issues
  - procedures for locating or retrieving information
  - format for providing information

- agreed timescales
- confirming/identifying information for archiving
- retrieval from archive.

B3 Working safely

- Health and safety issues when using office equipment:
  - following instructions
  - proper use of equipment
  - seating
  - posture
  - safe lifting techniques
  - identification of hazards
  - identification of hazardous materials
  - disposal of hazardous materials.

Learning aim C: Be able to organise and provide support for meetings

C1 Types of meeting

- Size, internal, external, formal, informal, confidential.

C2 Organising meeting

- Meeting checklist.
- Meeting brief and agenda.
- Checking dates.
- Confirming budget.
- Choosing and booking venue.
- Arranging catering, equipment and resources.
- Inviting people to attend and all relevant information they will require.
- Confirming attendance of attendees and keeping a record.
- Identifying any special requirements.

C3 Supporting meeting

- Checking room layout.
- Checking equipment working.
- Documentation for attendees: agenda and papers.
- Attendance list.
- Attending the meeting.
- Taking accurate minutes of meeting.
- Serving refreshments.

C4 Meeting follow-up

- Clearing venue.
- Preparing an accurate list of those present.
- Apologies for absence.
- Agreeing minutes of last meeting if appropriate.
- Writing minutes following meeting.
- Action points.
- Circulating record to attendees within agreed timescales.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how office equipment and systems support business		
A.P1 Describe the types and purposes of business support. **A.P2** Describe the use of office equipment to meet different business requirements.	**A.M1** Explain procedures for using different types of office equipment and systems.	
Learning aim B: Be able to carry out office work safely		
B.P3 Demonstrate accurate processing, retrieving and archiving of information. **B.P4** Operate an electronic diary system appropriately for business purposes. **B.P5** Demonstrate using additional/different office equipment safely.	**B.M2** Explain the appropriate uses of office equipment types, features and functions to safely suit different business purposes.	**AB.D1** Evaluate the importance of having procedures for safely using office equipment and systems when providing business and administration support.
Learning aim C: Be able to organise and provide support for meetings		
C.P6 Draw up a checklist for a meeting. **C.P7** Produce the documents required to organise, support and follow up a meeting. **C.P8** Attend the meeting.	**C.M3** Assess the organisation, role and support you provided for the meeting.	**C.D2** Evaluate the way the meeting was organised and supported, making recommendations for improvements.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, AB.D1)

Learning aim: C (C.P6, C.P7, C.P8, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of office equipment and systems to practise and develop their business skills. This may be in the form of a model office comprising a desk, telephone, computer and printer, photocopier and mail trays. The more specialist types of equipment, for example scanners, franking machines, may well be available in the centre's administration office or through a visit to a local business.

Visits to businesses will be essential for the delivery of this unit so that learners can investigate how the work area is organised and the types of equipment used to support activities, especially regarding meetings. Therefore, centres should develop links with local businesses.

Essential information for assessment decisions

The primary format for this unit should be practical delivery, giving learners opportunities for experiential learning wherever possible. Therefore, opportunities for practical work are essential. However, teachers also need to establish a platform of knowledge enabling learners to understand the purpose of providing business support.

Learning aims A and B

For Distinction standard, learners will build on their work presented for the Pass and Merit criteria. They will also prepare an individual evaluation of the importance of procedures for safely using equipment and systems. Examples will be necessary, and they will evaluate their own experiences in using different equipment and systems as required by the Pass and Merit criteria. The advantages and disadvantages of procedures must be included together with a conclusion.

For Merit standard, learners will build on their work presented for the Pass criteria. They will additionally be able to explain procedures for using two selected types of office equipment and two different systems, and the appropriate uses of office equipment types, features and functions to safely suit different business purposes.

For Pass standard, learners will be able to individually describe and demonstrate the subject matter of all the Pass criteria. This must include for learning aim B use of at least four types of electronic/manual equipment and two systems from the learning aim A unit content.

Learning aim C

For Distinction standard, learners will build on their work presented for the Pass and Merit criteria. They will also be able to provide an individual evaluation of the meeting, its organisation, documentation and materials, making personal recommendations for improvements supported by a justification and examples.

For Merit standard, learners will build on their work presented for the Pass criteria, additionally assessing the organisation, role and support they individually provided for the meeting, supported by examples.

For Pass standard, learners will be able to individually describe and demonstrate the subject matter of the three Pass criteria.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Business Purposes
- Unit 2: Business Organisations
- Unit 5: People in Organisations.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop practical business and administrative skills.

Unit 7: Communication in Business Contexts

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop their verbal, non-verbal and written communication skills and will understand the purpose of communication in the workplace.

Unit introduction

The day-to-day operations in any organisation require clear verbal, non-verbal and written communication among its workforce at all levels. If verbal or written instructions are not clear or if messages are misunderstood, the impact on the business is likely to be negative. Businesses rely extensively on the ability of managers and staff to produce accurate, consistent and well-presented written communications. A business needs to have effective systems of written communication in place to ensure that the correct messages are conveyed to its staff, customers, suppliers and other stakeholders, both internally and externally. Good written communications will impact positively on the image that the business projects externally. Conversely, the image of a business will suffer from adverse publicity arising from inaccurate or poorly written communication with external stakeholders.

In this unit you will develop your knowledge of good verbal, non-verbal and written communication in the workplace. You will practise and develop the skills of verbal and non-verbal communication in different business contexts. You will develop your knowledge and understanding of the most appropriate forms of written communication for conveying messages to an internal audience and to external stakeholders and the public. Some written communication in any business will be confidential. This unit will develop the your to meet the requirements of confidentiality in written documentation.

You will also develop and practise the skills needed to produce business communications for a variety of purposes. Developing good written communication skills will help you to function more effectively both in your studies and eventually in your chosen role at work.

Learning aims

In this unit you will:

A Know the purpose of effective communication in business contexts

B Produce appropriate business documents for communication in business contexts

C Use verbal and non-verbal communication skills in business contexts.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the purpose of effective communication in business contexts	**A1** Purposes and formats of different types of business documents **A2** Purposes and methods of verbal and non-verbal communication **A3** Communicating effectively in different business contexts	Learners could create a presentation, report or set of leaflets describing the purposes of verbal and non-verbal communication skills, and different types and formats of business documents used in business contexts. They will produce two business documents that meet the needs of the audience, describing the factors they had to consider and the steps involved in their production.
B Produce appropriate business documents for communication in business contexts	**B1** Factors to consider when producing business documents **B2** Steps involved in producing business documents **B3** Evaluating own business documents/ written communication skills	
C Use verbal and non-verbal communication skills in business contexts	**C1** Verbal communication skills in a one-to-one business context **C2** Verbal communication skills in a group business context **C3** Non-verbal communication skills in a one-to-one and group business context **C4** Evaluating own verbal and non-verbal communication skills	Learners will take part in a one-to-one and a group role play in which they demonstrate good verbal and non-verbal communication skills. They will reflect on their own skills and recommend which need to be improved.

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Content

Learning aim A: Know the purpose of effective communication in business contexts

A1 Purposes and formats of different types of business documents

- Purpose, including to inform, to confirm, to promote, to make a request, to instruct.
- Formats, e.g. handwritten, electronic, word processed, text, virtual.
- Types of business documents, e.g. letters, memos, emails, notices, agendas, minutes, purchase orders, invoices, organisation charts, flow charts, flyers, press releases, mail shots.
- Impact of both effective and ineffective written communication in business.
- Confidentiality.

A2 Purposes and methods of verbal and non-verbal communication

- Purposes:
  - verbal including sharing/giving information, seeking clarification, asking questions (open and closed questions) to gain information, influencing and persuading others, creating a good impression
  - non-verbal including welcoming visitors, confirmation of understanding, showing interest, creating a good impression.
- Methods, including:
  - formal
  - informal
  - verbal
  - non-verbal.

A3 Communicating effectively in different business contexts

- Using appropriate verbal communication skills effectively and professionally, including:
  - speaking clearly and concisely
  - listening to and understanding instructions given verbally
  - making notes
  - seeking clarification where appropriate.
- Using appropriate non-verbal communication skills effectively and professionally, including eye contact, body language, gestures, facial expressions, posture.
- Creating a good impression.

Learning aim B: Produce appropriate business documents for communication in business contexts

B1 Factors to consider when producing business documents

- The needs of the audience, e.g. line manager, colleague, customer.
- Clarity of language, e.g. fog index, crystal mark for clarity.
- Using relevant technical language, graphical information and conventions, avoiding jargon.
- Meeting deadlines.

- Keeping accurate and complete records of internal conversations, meetings and/or agreed actions.
- Auditable, e.g. copies and evidence requirements.
- Confidentiality.

B2 Steps involved in producing business documents

- Entering, editing and formatting text including:
  - different formats and styles, e.g. appropriate fonts, headings, images, pagination, document headers and footers
  - standard/appropriate layouts – following house style, using templates.
- Drafting and redrafting to ensure accuracy, legibility and consistency.
- Proofreading.

B3 Evaluating own business documents/written communication skills

- Identifying strengths and weaknesses.
- Seeking feedback from others, e.g. teachers, peers, employers, parents.
- Drawing conclusions and making recommendations for future development and progression opportunities.
- Identifying development opportunities.

Learning aim C: Use verbal and non-verbal communication skills in business contexts

C1 Verbal communication skills in a one-to-one business context

- Asking relevant questions.
- Giving information.
- Listening to and understanding verbal instructions.
- Interpreting instructions and task requirements correctly.

C2 Verbal communication skills in a group business context

- Listening and responding appropriately to others.
- Making positive and relevant suggestions.
- Seeking clarification and confirming understanding.
- Being tactful.
- Moving discussions forward.
- Following allocated role, e.g. chair/lead, note/minute-taker, participant, guest speaker.

C3 Non-verbal communication skills in a one-to-one and group business context

- Use of appropriate eye contact and gestures.
- Open body language.
- Facial expressions, e.g. smiling.
- Posture.
- Empathy, e.g. reading other people's body language.
- Being alert.

C4 Evaluating own verbal and non-verbal communication skills

- Identifying strengths and weaknesses.
- Seeking feedback from others, e.g. teachers, peers, employers, parents.
- Drawing conclusions and making recommendations for future development and progression opportunities.
- Identifying development opportunities, including:
  - role play
  - presentations
  - group discussions
  - training events.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Know the purpose of effective communication in business contexts</td><td rowspan="4">AB.D1 Justify the suitability and format of the different types of business documents produced in ensuring effective communication with the intended audience.</td></tr>
<tr><td>A.P1 Describe the purpose of verbal and non-verbal business communication in a business context.
A.P2 Describe the purpose and formats of two different types of business documents in a selected business.
A.P3 Explain the impact of effective written communication in a business context.</td><td>A.M1 Assess how verbal and non-verbal communication and different types of business documents lead to effective communication in different business contexts.</td></tr>
<tr><td colspan="2">Learning aim B: Produce appropriate business documents for communication in business contexts</td></tr>
<tr><td>B.P4 Explain the factors that influence the production of documents for a selected business.
B.P5 Produce two business documents for a selected business considering different, factors and steps involved.</td><td>B.M2 Assess the suitability of the documents produced in meeting the needs of the intended audience.</td></tr>
<tr><td colspan="2">Learning aim C: Use verbal and non-verbal communication skills in business contexts</td><td rowspan="2">C.D2 Evaluate own verbal and non-verbal skills used in one-to-one and group business contexts and recommend improvements.</td></tr>
<tr><td>C.P6 Use verbal and non-verbal communication skills in a one-to-one business context.
C.P7 Use verbal and non-verbal communication skills in a group business context.</td><td>C.M3 Assess the effectiveness of own verbal and non-verbal communication skills used in a one-to-one business context.
C.M4 Assess the effectiveness of own verbal and non-verbal communication skills used in a group business context.</td></tr>
</table>

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, B.P5, A.M1, B.M2, AB.D1)

Learning aim: C (C.P6, C.P7, C.M3, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

There are no specific requirements for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must justify the suitability and format of the types of business documents produced for the Pass standard in ensuring effective communication to the intended audience. Learners should include the positive impact of producing effective written communication and the consequence of producing ineffective written communication.

For Merit standard, learners will assess how verbal and non-verbal communication and different types of business documents can lead to effective communication in different business contexts. They should use contrasting contexts, for example to communicate with a customer, a manager, or a colleague. Learners must also assess the suitability of the two documents produced for the Pass standard in meeting the different needs of the intended audience. For example, the language and format used on a customer letter would differ from that used for a staff poster.

For Pass standard, learners must describe the purpose of verbal and non-verbal communication in a business context. For example, a staff training context could be used where the learner describes the purpose of the non-verbal and verbal communication skills used. Learners must also describe the purpose and formats of two different types of business documents in a business context, explaining the impact of effective written communication. Two different types of business document, with appropriate formats, should be produced that meet different purposes for a selected business. For example, the business may be small, local company that needs to produce a letter in reply to a customer complaint. The business may also need a notice for the staff bulletin board advertising a staff social event. The documents must be fit for purpose. Learners should describe the factors that they had to consider when producing the two different documents and the steps they took to produce the documents. The importance of confidentiality when communicating verbally and when using written communication should be included.

Learning aim C

For Distinction standard, learners must evaluate their use of verbal and non-verbal communication skills when participating in the Pass standard role plays. They should identify their own strengths and weaknesses and draw conclusions. The conclusions must include recommendations of how they can develop their skills further, using their self-reflection and feedback from peers, teacher or assessor.

For Merit standard, learners must reflect on the verbal and non-verbal communication skills they used during the Pass standard role plays. They must consider how effectively they used the skills and how this had an impact on the business context. For example, if their skills were effective in a customer service situation, was the customer satisfied with the service?

For Pass standard, learners must demonstrate effective verbal and non-verbal communication skills in a one-to-one and a group business context. They will take part in role-play scenarios, with the evidence video recorded and supported with a witness statement. Role plays can take place in a face-to-face situation or using online methods; however, the learner must be visible in the recording as non-verbal communication is being demonstrated. The scenarios must be in different business contexts, for example taking part in a one-to-one customer service situation and a staff meeting as a group. Written feedback from peers and the teacher or assessor should be provided to allow learners to develop their skills.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Business Purposes
- Unit 2: Business Organisations
- Unit 5: People in Organisations
- Unit 6: Using Office Equipment to Provide Business Support
- Unit 8: Training and Employment in Business
- Unit 9: Personal Selling in Business
- Unit 10: Customer Relations in Business
- Unit 11: Business Online
- Unit 15: Starting a Small Business
- Unit 16: Working in Teams
- Unit 27: Working in a Contact Centre.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- business documents as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop verbal and non-verbal communication skills necessary for the workplace.

Unit 8: Training and Employment in Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop an understanding of the various rights and responsibilities that both employers and employees possess and the importance and benefit of motivation and training to encourage job satisfaction for employees and organisational success.

Unit introduction

People are at the heart of every successful business organisation, whether it operates on a local, national or international level. It is the people within business organisations that drive ideas, innovations and creativity to improve and enhance the achievement of business goals and objectives. People are valuable assets to organisations, and it is vital that they achieve job satisfaction and motivation in order to continue to support their employer and business organisation as a whole. But motivated employees require more than just recognition, they need training, teamwork and regular reviews to ensure ongoing retention.

This unit develops your understanding of employee and employer rights and responsibilities and the impact that these have on business success. You will develop your knowledge of the importance of job satisfaction and effective team working within all business organisations, and research motivational factors and theory for employee retention and engagement while identifying effective methods of motivating people. You will explore different methods of performance appraisals and their strengths in motivating and supporting employees, while developing an understanding of the importance of training and development for employees and for the employer.

This unit will give you the knowledge and understanding for progression into employment, for example in human resources or management, or to progress into higher-level education.

Learning aims

In this unit you will:

A Know the rights and responsibilities of the employee and employer

B Understand how employees can be motivated

C Understand the importance of training and performance reviews.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the rights and responsibilities of the employee and employer	**A1** Statutory rights **A2** Employee responsibilities **A3** Employer rights **A4** Employer responsibilities	A report exploring the employment rights and responsibilities and their influence on employers', employees' and organisations' success.
B Understand how employees can be motivated	**B1** Motivation **B2** Reward systems **B3** Impact of motivation **B4** Impact of team working	A presentation exploring the importance of training, performance reviews and teamwork for the motivation of employees within business organisations.
C Understand the importance of training and performance reviews	**C1** Training **C2** Purpose of training **C3** Benefits of training **C4** Performance appraisal **C5** Impact of appraisal	

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Content

Learning aim A: Know the rights and responsibilities of the employee and employer

A1 Statutory rights

- Contracts of employment.
- Holiday entitlement.
- Salary/payment.
- Rest breaks.
- Legal working hours.
- Anti-discrimination legislation.
- Safe working environment.
- Equality of opportunity.

A2 Employee responsibilities

- Uphold business aims and objectives.
- Follow business rules and regulations.
- Adhere to contractual terms.
- Respect company property.
- Keep employer informed of changes.

A3 Employer rights

- Implement business aims and objectives.
- Set and implement procedures and policies.
- Carry out disciplinary procedures.
- Set conditions of service.
- Set working times, breaks and holiday periods.
- Agree appropriate use of company resources.
- Reprimand poor employee performance or behaviour.
- Implement grievance procedures.

A4 Employer responsibilities

- Uphold employment law and codes of practice.
- Adhere to governmental guidance and EU directives.
- Duty of care to employees.
- Uphold employees' contracts.
- Uphold health and safety in the workplace.
- Meet and uphold legislation.
- Provide procedures to protect relationships with employees.
- Provide insurances to protect staff.
- Offer training and development opportunities.
- Offer review and performance appraisal.

Learning aim B: Understand how employees can be motivated

B1 Motivation

- Theories of motivation, e.g. Maslow, F. Herzberg.
- Internal motivation.
- External motivation.

B2 Reward systems

- Financial reward.
- Non-financial reward.
- Performance-related reward.
- Pension schemes.
- Flexible working.
- Company vehicles.
- Discount schemes.

B3 Impact of motivation

- Improved performance.
- Improved working practices.
- Reduced staff turnover.
- Improved working environment/culture.
- Greater team working and relationship building.
- Organisational growth and development.
- Positive organisational image and reputation.

B4 Impact of team working

- Contribution to organisational success.
- Attainment of team objectives.
- Empowerment of employees.
- Improved innovation and collaboration.
- Knowledge sharing.
- Improved decision making.
- Reduced employee absence.

Learning aim C: Understand the importance of training and performance reviews

C1 Training

- The development of skills, knowledge and competencies as a result of teaching.
- Types:
  - internal/in-house training, e.g. induction, coaching, mentoring
  - external training, e.g. professional courses, vocational qualifications, workshops
  - online training, e.g. live webinars, online assessments, e-learning.

C2 Purpose of training

- To meet legal requirements, e.g. health and safety.
- Induction and initial training.
- Upskill and multiskilling of employees.
- To enhance human resource management.
- To improve employee satisfaction.
- Updating skills in line with industry or trends.
- Financial implications, e.g. improved performance, less staff turnover.
- Ethical considerations, e.g. it is morally right to train people.

C3 Benefits of training

- Increased productivity.
- Improved motivation and job satisfaction.
- Improved performance.
- Higher staff morale.
- Improved staff retention.
- Higher skill level of employees.

C4 Performance appraisal

- Regular assessment of work performance.
- Line manager responsibility.
- Mutual agreement of objectives.
- Periodic review of progress.
- Performance-related reward.

C5 Impact of appraisal

- Identifies training needs.
- Identifies problems and concerns.
- Improves communication.
- Provides evidence for promotion or dismissal.
- Supports performance-related reward.
- Improves workplace relationships.
- Supports improved employee motivation.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="3">Learning aim A: Know the rights and responsibilities of the employee and employer</td></tr>
<tr><td>A.P1 Outline the rights and responsibilities of employers in a chosen business organisation.
A.P2 Outline the rights and responsibilities of employees in a chosen business organisation.</td><td>A.M1 Explain the rights and responsibilities of employers and employees within a chosen business organisation.</td><td>A.D1 Evaluate the importance of employee and employer rights and responsibilities in the success of a chosen business organisation.</td></tr>
<tr><td colspan="2">Learning aim B: Understand how employees can be motivated</td><td rowspan="3">BC.D2 Evaluate the importance of training, performance reviews and teamwork for employee motivation and success in one business organisation.</td></tr>
<tr><td>B.P3 Describe how employees can be motivated within the workplace.
B.P4 Outline the importance of teamwork in the workplace.</td><td>B.M2 Analyse the influence of team working and reward systems in improving employee motivation.</td></tr>
<tr><td colspan="2">Learning aim C: Understand the importance of training and performance reviews</td></tr>
<tr><td>C.P5 Outline the reasons business organisations would offer training to their employees.
C.P6 Outline the reasons business organisations would carry out performance reviews with employees.</td><td>C.M3 Explain the purpose and impact of training and performance reviews on the success of business organisations.</td></tr>
</table>

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit learners must have access to a suitable business teaching environment with access to the internet for research. Teachers may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information across a range of business types and sectors. Government agencies can also supply materials.

Learners can generate evidence from a work placement or from work experience. Some learners may have access to information from family-owned and family-run businesses.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will thoroughly explore the rights, responsibilities and legal regulations that impact business organisations, taking into account those that apply directly to employers and employees. Learners will cover the rights and responsibilities of employees and how these contrast and align with those of the employer. They will draw conclusions on how business success is influenced by employee rights and responsibilities, evaluating the positive and negative effects that these can create. Learners will be able to expand on their analysis through vocational application to a chosen organisation and be able to form judgements on the importance of employment rights and responsibilities within a selected business organisation.

For Merit standard, learners will explore in detail the rights and responsibilities of employers and employees within a chosen business organisation. Using research, learners will apply their knowledge of governmental and international legislation to offer a full exploration of statutory and non-statutory employee rights and how these relate to their responsibilities and those of the employer. They will provide a detailed overview of employer rights and how these are affected by legal regulations. Learners will form vocationally relevant links between their findings and a selected business organisation and make reference to these throughout their exploration.

For Pass standard, learners will carry out research into the rights and responsibilities of employees and employers within a selected organisation, taking into account governmental and international legislation. Through research, learners will be able to make clear reference to the rights of employees and clearly differentiate between those which are statutory and non-statutory rights, linking these to the responsibilities of employees within the workplace. Learners will explore regulations which establish the responsibilities of employers and how these align to employer rights within a chosen business organisation.

Learning aims B and C

For Distinction standard, learners will undertake thorough research into the impacts of motivation on organisational success and development with references to motivational theory. Learners will explore the motivational methods used within business organisations and how these link to training, performance appraisal and reward systems in order to draw conclusions as to their importance to the development of employee motivation. Learners will provide a comprehensive analysis of the relationship between key motivational factors, reward and recognition within business organisations and will be able to effectively draw conclusions about the importance of training and performance review on their success.

For Merit standard, learners will carry out research into motivation and motivational theory to identify links to teamwork, performance reviews and training within business organisations. Learners will be able to explain the influence that motivational methods have on achieving employee motivation and improving job satisfaction and will link these to form appropriate benefits for business success and employees. Learners will cover in detail the use and methods of reward systems and their influence on motivation and will thoroughly explore the purpose and impact that performance review and training have on reward and recognition within business organisations.

For Pass standard, learners will explore ways in which employees can be motivated within business organisations, making reference to methods of motivation and the effect they can have on employees. Learners will consider the importance of teamwork within the workplace and highlight how this contributes to employee motivation. They will select a range of reasons that businesses carry out performance reviews and provide training to employees, making reference to how these can affect business performance and motivation.

Links to other units and curriculum subjects

This unit links to:

- Unit 16: Working in Teams.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop essential digital skills, research skills and communication skills necessary for employment.

Unit 9: Personal Selling in Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will investigate the role and importance of personal selling activities and also learn how to develop and use personal selling skills to make sales to customers.

Unit introduction

Businesses are reliant on the people selling goods and services in person and, in doing so, promoting the business and its purpose. Sales staff need to have good knowledge of the products or services so that they can give customers any relevant information that may influence the purchasing decision. Good salespeople offer advice, information and recommendations and they can also help the buyer save money and time during the process. The selling process attempts to inform and educate prospective customers and to persuade them to purchase. Sales staff are governed by a number of rules and regulations which range from the national legal framework to an organisation's own policies. These can often change; therefore, it is important to have current and up- to-date understanding of these. If you are involved in personal selling, you will need good knowledge of customers' rights and your obligations as a seller.

Successful selling will meet the needs and expectations of customers, while also meeting the organisation's business objectives. In order to achieve this, sales staff need a combination of excellent communication and interpersonal skills, product knowledge and customer awareness.

This unit will introduce you to the different methods and processes of selling. It will develop techniques to sell successfully and apply them in different situations. You will have a chance to put personal selling skills into practice through real or realistic settings.

Learning aims

In this unit you will:

A Understand the role of sales staff

B Demonstrate personal selling skills and processes.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the role of sales staff	**A1** Functions of sales staff **A2** Skills of sales staff **A3** Knowledge of sales staff **A4** The process of personal selling	A report or presentation on the roles of sales staff and their functions, selling skills and knowledge in a selected business. Case studies can be used or links with local businesses.
B Demonstrate personal selling skills and processes	**B1** Personal selling skills **B2** The process of selling	Learners can adopt role-play scenarios or other practical experiences, including a work placement or evidence from a job, where they are able to demonstrate the planning of and execution of personal selling skills and processes.

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Content

Learning aim A: Understand the role of sales staff

A1 Functions of sales staff

- Selling (goods, services, product surround).
- Providing information.
- Developing customer care.
- Representing the organisation.
- Promoting the product/service.
- Gathering feedback.

A2 Skills of sales staff

- Understanding potential customers, e.g. diversity, disability, ethnicity, age.
- Sales preparation techniques, e.g. appearance, subject knowledge, communications skills.
- Sales techniques, e.g. cold calling, face-to-face, drop-in visits, telemarketing, digital methods.
- Closing a sale, e.g. techniques, timing.

A3 Knowledge of sales staff

- Product knowledge, e.g. sizes, functions, colours, capability, compatibility.
- Sales motivation, e.g. bonuses, discounts, benefits, targets.
- Legislation affecting personal selling, e.g. price matching, discounting, guarantees, after-sales service, customer care, dealing with problems and complaints.
- Organisational policies, e.g. price matching, discounting, guarantees, after-sales service, customer care.
- Reflective practice, e.g. Gibbs, cycle of reflection.

A4 The process of personal selling

- Establishing customer requirements.
- Matching goods/services to customer requirements.
- Developing customer care and building relationships.
- Gathering feedback.
- First point of contact.
- Promoting the product by informing, reminding and/or persuading.

Learning aim B: Demonstrate personal selling skills and processes

B1 Personal selling skills

- Preparing for the sales process, including researching appropriate product knowledge, identifying features and benefits of products and knowing how to present this information to customers.
- Maintaining an appropriate appearance, e.g. personal hygiene, dress.
- Maintaining an appropriate attitude, e.g. manners, courtesy, consideration, language, positivity.
- Communicating with customers, e.g. spoken, written, listening, non-verbal, face-to-face, eye contact, remote, online, knowing limits of authority, answering routine questions.

- Using different types of communication with customers, e.g. greetings, introductions, attracting customers' attention and interest, identifying and meeting customers' needs, presenting products and product information.
- Sales motivation.
- Closing techniques, e.g. direct close, silent close, alternative close, presumptive close.
- Preparing the sales area, including complying with relevant health and safety legislation.

B2 The process of selling

- Initiate, make, close.
- Overcoming barriers to closing the sale, e.g. reinforcing features and benefits, adapting behaviour to audience requirements, showing respect for customers, understanding and empathising with customer views.
- Handling complaints.
- Repeat sales.
- Up-selling.
- Customer care and after-sales service, e.g. delivery, warranty, satisfaction, follow-up, feedback, recording information, e.g. sales, payments, customer information.
- Liaison with other departments, e.g. customer collection, despatch, accounts, service.

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Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the role of sales staff		
A.P1 Explore the functions of sales staff in a selected business. **A.P2** Describe the sales skills required by sales staff in a selected business. **A.P3** Describe the knowledge needed to sell products in a selected business.	**A.M1** Analyse the role of sales staff and the sales techniques used in a selected business. **A.M2** Explain the importance of complying with the legal requirements for customer care in a selected business.	**A.D1** Assess the effectiveness of sales skills and knowledge used by sales staff in a selected business.
Learning aim B: Demonstrate personal selling skills and processes		
B.P4 Demonstrate preparation of skills required to make personal sales in different situations. **B.P5** Demonstrate the process of selling skills to make sales in different situations.	**B.M3** Compare the selling skills and processes used in different situations.	**B.D2** Evaluate the preparation skills and processes used in selling situations.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.M3, B.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a business to investigate for assessment criteria A.M1 and A.D1. It is advised that they choose a business where they can observe the sales staff's selling skills. The chosen business can be of any size. Learners should observe how the sales staff in that business conduct their sales and the different skills and knowledge of the sales staff. This will support learning aim B where they are required to demonstrate their own skills.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners are required to assess the effectiveness of the sales skills and knowledge used by sales staff in a selected business. Learners must provide a balanced viewpoint with justification of how successful the skills and knowledge of sales staff are within the selected business. Learners will need to reach a conclusion on how effective they feel the sales staff have been.

For Merit standard, learners are required to choose a business to investigate the different selling techniques, to analyse the role of the sales staff and the techniques they have used. They will need to develop their existing work to consider the contribution that the sales staff make towards the sales department. Learners must cover the relevant and current legal requirements by explaining the importance of complying with these, with a focus on customer care for their chosen business. It is not necessary to cover all legal requirements, just those that relate to their selected business.

For Pass standard, learners are required to describe the different functions of the role of sales staff. They will then need to describe the different skills and techniques in two different hypothetical or work experience-based scenarios. Learners must include comprehensive descriptions of the knowledge and skills required by sales staff, including legislative and organisational procedures and policies that affect them. The broad principles need to be understood but not all of the details of current legislation.

Learning aim B

For Distinction standard, learners must use reflective practice to evaluate the preparation, skills and processes used in the different situations to execute their sales. Feedback from customers and witness testimonies can be used in support of the evaluation. Learners must go beyond simply stating a judgement and include balanced justification of how they performed, drawing on all the evidence gathered to make their judgement on how successful they were. They should consider the skills used in the situations. Learners should then make recommendations on what they could do to improve their personal selling skills and explain how this can help improve their success.

For Merit standard, learners must compare the similarities and differences between the selling skills and processes used in two different types of selling situations. Contrasting situations can be used as it may be more helpful for learners to be able to compare.

For Pass standard, learners must demonstrate preparation skills such as maintaining an appropriate appearance and having an appropriate attitude. Learners should practices the necessary techniques to elicit information from customers to close a sale before the assessed activity, for example evidence of knowledge preparation before the product sale. Learners must demonstrate different selling skills in a role-play activity or in a workplace or work experience environment. Different types of scenarios or environments can be used to cover all the different types of skills and processes listed in the unit content.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: The Marketing Plan
- Unit 10: Customer Relations in Business
- Unit 15: Starting a Small Business
- Unit 18: Promoting and Branding in Retail Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with local retail businesses
- guest speakers
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, planning and communication skills.

Unit 10: Customer Relations in Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will understand the importance of offering a high level of customer service in an increasingly competitive world.

Unit introduction

Customer relations are at the heart of every business. Every business has a purpose which eventually leads, directly or indirectly, to customers. They may be purchasers and consumers of products or services; providing good customer service is therefore critical to the success of every business as it impacts on its reputation and can give it a competitive advantage. It can also ensure repeat custom and encourage new custom.

This unit will develop and broaden your understanding of customer service in different businesses, why it is important to provide consistent and reliable customer service, and the wide range of internal and external customers. It covers why it is important for businesses to create internal policies and procedures to ensure that all staff maintain consistent customer service standards. You will complete practical activities to develop your own customer service skills which you will evaluate.

There are many ways that businesses can monitor and evaluate their customer service provision to support further improvement. You will discover that a business needs to regularly evaluate its performance, be responsive to its customers and make swift enhancements where needed to benefit the customer, the business and the employees.

Learning aims

In this unit you will:

A Explore how customer service is provided in business

B Understand how consistent and reliable customer service contributes to customer satisfaction

C Demonstrate appropriate presentation and interpersonal skills in customer service situations

D Explore how to monitor and evaluate the service offered to maintain and improve customer service.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how customer service is provided in business	**A1** What is customer service? **A2** Types of customer **A3** Influence of different job roles on the level of customer service **A4** Methods of delivering customer service	Training materials to describe customer service and the needs and expectations of different customers. Description of how different job roles may influence the level of customer service that the customer receives. Outline of the different methods of delivering customer service. Outline of how legislative requirements and organisational policy may support the provision of consistent and reliable customer service. An evaluation of how good customer service may affect the reputation and performance of a business.
B Understand how consistent and reliable customer service contributes to customer satisfaction	**B1** Customer satisfaction **B2** Different ways of exceeding customer expectations **B3** Different ways that businesses can provide consistent and reliable customer service **B4** Complying with legislative requirements and organisational policy to provide consistent and reliable customer service **B5** The effect of good customer service on the reputation and performance of the business	
C Demonstrate appropriate presentation and interpersonal skills in customer service situations	**C1** Presentation skills **C2** Interpersonal skills **C3** Types of customer service situation **C4** Limits of authority	Role play or observation which involves the learner delivering customer service to show how they would adapt and respond to different customers and situations. Training materials that explain the ways that businesses monitor and evaluate customer service. Description of the strategies and methods that could be used to improve the level of customer service offered.
D Explore how to monitor and evaluate the service offered to maintain and improve customer service	**D1** Ways businesses monitor customer service **D2** Ways businesses evaluate customer service **D3** Improvements to customer service	

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Content

Learning aim A: Explore how customer service is provided in business

A1 What is customer service?

- The ways in which a business satisfies customer needs and expectations to build positive customer relations.

A2 Types of customer

- Internal:
  - managers
  - supervisors
  - colleagues in own team
  - colleagues in other departments
  - staff.
- External:
  - existing and new customers:
    - members of the public (B2C)
    - business to business (B2B).
- Different needs and expectations:
  - age
  - gender
  - culture
  - special needs, e.g. visual, hearing, mobility, non-English speaking
  - mindset of customer:
    - happy, complimentary
    - dissatisfied, complaint, difficult, abusive, worried.

A3 Influence of different job roles on the level of customer service

- Amount of customer contact:
  - roles dealing directly with customers, e.g. receptionist, contact centre agent, shop assistant, delivery driver
  - support roles that do not deal directly with customers, e.g. cleaners, gardeners, IT support, warehouse operative.
- Role in the delivery of customer service:
  - service deliverer (the person seen by the customer as providing customer service and representing the business)
  - customer service teamwork (cooperation between individuals, departments and businesses behind the scenes).

A4 Methods of delivering customer service

- Face-to-face customer service (hotels, restaurants, leisure centres, hospitals, shops).
- Remote customer service (contact centres, online, post, email, live chat).

Learning aim B: Understand how consistent and reliable customer service contributes to customer satisfaction

B1 Customer satisfaction

- What is meant by customer satisfaction:
  - confidence in service offered
  - value for money
  - repeat custom and loyalty
  - word-of-mouth promotion
  - reputation.
- Different ways businesses can satisfy customers:
  - reliable products/services
  - providing extra services (e.g. free delivery, follow-up services)
  - providing accuracy, reliability and speed of service
  - providing value for money
  - providing information and advice
  - dealing with problems efficiently.

B2 Different ways of exceeding customer expectations

- Providing value for money, information and advice quickly.
- Providing additional help and assistance:
  - dealing promptly with problems
  - offering discounts
  - offering additional products or services
  - providing information on returns policy
  - technical advice and support.
- Providing exceptional help and assistance for customers with special requirements.

B3 Different ways that businesses can provide consistent and reliable customer service

- Through staff knowledge of the scope of job role, products and/or services.
- Through staff attitude and behaviour, e.g. timing, accessibility/availability.
- Understanding specific customer needs.
- Working under pressure.
- Confirming service meets the customer's needs and expectations.
- Communicating clearly to keep the customer informed.
- Resolving problems.
- Dealing with complaints:
  - offering alternatives or exchanging products
  - arranging repairs
  - offering refunds
  - escalating issues to management
  - apologising.

B4 Complying with legislative requirements and organisational policy to provide consistent and reliable customer service

- Meeting all legal and regulatory requirements, including health and safety, data protection and equal opportunities.
- Complying with organisational/business policy:
  - complaints procedure
  - disclaimers
  - service specification statements
  - service standards.
- Promoting additional products and/or services, giving advice, taking and relaying messages.

B5 The effect of good customer service on the reputation and performance of the business

- Building a good reputation (quality products, value for money, consistency, reliable and trustworthy service).
- Increased sales, increased profit, retention of existing customers, new customers.
- Word-of-mouth recommendation, positive reviews, competitive advantage, staff job satisfaction and motivation.

Learning aim C: Demonstrate appropriate presentation and interpersonal skills in customer service situations

C1 Presentation skills

- Personal presentation, e.g. personal hygiene, uniform/dress.
- Working environment.
- Body language, e.g. posture, facial expression, smiling, gestures, eye contact.
- Presentation of work area and equipment, e.g. tidy desk, confidential material out of sight of customer.

C2 Interpersonal skills

- Being professional:
  - good manners
  - efficiency
  - confidence
  - knowledgeable
  - interest
  - concern
  - positive attitude
  - tact
  - responding to different customer needs
  - respect for customer
  - keeping customer informed
  - not disagreeing
  - listening to the customer.

- Communication skills:
  - verbal – appropriate greeting, speaking clearly, tone of voice, volume, speaking to people who do not have English as a first language
  - non-verbal – smiling, making eye contact, looking at the customer, open body language, facial expression
  - written – no errors, grammar, spelling.
- Appropriate language:
  - technical language
  - use of slang/jargon.
- First impressions:
  - prompt greeting
  - use of customer's name.
- Positive ending:
  - resolving the problem/complaint/enquiry
  - thanking the customer
  - offering further assistance
  - checking customer is satisfied before they leave.

C3 Types of customer service situation

- Method:
  - face-to-face
  - on the telephone
  - in writing, e.g. email, letter, live chat, online secure message, text message.
- Urgent/non-urgent.
- Emergency/routine.
- Reason for customer contact:
  - enquiry
  - complaint/problem
  - technical question.

C4 Limits of authority

- Limits of own authority when dealing with customer queries and the role of supervisors and management, including:
  - service deliverer – limited authority on amounts to refund, limited authority to offer free products, need to check with line manager
  - line manager/supervisor – greater authority to authorise refunds, can authorise discounts or free goods, supervising staff at lower level, ensuring policies and procedures are carried out
  - management – control of branch, authorising exceptional changes to procedures and policies.

Learning aim D: Explore how to monitor and evaluate the service offered to maintain and improve customer service

D1 Ways businesses monitor customer service

- Informal customer feedback, e.g. comments to staff.
- Customer questionnaires/comment cards/polls.
- Staff feedback/observations.
- Mystery customers.
- Complaints/compliments.
- Call quality/listening back on calls.
- Social media reviews/ratings.
- Customer buying habits, e.g. data gained from loyalty cards.

D2 Ways businesses evaluate customer service

- Level of sales/revenue.
- Repeat customers.
- New customers.
- Customer feedback comments.
- Level of complaints/compliments.
- Social media reviews/ratings.
- Staff turnover.
- Comparison with data from previous years/months.

D3 Improvements to customer service

- Strategies to improve customer service:
  - quality and reliability of service
  - better value for money
  - offering new products or services better suited to customer needs
  - changing existing products or services in response to customer feedback
  - more efficient internal procedures, e.g. customer focused, less referral of
  - queries to manager or supervisor, less paperwork, more accurate provision of information
  - more positive body language and improved tone of voice from staff
  - ensuring staff comply with legal, regulatory and organisation obligations, e.g. the requirements of customer charters, price promises
  - better resolution of complaints or queries, e.g. improved speed of response.
- Methods to improve quality of service:
  - staff training and development
  - improved staff motivation
  - recruitment of new staff
  - new procedures/policies
  - new IT systems
  - supervision/leadership
  - more opportunities for staff to offer suggestions and innovative ideas.

- Benefits to the organisation from improved customer service:
  - reduced staff turnover
  - staff motivation
  - easier to recruit skilled staff
  - attract new customers
  - keep existing customers loyal
  - increased sales revenue
  - compliance with legal obligations
  - competitive advantage.
- Benefits for the employee from improved customer service:
  - job satisfaction
  - improved working environment
  - job security
  - promotion
  - rewards
  - compliments and positive comments from customers.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Explore how customer service is provided in business</td><td rowspan="5">AB.D1 Evaluate the impact of providing consistent and reliable customer service on the reputation and performance of a selected business.</td></tr>
<tr><td>A.P1 Describe how a selected business meets the needs and expectations of different types of customer.
A.P2 Explain how different job roles influence the level of customer service offered.</td><td>A.M1 Compare how selected businesses satisfy the needs and expectations of different types of customer.</td></tr>
<tr><td colspan="2">Learning aim B: Understand how consistent and reliable customer service contributes to customer satisfaction</td></tr>
<tr><td>B.P3 Describe different ways to provide consistent and reliable customer service.
B.P4 Outline how legislative and organisational policy contribute to consistent and reliable customer service.
B.P5 Describe the benefits of good customer service in a selected organisation.</td><td>B.M2 Assess the different ways that a selected business provides consistent and reliable customer service to satisfy customers.</td></tr>
<tr><td colspan="2">Learning aim C: Demonstrate appropriate presentation and interpersonal skills in customer service situations</td><td rowspan="2">C.D2 Evaluate the effectiveness of own customer service skills, justifying areas for improvement.</td></tr>
<tr><td>C.P6 Demonstrate effective presentation and interpersonal skills to meet customer needs when dealing with different customer types in customer service situations.
C.P7 Describe the limits of authority that would apply when delivering customer service.</td><td>C.M3 Demonstrate effective presentation and interpersonal skills when responding to customer problems and complaints from different customer types in customer service situations.</td></tr>
</table>

Pass	Merit	Distinction
Learning aim D: Explore how to monitor and evaluate the service offered to maintain and improve customer service		
D.P8 Explain ways that a selected business monitors and evaluates customer service provision. **D.P9** Explain the strategies and methods that a selected business can use to improve the customer service offered. **D.P10** Explain the benefits to the organisation and employee from improving the customer service offered.	**D.M4** Compare how contrasting businesses use data to monitor and evaluate their customer service provision.	**D.D3** Evaluate how a selected business monitors and evaluates customer service provision to maintain and improve customer service.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, AB.D1)

Learning aim: C (C.P6, C.P7, C.M3, C.D2)

Learning aim: D (D.P8, D.P9, D.P10, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

Learners need opportunities to develop their customer service skills in a variety of situations including face-to-face, telephone and email.

This unit provides many opportunities for learners to carry out research on local businesses through investigating how customer service is delivered and developing their own customer service skills. Centres should develop links with local businesses that offer customer service, such as retail businesses.

Many businesses employ learners on a part-time basis to work selling goods, whether it is operating a checkout in a supermarket, selling food in a restaurant or working at busy times on a temporary basis in retail outlets.

Essential information for assessment decisions

Learning aims A and B

To ensure learners have access to the material they require, they should research a few businesses before selecting relevant examples to use for their assessed work.

For Distinction standard, learners must evaluate the impact of providing consistent and reliable customer service on the reputation and performance of a selected business. Learners should use examples from their own research and experience with the business (if applicable) to demonstrate the impact that consistent and reliable customer service has on the reputation and performance of the business. They should produce a balanced evaluation, highlighting how consistent and reliable customer service impacts on the business's reputation and overall performance, with reference to various performance measures such as profitability, market share and customer satisfaction. Learners will offer a detailed conclusion which includes evidence (from their research) for the views or statements made.

For Merit standard, learners need to compare how two selected businesses satisfy the needs and expectations of three different types of customer (to include both internal and external customers). The two businesses should be from different environments – examples could be from retail, contact centres, leisure centres, banks, local government, hospitality outlets, estate agents, etc. Within the assessment a range of methods and approaches should be considered and learners must identify which ones are most important or relevant to satisfying the needs and expectations of each customer type.

For Pass standard, learners must describe how a selected business meets the needs and expectations of at least three different types of customers for A.P1. The customers selected should be different to demonstrate the breadth of needs and expectations, and should include examples of internal and external customers.

For A.P2, learners should explain how different job roles influence the level of customer service offered. Learners could use one selected business for this explanation, or alternatively they could contrast job roles in a range of different businesses. Whichever approach is used, it is important that learners include an example of a role that deals directly with customers and a support role that does not deal directly with customers but influences the level of customer service that the customer ultimately receives. For B.P3, learners should describe the characteristics of consistent and reliable customer service.

They must consider what consistent and reliable customer service means in practical terms for the customer.

To meet the assessment requirements for B.P4, learners could prepare a guidance leaflet designed for new staff. Learners must not download and copy large chunks of legislation but should summarise and briefly explain how the legislation protects the customer and impacts the delivery of customer service. Legislation is limited to the learner's own country. Learners also need to explain how organisational policies contribute to consistent and reliable customer service. To support their explanation, learners should give examples showing application of their understanding, such as responding to problems or complaints, and how the approach to responding to these tasks is affected by organisational policies to ensure a consistent and reliable outcome for the customer.

Learning aim C

For Distinction standard, learners need to reflect on their performance and evaluate how well they handled the situations, identifying lessons learned and justifying areas for personal development and improvement. The reflection will reach a reasoned conclusion as to whether the needs of each customer were fully or partially met. Strengths and areas of personal development should be identified to further improve the level of customer service offered, with reference to specific qualities, skills and/or approach followed. Reference to comments within the written observation record and/or learners' observations based on the outcome of the activity should be included.

For Merit standard, learners need to think beyond the basic provision of customer service in order to respond to problems and handle complaints. Again, work should be supported with observation records and personal statements. When responding to customer service complaints, learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations. Evidence should include the learner's own plan for dealing with the problem or complaint. This could involve their written script for a telephone conversation or their draft notes for a role play.

For Pass standard, learners should demonstrate effective presentation and interpersonal skills to meet customer needs when dealing with enquiries from three different customer types in customer service situations. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement), and this evidence could include draft notes for a role play or a telephone script for a telephone conversation. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Learners also need to show understanding of the limits of authority when dealing with customer queries, such as offering discounts or free delivery, ways to deal with unusual, extreme or complex requests, and when to ask for help from supervisors. The reasons why limits of authority are important should be acknowledged.

Learning aim D

To achieve all the assessment criteria in learning aim D, learners should be able to investigate businesses (for example retail, call centres, leisure centres, banks, local government, hospitality outlets, estate agents.) which give both a contrast in terms of size, sector, etc. and a suitable range of customer service activities. A presentation examining the value and importance of enhancing the customer experience for selected businesses could provide evidence for learning aim D.

For Distinction standard, learners need to evaluate how a selected business monitors and evaluates customer service provision to maintain and improve customer service. Learners should use the same business as for the Pass and Merit criteria. A range of methods of monitoring and evaluation should be considered. The evaluation must be balanced, highlighting how the methods help the business to maintain and further improve the level of customer service offered fairly and without bias. A detailed conclusion should be produced which considers whether the methods used are effective in maintaining and improving customer service or whether they should be developed further, with reference to any limitations of the current approach.

For Merit standard, learners need to compare how two contrasting businesses use formal data, such as customer feedback, social media reviews or mystery customer data, to monitor and evaluate their customer service provision. The similarities to and differences from the approaches and type of data that each of the businesses uses should be contrasted, and why these similarities and differences exist should be noted, e.g. linked to the specific customer needs and/or organisational resources.

For Pass standard, learners must explain how a selected business monitors and evaluates its customer service provision. The explanation must include the use of at least two sources of data to support its monitoring and evaluation. Learners must also explain the strategies and methods that a selected business can use to improve the customer service offered. At least two strategies and two methods should be used as part of the explanation. Learners should consider how enhancements are recognised, for example improving the response time for dealing with customer queries, and how this is communicated to customers, for example on the business's website.

Learners should also explain the benefits to both the organisation and the employee of improving the customer service offered. Examples for both the organisation and the employee should be clearly identified.

Links to other units and curriculum subjects

This unit links to:

- Unit 9: Personal Selling in Business
- Unit 27: Working in a Contact Centre.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from organisations that deliver customer service
- work experience
- visits to appropriate business organisations, e.g. local retail businesses, contact centres, estate agents or financial services providers.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and communication skills.

Unit 11: Business Online

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of the different types of online presence and the reasons why business operates online. They will design a website and justify how it meets the needs of a business.

Unit introduction

In this unit you will learn that an increasing number of businesses now operate online. You will explore the different types of online presence, ranging from basic passive brochure ware, providing information, through to inviting online transactions and offering more interactive customisation. There are issues businesses must consider when going online, including staffing, distribution and financial issues, which will also be considered.

A small business operating a website experiences significant advantages, including reaching a global market, reducing marketing and advertising costs, and being available 24 hours a day, 7 days a week. You will explore disadvantages a small business would face going online, including requiring expertise to design, maintain and update the website. Customer queries need a response, goods need distributing and financial transactions add further costs.

You will develop a series of linked webpages or a website to meet a specific business's needs. You will examine the practical and technical factors that need to be considered. You will review the website to judge how it meets the requirements of the business and the audience, and any problems associated with the website. You will explore how well the website helps the business achieve its goals. You will also examine the wider impact of online business activity. In doing this you will look at the effect on customers of online business and the impact on society.

Learning aims

In this unit you will:

A Understand different uses of online presence, changes to the online environment and issues for businesses going online

B Understand advantages and disadvantages of an online presence

C Design with justification a website to meet business needs

D Understand the advantages and disadvantages of increased online business to customers and society.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand different uses of online presence, changes to the online environment and issues for businesses going online	**A1** Uses of an online presence **A2** Changes to the online business environment **A3** Planning, implementation and operational issues for businesses going online	A presentation that explains different ways businesses can operate online, changes that have affected the online business environment and the issues businesses need to consider when going online. It will analyse the advantages and disadvantages of an online presence for business. A supporting report will be provided that evaluates whether a selected small business should go online, considering issues, advantages and disadvantages.
B Understand advantages and disadvantages of an online presence	**B1** Advantages of an online presence **B2** Disadvantages of an online presence	
C Design with justification a website to meet business needs	**C1** Design a website to meet the needs of a business **C2** Justify features of the website **C3** Review how well the website meets the needs of a small business and helps achieve business goals	Produce a website to meet a small business's needs. Learners will justify key features of the website design and review how well it meets the needs of the business.
D Understand the advantages and disadvantages of increased online business to customers and society	**D1** Advantages to customers of online business **D2** Disadvantages to customers of online business **D3** Advantages to society of online business **D4** Disadvantages to society of online business	Produce a brochure looking at the advantages and disadvantages of online business to customers and society. Evaluate the impact of online business to customers and society.

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Content

Learning aim A: Understand different uses of online presence, changes to the online environment and issues for businesses going online

A1 Uses of an online presence

- Sectors using online presence including public, private, voluntary/not-for-profit.
- Range of activities including direct online selling of services, direct online selling of goods, providing information, advertising and marketing, education.
- Types of online presence including:
  - passive presence, e.g. brochures, basic company information
  - providing information, e.g. product specifications, business services, about us
  - brand-building sites, e.g. corporate brand, product brands, e.g. for fast moving consumer goods (FMCG)
  - complementing offline services, e.g. mail order, physical stores, click-and-collect
  - offering interactive presence, e.g. inviting online transactions, responding to customer queries
  - offering interactive customisation, e.g. digital image processing, personalisation.

A2 Changes to the online business environment

- Opportunities created by changes to the online business environment including:
  - growth of social media, e.g. growth in active users, platforms, business presence, advertising, influencers, marketplace
  - changing technology, e.g. smartphones, tablets, mobile apps, WiFi availability, smart devices – TVs, consoles, broadband
  - online advertising, e.g. web banners, sponsorship, online advertising platforms – Google Search Ads/Facebook Ads
  - changing shopping, e.g. click-and-collect, post boxes – Amazon Lockers, tracking order and delivery, augmented reality – virtual clothes fittings.

A3 Planning, implementation and operational issues for businesses going online

- Planning issues:
  - ensuring suitability of the business for an online operation
  - choice of unique domain name
  - set-up issues including in-house or outsourced
  - availability of resources.
- Implementation issues:
  - availability of technical and design skills within the business
  - customisation of the website
  - extent of online operation including passive, partial, fully interactive
  - relationship with partners including financial services, distribution, delivery services
  - integration of activities on different platforms including:
    - in-house databases
    - social media marketing, e.g. Facebook, YouTube, WhatsApp, WeChat, Instagram, Douyin/TikTok, Sina Weibo
    - payment systems, e.g. PayPal, Apple Pay, Samsung Pay, WePay, Intuit GoPayment.

- Operational issues:
  - payment security
  - unfamiliar trading conditions
  - errors in ordering
  - potential misuse of personal information
  - vulnerability to hostile attack, e.g. financial fraud, ransomware, viruses, spyware, phishing (gaining information by pretending to be a legitimate organisation), pharming (redirecting to a fake website to obtain information)
  - website updating
  - out-of-date information
  - language problems with global customer base
  - hardware and software failures
  - loss of data
  - local/national legal and regulatory requirements
  - global business regulations including labelling, health and safety, customs procedures.

Learning aim B: Understand advantages and disadvantages of an online presence

B1 Advantages of an online presence

- Market presence:
  - visible 24 hours a day, 7 days a week
  - global presence with a wider audience with some business moving from local to national and international customers
  - equality of presence between small, medium and large businesses
  - speed of response to customer interest
  - opportunities to analyse online competition and keep up with competitors.
- Marketing benefits:
  - market research information from online enquiries
  - businesses can track what customers do, e.g. how customers found you, what product/service they look at
  - access to new markets including from remote locations, distant locations, new countries, customers with disabilities
  - access from a wide range of devices, e.g. desktops, laptops, tablets, smartphones/mobiles, smart devices
  - market expansion through social media
  - marketing costs are low, e.g. search engine optimisation (SEO) can be used, banners on own site and use of social media
  - easy to showcase products, e.g. best sellers, new products, retarget products customers view but do not buy
  - website personalisation which enhances experience for customers, e.g. recommends similar products, highlights products often purchased together.
- Level of response:
  - offering delivery-to-door as a sales feature
  - access out of normal business hours
  - access from around the world
  - rapid response to orders and enquiries
  - online order tracking
  - reduced stockholding.

- Financial advantages:
  - improved cash flow
  - low-cost location as no need for business premises to sell through
  - low-cost labour as less need for skilled sales staff, virtual assistants can work remotely from anywhere
  - low overheads
  - rapid payment.

B2 Disadvantages of an online presence

- Staffing issues:
  - lack of computer skills and web design skills
  - may need to pay a third party to design, update as required
  - staff need to deal with customers online and on telephone
  - lack of personal contact of sales staff with customers:
    - sales staff not providing advice to help customers make the best choice
    - have to rely on live chat and other customers' reviews
    - customers may shop elsewhere if response inadequate/slow
  - breakdowns in service reduce staff productivity, e.g. website unavailable, orders lost.
- Financial issues:
  - initial investment costs
  - ability to cope with massively increased market interest
  - tax liabilities for international transactions.
- Distribution issues:
  - scale of the business moving from local to national distribution and to global distribution of physical goods
  - fragile goods
  - customer returns issues, e.g. costs and time to return, inability to resell.
- Competition:
  - many businesses are online so difficult to get high on search engine results
  - often leads to lower prices which can reduce profit margins
  - need to respond to special offers from competition.

Learning aim C: Design with justification a website to meet business needs

C1 Design a website to meet the needs of a business

- Website development software:
  - specialist software, e.g. Dreamweaver
  - website building sites, e.g. Wix, Squarespace, WordPress, Weebly, HostGator
  - templates (coding skills to customise), e.g. Bootstrap, Foundation, Pure
  - embedded facility in other packages, e.g. Microsoft Word
  - use of HTML.
- Format and edit:
  - pages, e.g. homepage > brand page > product type page > item page > basket > checkout/payment > order confirmation > order tracking
  - simple HTML, e.g. use of editor, file extensions, tags such as <html>, <p>, <body>, <centre>, closing tags
  - editing and formatting tools.

- Combining information:
  - information from different sources, e.g. scanner, digital camera, smartphone, application packages, original artwork, stock images
  - checking the website, e.g. image resolution, colours, internal or external links not working, inappropriate content, text, formatting.

C2 Justify features of the website

- Navigation which is logical including top or side navigation, footer navigation, breadcrumb navigation.
- Crucial business information including find us, store locator, contact us, about us.
- Branding, e.g. logo, slogan, colour scheme.
- Security.
- Payment methods.
- Social media logo and share.
- Customer support, e.g. FAQ, live chat, chatbots.
- Slider, e.g. adverts, special offers, new products.
- Reviews/testimonials.
- Product information including titles, product descriptions, product images or videos, product specifications.
- Legal.
- Search bar.
- Use of font, backgrounds, contrasting colours.

C3 Review how well the website meets the needs of a small business and helps achieve business goals

- How well the website meets the needs of business and helps achieve business goals.
- Appropriate for business in meeting goals, e.g. increasing revenue, reducing costs, increasing profits, attracting new customers, retaining customers, offering new products.
- Inclusion of key features of a website.
- Avoiding common problems, e.g.:
  - unnecessary animation
  - inappropriate or unclear images
  - slow download speeds
  - inappropriate font choice
  - poor colour combinations
  - videos on website server
  - background music
  - flash elements – largely unsupported
  - stealing content
  - free from errors – spelling, punctuation and grammar.

Learning aim D: Understand the advantages and disadvantages of increased online business to customers and society

D1 Advantages to customers of online business

- Wide choice.
- Convenience.
- Saves time.
- Availability, e.g. 24 hours, 7 days a week.
- Saving money, e.g.:
  - using search engines and comparison sites to compare prices
  - better deals as online overheads are lower.
- Saves on transport costs and parking.
- Information available, e.g. detailed product specifications/technical information, online customer reviews, links to manufacturer websites.
- Website personalisation enhances experience for customers, e.g. recommend products based on what is viewed, similar to what is bought, offer product bundles.
- No crowds, avoiding waiting in queues and easier to find products.

D2 Disadvantages to customers of online business

- Lack of direct contact, e.g. cannot touch the product, no face-to face-contact with staff.
- Delays, e.g. takes time before shipped and delivered.
- Shipping issues, e.g. added cost, arrive damaged, delayed or lost.
- Issues returning items, e.g. costs and time to return items.
- Risk of being scammed, e.g. goods may be faulty, counterfeit, low quality/unsafe.
- No goodwill element.
- Unable to negotiate discounts.

D3 Advantages to society of online business

- Wider choice of goods and services.
- Growth of web-based and web-related businesses including those in technology hubs.
- Access to goods and services when stores are unable to open.
- Less environmental impact.

D4 Disadvantages to society of online business

- Social isolation/lack of interaction.
- Breakdown of communities.
- Struggling retail and shopping centres.
- Cybercrime including financial information stolen, identity theft, counterfeit goods sent.
- Misinformation, e.g. fake reviews.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Understand different uses of online presence, changes to the online environment and issues for businesses going online</td><td rowspan="4">AB.D1 Evaluate whether a selected business should go online considering planning, implementation and operational issues, advantages and disadvantages.</td></tr>
<tr><td>A.P1 Explain how different businesses operate online.
A.P2 Explain how changes to the online business environment create opportunities for businesses.
A.P3 List the planning, implementation and operational issues that businesses need to consider when going online.</td><td>A.M1 Analyse the planning, implementation and operational issues that businesses need to consider when going online.</td></tr>
<tr><td colspan="2">Learning aim B: Understand advantages and disadvantages of an online presence</td></tr>
<tr><td>B.P4 Explain advantages and disadvantages of operating online for a selected business.</td><td>B.M2 Analyse the advantages and disadvantages of operating online for a selected business.</td></tr>
<tr><td colspan="2">Learning aim C: Design with justification a website to meet business needs</td><td rowspan="2">C.D2 Justify the use of different features in the final website.</td></tr>
<tr><td>C.P5 Create a website to meet the needs of a business.</td><td>C.M3 Explain how the website meets the needs of the business and how it helps achieve business goals.</td></tr>
<tr><td colspan="2">Learning aim D: Understand the advantages and disadvantages of increased online business to customers and society</td><td rowspan="3">D.D3 Evaluate the impact of online business on society and customers.</td></tr>
<tr><td>D.P6 Explain the advantages and disadvantages to society of online business.</td><td rowspan="2">D.M4 Analyse the advantages and disadvantages to customers and society of online business.</td></tr>
<tr><td>D.P7 Explain the advantages and disadvantages to the customer of online business.</td></tr>
</table>

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.M3, C.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

The unit helps learners understand different types of online presence and the reasons businesses go online. They will then individually design a website and justify how it meets the needs of a business. They will understand the advantages and disadvantages to customers and society.

Learning aims A and B

For Distinction standard, learners need to evaluate whether a selected business should go online, considering planning, implementation and operational issues, advantages and disadvantages. Learners need to make the case for going online and will use examples to illustrate the reasons to go online including advantages and ways any issues can be addressed. They must also make the case against going online using the issues and disadvantages relevant to the business. Learners must make a decision based on the advantages, issues and disadvantages as to whether the selected business should sell online.

For Merit standard, learners need to analyse the planning, implementation and operational issues that businesses need to consider when going online. This task does not need to apply to a specific business but to businesses in general. A range of planning issues, implementation and operational issues must be analysed. Learners must identify relevant factors and state how these are related. The importance of each needs to be explained. Learners need to analyse the advantages of operating online for a selected business. Each advantage needs to be applied to the selected business. Market presence, marketing benefits, level of response and financial advantages must all be considered. Only those advantages relevant to the selected business need to be discussed.

For Pass standard, learners need to explain how different businesses operate online. For each type of online presence learners should include examples of businesses that use that presence. Learners should include screenshots that highlight the type of presence. These examples can be taken from public, private or voluntary/not-for-profit sectors. Learners must include an explanation of each type of presence, explaining what is typically included.

Learners need to explain how changes to the online business environment create opportunities for small business. They must consider how the growth of social media may create opportunities for businesses that operate online. Changing technology must also be considered in terms of how increased numbers of devices and broadband have improved access and the number of potential customers. Learners should look at how developments in online advertising can help online businesses succeed. Finally, at least three of the changes in online shopping need to be explained in terms of the opportunities they create for online business.

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Learners need to list the planning, implementation and operational issues that businesses need to consider when going online. They should generate a list of the issues that affect a business going online. Learners need to explain the advantages and disadvantages of operating online for a selected business. This must be applied to how these would be both beneficial and not beneficial to a selected business. Learners need to only consider those advantages and disadvantages that apply to the selected business.

Learning aim C

For Distinction standard, learners need to justify the use of different features used in the final website for C.P5, with an explanation of the choice. Not all the features listed in the content have to be justified if not used in the website design. Learners may explain why alternative features were not used. They will need to ensure they explain how the features used help the business to meets its needs and achieve its business goals.

For Merit standard, learners will have created the website in C.P5 and shoud explain how the website meets the needs of the selected business and how it helps achieve the business goals. Learners will need to identify what the business needs from a website and how their design helps meet these needs. Learners should identify business goals and explain how the website helps achieve these.

For Pass standard, learners need to create a website to meet the needs of the selected business considered throughout this assignment. They need to use appropriate website development software to format and edit and combine relevant information for the selected business. They need to show evidence that they have checked the website is working.

Learning aim D

For Distinction standard, learners must evaluate the impact of online business on society and customers. Learners should look at the advantages and the disadvantages to customers and society. They need to evaluate the impact on both customers and society. They must offer a conclusion that decides whether the advantages outweigh the disadvantages.

For Merit standard, learners must offer an analysis of the advantages and disadvantages to customers and society of online business. Learners should consider the relevance of each advantages and disadvantages to the customers and society. They must offer a detailed examination of each advantage and disadvantage showing the relationship between each of the advantages and disadvantages to the customer and society. They need to clearly show the links and say what is most important.

For Pass standard, learners must explain the advantages and disadvantages to customers and society of online business. Each advantage or disadvantage that is appropriate from the content should be identified and details given on how it impacts society.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Business Purposes.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop planning and design skills.

Unit 12: Consumer Rights

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop an understanding of how the law operates with respect to consumer rights and how the law applies to situations that affect consumers in the purchase of both goods and services.

Unit introduction

We are all consumers of goods and services. When things go wrong, consumers need to understand their legal rights to ensure they get the goods or services they are entitled to or get their money back. You need to understand the law and be able to deal with basic legal terminology comfortably so that you can appreciate and apply the details of consumer protection law.

You will investigate the law relating to consumer protection where there is a contractual relationship. In this unit you will concentrate on where the contracts are for the sale of goods or the provision of services. You will understand the legal provisions, and any standard form contracts imposed on consumers by sellers of goods and providers of services will provide the basis for application to simple scenarios. Exclusion clauses and the impact of negligence on consumers will also be considered.

This unit offers practical knowledge of consumer law that will allow you to deal with basic legal terminology comfortably and accurately. It will help you to appreciate some of the details of consumer legislation and allow you to apply your understanding to real-life situations.

Learning aims

In this unit you will:

A Investigate the meaning of terms relating to consumer contracts

B Explore the law relating to consumer protection

C Apply the law on consumer protection in given situations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the meaning of terms relating to consumer contracts	**A1** What is a contract? **A2** Tort and crime	Learners are given scenarios on the different content in this learning outcome and investigate the relevant law and report the legal outcomes.
B Explore the law relating to consumer protection	**B1** Basic consumer protection terminology **B2** Consumer protection for contracts for the sale of goods **B3** Consumer protection for contracts for the provision of services	Learners could be given case studies for the different contracts and demonstrate their understanding by providing advice to the consumers on the relevant law and outcomes.
C Apply the law on consumer protection in given situations	**C1** Remedies relating to breach of contracts for the sale of goods and provision of services **C2** Law relating to negligence and consumers **C3** Law relating to crime and consumers **C4** Situations	Learners could be given case studies for the different content in this learning outcome and demonstrate their ability to apply the law by providing advice to the consumers on the relevant law and legal outcomes.

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Content

Learning aim A: Investigate the meaning of terms relating to consumer contracts

A1 What is a contract?

- Who is a consumer?
- Contract requirements:
  - offer
  - acceptance
  - price/consideration
  - capacity.
- Terms:
  - conditions
  - warranties.
- Types of contract:
  - standard form contracts
  - verbal contracts
  - online and mail order trading contracts.

A2 Tort and crime

- Differences between contract and other types of law:
  - definition of crime and outline of differences to contract
  - definition of other civil wrongs (tort) and outline of differences to contract.

Learning aim B: Explore the law relating to consumer protection

B1 Basic consumer protection terminology

- Distinction between contracts for the sale of goods and contracts for the provision of services.
- Meaning, examples and effect in law of an exclusion clause.
- Unfair contract terms – meaning, examples and effect in law.

B2 Consumer protection for contracts for the sale of goods

- Relevant national law that provides for contracts for the sale of goods, including:
  - satisfactory quality
  - fitness for purpose
  - description.
- Obligations of buyer and seller.
- Protection of both physical and digital content/products.
- Legal position in respect of cancellation of contract and extra charges.

B3 Consumer protection for contracts for the provision of services

- Relevant national law that provides for contracts for the supply of services covering a wide variety of services including large- and small-scale work carried out in your home or elsewhere.
- Obligations of buyer and provider of services.

Learning aim C: Apply the law on consumer protection in given situations

C1 Remedies relating to breach of contracts for the sale of goods and provision of services

- Relevant national law in given scenarios of both contracts for the sale of goods and the provision of services.
- Relevant remedies available in given scenarios for breach of contract – statutory or otherwise, e.g. damages, termination, rescission.

C2 Law relating to negligence and consumers

- An outline of the concepts of duty breach and damage in the context of consumers.
- Outline of the relevant national law in given scenarios.

C3 Law relating to crime and consumers

- An outline of the relevant national law in given scenarios with respect to false trade descriptions.

C4 Situations

- Where buyer wants to end the contract.
- Where goods are defective.
- Where services are not provided or are unsatisfactory.
- Where injury results from a product.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Investigate the meaning of terms relating to consumer contracts</td><td rowspan="3">AB.D1 Evaluate the law relating to the main areas of contract and consumer protection.</td></tr>
<tr><td>A.P1 Identify the requirements, terms and types of contract.
A.P2 Describe differences between contract law, crime and other civil wrongs (tort).</td><td>A.M1 Explain using given scenarios whether the contract requirements and terms provided result in legally binding contracts.</td></tr>
<tr><td colspan="2">Learning aim B: Explore the law relating to consumer protection</td></tr>
<tr><td>B.P3 Explain how the law protects consumers of both goods and services in given scenarios.
B.P4 Describe how the law protects consumers against the imposition of exclusion clauses in given scenarios.</td><td>B.M2 Apply the law accurately in a given consumer dispute scenario, analysing how the law protects consumers in the purchase of both goods and services.</td><td></td></tr>
<tr><td colspan="2">Learning aim C: Apply the law on consumer protection in given situations</td><td rowspan="2">C.D2 Evaluate the legal remedies available for defective goods and false trade descriptions.</td></tr>
<tr><td>C.P5 Describe the appropriate remedy in a given consumer protection situation.
C.P6 Describe how the law protects consumers against negligence.</td><td>C.M3 Apply the law in a given consumer dispute scenario, analysing how it protects consumers against negligence and false trade descriptions.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2)

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Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the internet and legal resources.

The unit does not specify the national law to be applied to allow centres to teach and assess the relevant law in their country. However, if English law had been specified in the unit the content would have included the relevant and up-to-date specific legislation and case law, and learners would be expected to use case law and statutes to explain, analyse and evaluate their application to given case studies.

It is expected that similar authorities will be taught and then referenced in assessments by learners, relevant to the applicable national law.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will build on their work presented for the Pass and Merit criteria. They will also be able to provide an individual evaluation using a range of references to legal authorities together with an individually reasoned conclusion.

For Merit standard, learners will build on their work presented for the Pass criteria by explaining whether the contract requirements and terms provided result in legally binding contracts. They will additionally be able to accurately apply the relevant law in consumer dispute scenarios, analysing how the law protects consumers in the purchase of both goods and services. Learners will be expected to use relevant legal authorities to substantiate their decisions.

For Pass standard, learners will be able to individually demonstrate an understanding of the requirements for the formation of a valid contract and be able to identify in given scenarios the importance of the terms of a contract and the types of contract. They will be able to describe the differences between contract, other civil wrongs and crime.

They will be able to describe how their national law protects consumers in both sales of goods and the provision of services and understand the importance of protection from exclusion clauses.

Learning aim C

For Distinction standard, learners will build on their work presented for the Pass and Merit criteria. They will also be able to provide an individual evaluation using reference to legal authorities together with an individually reasoned conclusion.

For Merit standard, learners will build on their work presented for the Pass criteria. They will additionally be able to accurately apply and analyse the relevant law. Learners will be expected to use relevant legal authorities to substantiate their decisions.

For Pass standard, learners will be able to individually describe the appropriate remedy provided by the law and suitable in a given consumer protection situation. They will also be able to describe how the law protects consumers against negligence.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: The Marketing Plan.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- law and business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research skills.

Unit 13: Business Ethics

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop an understanding of business values and ethical values. They will then explore ways businesses can be ethical to employees, customers, suppliers and the community. Learners will design and justify an ethical policy for a selected business.

Unit introduction

Ethical behaviour by a business brings significant financial and non-financial advantages. You will learn about these advantages and balance these against the disadvantages of operating ethically. You will explore the difference between business values and ethical values.

In this unit you will explore ways businesses can behave ethically when dealing with employees, suppliers, customers and the community. You will consider the potential risks to businesses if ethical issues are not addressed. You will plan and create an ethical policy for a selected business and explore how this meets the business's needs. Finally, you will consider the potential risk, of not designing a good ethical policy for a selected business.

This unit will give you the skills to be able to look at existing ethical practices in real businesses and to use these skills to help create an ethical policy for a selected business.

Learning aims

In this unit you will:

A Understand business values and ethical values

B Explore ways businesses can be ethical

C Design an ethical policy for a selected business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand business values and ethical values	**A1** Different business values **A2** Different ethical values **A3** Advantages and disadvantages of being ethical	A report/presentation that explores business and ethical values for two selected businesses including the advantages and disadvantages of being ethical.
B Explore ways businesses can be ethical	**B1** Ways businesses are ethical to employees **B2** Ways businesses are ethical to suppliers **B3** Ways businesses are ethical to customers **B4** Ways businesses are ethical to the community **B5** Potential risks to a business if ethical issues are not addressed	A report looking at specific ways a business operates ethically towards employees, suppliers, customers and the community. The report will include potential risks of unresolved ethical issues. An ethical policy appropriate for a selected business. Evaluation of the policy including how it meets the business's needs and the risk of designing an inappropriate policy for the business.
C Design an ethical policy for a selected business	**C1** Planning an ethical policy **C2** Creating an ethical policy	

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Content

Learning aim A: Understand business values and ethical values

A1 Different business values

- Definition of business values.
- Business values to include:
  - efficiency
  - quality of services and goods
  - growth
  - innovation
  - profit.

A2 Different ethical values

- Definition of ethical values.
- Ethical values of business to include:
  - responsibility
  - honesty
  - openness
  - transparency
  - respect
  - fairness.

A3 Advantages and disadvantages of being ethical

- Advantages of being ethical for business organisations.
- Financial advantages including:
  - financial performance, e.g. increased sales volume and value, profitability and company value
  - access to loans and grants
  - ability to charge premium prices
  - risk reduction.
- Non-financial advantages including:
  - improved customer loyalty and retention, positive brand image
  - enhanced HR practices including:
    - better employee motivation
    - easier recruitment
    - staff retention
  - reduced risk of pressure group action.
- Disadvantages of being ethical including:
  - distraction from core business
  - higher costs to be ethical
  - higher overheads
  - impact on profitability.

Learning aim B: Explore ways businesses can be ethical

B1 Ways businesses are ethical to employees

- Possible ethical issues related to employees, e.g.:
  - executive pay and bonuses – directors' and mManagers' payments compared to average income within company
  - minimum wages/living wage paid to employees to ensure enough funds to support themselves and dependants
  - health and safety responsibilities, including policies, training and equipment
  - job security, staff have permanent contracts, avoiding the use of zero hours contracts, guaranteed hours, avoiding furloughing staff unnecessarily
  - acceptable use of IT, e.g. monitoring staff, restricting staff, policies, training
  - conflicts of interest, e.g. ensuring they are declared by staff
  - data protection, e.g. employee personal details, banking details
  - actively promote diversity in workplace – encouraging under-represented groups, e.g. gender, ethnicity, age, disabled
  - equal opportunities, e.g. in recruitment, promotion, training
  - anti-bribery – taking steps to avoid payment of bribes
  - corruption and fraud – systems in place to avoid
  - treatment of whistle-blowers – protection of employees who report those who are unethical or act illegally
  - avoid child labour directly or via the supply chain.

B2 Ways businesses are ethical to suppliers

- Possible ethical issues related to suppliers, e.g.:
  - fair-trade – paying better prices, ensuring better working conditions, fair terms of trade for farmers
  - organic supplies – paying premium price for products produced naturally and without chemicals
  - paying a price above supplier costs – avoiding forcing supplier's price down below its costs to offer customers more competitive prices
  - gifts and hospitality – ensure these are not used to secure contracts
  - payment of invoices – timely and in full
  - minimum standards required of suppliers are shared
  - ensure products supplied do not directly or indirectly lead to deforestation
  - ensure products supplied do not involve cruelty to animals, e.g. fur, animal testing of cosmetics, intensive farming practices which lead to poor conditions
  - ensuring suppliers pay staff above minimum/living wage for their country/ies
  - commit to sustainable supply chain – reducing waste, recycling of electronics and appliances.

B3 Ways businesses are ethical to customers

- Possible ethical issues related to customers, e.g.:
  - consumer information, ensuring it is open, honest, accurate
  - marketing and promotional activities including:
    - avoiding misleading/dishonest adverts
    - avoiding inappropriate adverts
    - avoiding false descriptions

- impacts of products on consumers' health including:
  - need for accurate food labelling for those with allergies, dietary needs
  - food's nutritional value – levels of sugar, salt and fat
  - safety of goods – ensuring goods and packaging avoid harm and injury to consumers
- avoiding planned obsolescence, the use of non-durable materials and terminating supply of spare parts.

B4 Ways businesses are ethical to the community

- Possible ethical issues related to community, e.g.:
  - charitable donations within local community, sponsorship of local event(s), sports team(s), competitions
  - release staff to support community, e.g. schools, youth groups
  - corporate social responsibility – self-regulation that aims to incorporate environmental and social concerns into its planning and operations. Reduce negative and environmental impact of the business.
- Environmental issues, e.g.:
  - waste reduction
  - recycling
  - sustainability of resources
  - reducing carbon footprint
  - pollution reduction.
- Pay taxes promptly and no tax avoidance, use government subsidies responsibly.

B5 Potential risks to a business if ethical issues are not addressed

- Legal risks including:
  - employment practices
  - consumer protection
  - data protection
  - health and safety
  - impact of breaking the law including prosecution and fines.
- Financial risks including:
  - sales and market share
  - profitability
  - share price.
- Reputational risks including:
  - consumer feedback
  - environmental impact
  - breaking the law.

Learning aim C: Design an ethical policy for a selected business

C1 Planning an ethical policy

- Planning an ethical policy for a selected business including:
  - selecting a business and identifying relevant ethical issues
  - researching policies used by similar businesses.

C2 Creating an ethical policy

- Creating the policy for a selected business:
  - design and realisation
  - vision and purpose
  - sub-sections: employees, suppliers, customers, community
  - specific actions for each sub-section
  - policy compliance and implications of non-compliance
  - revision history – dated, when it was created, who created it, when it will be reviewed.
- How the policy meets the needs of the selected business:
  - policy specific to business
  - easily followed by users including readable, logical, headings
  - presentation – professional, suitable for audience, suitable for business, clear font, headings.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Understand business values and ethical values</td><td rowspan="2">A.D1 Evaluate the business and ethical values, advantages and disadvantages of operating ethically for a selected business.</td></tr>
<tr><td>A.P1 Explain the difference between ‘business values’ and ‘ethical values’.
A.P2 Identify the advantages and disadvantages to businesses of operating ethically.</td><td>A.M1 Analyse the business and ethical values, advantages and disadvantages of operating ethically for a selected business.</td></tr>
<tr><td colspan="2">Learning aim B: Explore ways businesses can be ethical</td><td rowspan="4">BC.D2 Evaluate the potential risks of not designing a good ethical policy for a selected business.</td></tr>
<tr><td>B.P3 Explain ways businesses operate ethically to employees.
B.P4 Explain ways businesses operate ethically to suppliers.
B.P5 Explain ways businesses operate ethically to customers.
B.P6 Explain ways businesses operate ethically to the community.</td><td>B.M2 Analyse the potential risks to a selected business if ethical issues are not addressed.</td></tr>
<tr><td colspan="2">Learning aim C: Design an ethical policy for a selected business</td></tr>
<tr><td>C.P7 Create an ethical policy for a selected business.</td><td>C.M3 Explain how the policy meets the needs of the selected business.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, B.P5, B.P6, C.P7, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

The unit helps learners understand the difference between business values and ethical values and the advantages and disadvantages to a business of operating ethically. They will then explore ways a specific business operates ethically. They will look at examples of ways a business operates ethically towards employees, suppliers, customers and the community. They will analyse risks to the selected business if it does not address ethical issues. Learners will create an ethical policy for a selected business and explain the ways the ethical policy meets the needs of the selected business. They will finish by offering an evaluation of the potential risks of not designing an ethical policy for the selected business.

Learning aim A

For Distinction standard, learners must explain the business values and ethical values of a selected business and how they help it to be successful. Learners must explain the advantages and disadvantages to a selected business of operating ethically. Only those advantages and disadvantages relevant to the selected business need to be considered. Both financial and non-financial advantages should be weighed up. Learners should offer a supported judgement as to whether the advantages outweigh the disadvantages.

For Merit standard, learners must analyse potential advantages and disadvantages of operating ethically. It is important that these cover financial and non-financial advantages. All areas within the content need to be analysed for a specific business. Learners need to analyse the business values and ethical values that apply to the selected business.

For Pass standard, learners will explain the difference between business values and ethical values. They will need to define business values and ethical values and give at least four examples of each from the content. It is important that they explain how the two are different. Learners should identify advantages and disadvantages to businesses of operating ethically. This does not need to be related to a specific business.

Learning aims B and C

For Distinction standard, learners will evaluate the potential risks to a selected business of not designing an ethical policy. It is important to look at all the risks from within the content including legal risks, financial risks and reputational risks.

For Merit standard, learners will analyse the risks to the selected business if the business does not address ethical issues. This must consider legal, financial and reputational risks.

Learners will explain the ways the ethical policy meets the needs of the selected business. This will ensure the ethical policy is presented professionally, and is suitable for the audience and the business. Learners should ensure the ethical policy is easy to follow and specific to the selected business. Relevant sub-sections must be included.

For Pass standard, learners must offer examples of ways a selected business operates ethically towards employees. A consideration of at least three ethical issues towards employees is desirable. Learners must also offer examples of ways a business operates ethically towards suppliers and once again at least three ethical issues related to suppliers need to be considered. When offering examples of ways a business operates ethically towards customers, learners should look at a minimum of three examples from within the content. Finally, when considering ways a business operates ethically towards the community, learners should give at least two examples.

Learners must create an ethical policy for the selected business. It is important to plan an ethical policy that meets the needs of a selected business. This must include selecting a business and identifying relevant ethical issues for that business. Learners must present research on policies used by similar businesses. The ethical policy must have sub-sections linked to employees, suppliers, customers and the community and be specific to the selected business. It must be easy to follow in terms of readability, logic and use of headings.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Business Purposes
- Unit 5: People in Organisations
- Unit 15: Starting a Small Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 14: Bookkeeping for Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will examine the methods and documents commonly used by businesses for recording financial transactions and bookkeeping. This unit investigates why these methods are important for business and how they help prevent fraud in a business.

Unit introduction

It is important for businesses to know and understand what their financial position is in order for them to be able to make decisions about the future, to understand where money is at a given point in time, and to make informed and accurate decisions about their finances. It allows day-to-day control of the business so that action can be taken to keep the business on track.

In this unit you will learn how to record financial transactions accurately, using recognised conventions, which will result in the production of reports that can be used to monitor, control and report on the activities of the business. You will investigate the purpose of the financial documents and explore the different types of recording systems.

You will investigate the legal requirement to calculate profits or losses and generate an income statement to measure them, as well as how a statement of financial position is also required to examine the value of the business at a given point in time. When examined together they enable a business to make informed decisions about its future viability and direction.

Finally, you will investigate the impact that fraud has on businesses and explore the measures a business can take to prevent it.

Learning aims

In this unit you will:

A Use financial documents to record transactions

B Create income statements and statements of financial position

C Understand the impact of fraud on businesses.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Use financial documents to record transactions	**A1** Financial documents **A2** Recording transactions	Presentation on the step-by-step process of how to record transactions as a training video.
B Create income statements and statements of financial position	**B1** Income statements **B2** Statements of financial position	Financial documents for a given situation and analyse their importance and make judgements on their contribution to a business's success.
C Understand the impact of fraud on businesses	**C1** Impact and consequences of fraud	Report on how to ensure legislative compliance including the positive and negative impacts of fraud on a business.

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Content

Learning aim A: Use financial documents to record transactions

A1 Financial documents

The purpose and features of different financial documents.

- Sequence of sales and purchasing documentation:
  - order form
  - delivery note
  - invoice
  - credit note
  - cash receipt
  - payment advice.
- The importance of using financial documents for business transactions, including:
  - a record of details of the transaction
  - source data for making entries in the accounting system
  - an auditable record
  - consequences of not recording transactions.

A2 Recording transactions

- Methods of recording transactions:
  - manual
  - electronic, e.g. computerised spreadsheets or computer programs such as accounting software programs.
- System of double entry accounting:
  - day books
  - ledgers
  - cash book
  - petty cash
  - balancing accounts.
- Reconciling the cash book and the bank statement.

Learning aim B: Create income statements and statements of financial position

Importance of income statement and statements of financial position to businesses to make strategic decisions.

B1 Income statements

- The structure of the income statement:
  - income
  - expenditure
  - costs of sales
  - expenses
  - gross profit
  - net profit/loss.

B2 Statements of financial position

- The structure of the balance sheet:
  - assets, including current and non-current
  - liabilities, including current and non-current
  - equity.

Learning aim C: Understand the impact of fraud on businesses

C1 Impact and consequences of fraud

- Fraud prevention measures, e.g. legislation, detection measures.
- Management information and control, e.g. risk management, reporting mechanisms.
- The impact of fraud, e.g. loss of money, customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Use financial documents to record transactions		**A.D1** Assess the importance of accurately recording financial transactions in a business for financial control.
A.P1 Describe the purpose and importance of different documents used to record financial transactions. **A.P2** Describe the different ways that a business can records its financial transactions.	**A.M1** Explain the importance of using financial documents for recording business transactions.	
Learning aim B: Create income statements and statements of financial position		**BC.D2** Evaluate how financial recording systems and fraud control measures contribute to managing a business's finances.
B.P3 Prepare an income statement from a given set of data. **B.P4** Prepare a statement of financial position from a given set of data.	**B.M2** Analyse the importance of income statement and statement of financial position for a business when making strategic financial decisions.	
Learning aim C: Understand the impact of fraud on businesses		
C.P5 Describe how recording financial transactions can help prevent fraud in a business. **C.P6** Explain the impact that fraud prevention has on a business.	**C.M3** Explain how recording financial transactions can help manage and control the prevention of fraud in a business.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners should develop what they have discussed in the Merit standard and assess by weighing up the arguments of accurately recording financial transactions. Learners will need to provide a balanced viewpoint. They should consider the consequences of not recording transactions and the implications that may arise.

For Merit standard, learners should explain the importance of using financial documents for business transactions, for example explaining the significance of each document and considering what the implications might be if transactions are inaccurately recorded. Learners should also investigate why it is important for a business to know its financial position and why it is important to meet its tax obligations. Learners should then compare and contrast the different ways of recording transactions in both electronic and manual scenarios. They should consider the similarities and differences between each system.

For Pass standard, learners should begin by describing the purpose of the different documents used to record financial transactions by small to medium-sized businesses. This can be applied to a specific business if desired. Learners will need to describe the process and sequence in the way these documents are used, from start to finish, and they can use supporting diagrams to assist. Learners will need to describe the different features of both manual and electronic ways of recording transactions and they may consider commonly used accounting software, accounting logbooks or other transaction books to support.

Learning aims B and C

For Distinction standard, learners need to evaluate and make judgements on how recording systems can contribute to managing business finances. Learners will need to consider the extent to which the recording of financial transactions can contribute to the overall performance of business operations. They could contrast this to other areas of the business when making their judgements. Learners will also need to consider the impact that controlling fraud has on a business within their judgements on the management of business finances. Different scenarios can be used in support of their judgements.

For Merit standard, learners will need to analyse the importance of financial statements and consider what impact these have on the strategic decisions of a business. Learners should explain in detail how these documents are used to support decisions in both the short and long term. Learners should give a detailed explanation of fraudulent activity and preventions measures that can be used to control fraud in a business. They should consider how businesses can reduce the likelihood of fraudulent activity taking place. Supporting examples can be used to address this.

For Pass standard, learners need to demonstrate their ability to accurately prepare an income statement and statement of financial position. Learners can use electronic or manual formats to present their statements from templates and should be provided with financial performance statements such as a trial balance. Learners are also required to describe the different types of fraudulent activity that could take place in a business, such as tax fraud. They should consider the implications of fraudulent activity and discuss the impacts of these, using different scenarios to support if they wish.

Links to other units and curriculum subjects

This unit links to:

- Unit 3: Financial Forecasting for Business
- Unit 17: Managing Personal Finances.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, planning, numeracy skills and IT skills if using electronic spreadsheet software.

Unit 15: Starting a Small Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will use their understanding of how to start a small business and the different activities involved in producing a business plan for a start-up business and pitch their plan to potential investors.

Unit introduction

Many people dream about starting their own business and being an entrepreneur. This is a challenging undertaking and requires much thought and ultimately hard work. Firstly, a good idea for a product or service is needed, one which will be attractive to customers, which will fill a gap in the market and offer something that competitors have not thought about, a unique selling point. You must consider many different aspects of starting the business and do your research and planning thoroughly.

You need to think about the skills you could bring to the business, along with the physical resources and financial resources needed. You must identify the target audience, the people who will buy the product or service, and conduct research to confirm that the target market will be interested in the idea. You need a promotional plan, and should consider how and who you will market the idea to. You must consider how best to fund the business so that the start-up is successful and will go on to make a profit. Finance is often the area where many entrepreneurs face the most problems and risks. You need to be aware of the risks and make financial calculations.

A business must abide by the law, and you need to identify the legal constraints and regulations it must comply with. There are organisations which will give guidance and advice to a start-up and you need to know where to turn to, especially in the early days.

In this unit you will develop the knowledge and techniques to plan a small business enterprise. You will develop planning, research, presentation and communication skills which will help you progress in your career choice. You will have a chance to reflect on your skills and think about your strengths and weaknesses.

Learning aims

In this unit you will:

A Explore the benefits of running a business and ideas for a start-up

B Research the market and produce a promotional plan for a new business

C Produce a financial plan for starting a small business

D Prepare a business plan.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the benefits of running a business and ideas for a start-up	**A1** Benefits of running your own business **A2** Ideas for a start-up business **A3** Aims and objectives of running your own business **A4** Resources required to run a business **A5** Skills needed to run a business	Description of the benefits of running a business. A detailed description of a business idea along with aims and objectives. Clear description of the resources needed. A skills audit, which shows strengths and weaknesses and how skills gaps can be addressed.
B Research the market and produce a promotional plan for a new business	**B1** Identifying the target market **B2** Planning and interpreting market research **B3** Promotional plan	Market research activities to test the business idea for a product/service. Analysis of the results to support the idea. Identification of the target market for the product/service and the brand identity which will appeal to the target market. A promotional plan outlining the strategies to launch the business. Sources of finance to start the business and financial forecasting. Understanding of risk and legal constraints.
C Produce a financial plan for starting a small business	**C1** Produce a financial plan **C2** Risks **C3** Legal considerations **C4** Sources of help and guidance	
D Prepare a business plan	**D1** Structure of the business plan **D2** Presentation of information **D3** Pitching the plan **D4** Reviewing the plan	A structured business plan. A pitch of the plan to an audience to include a potential investor. A review of the plan.

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Content

Learning aim A: Explore the benefits of running a business and ideas for a start-up

A1 Benefits of running your own business

- Being your own boss.
- Status and self-esteem.
- Being creative.
- Self-fulfilment.
- Independence.
- Life/work balance.
- Financial gain.

A2 Ideas for a start-up business

Learners should generate their own ideas for a new start-up business.

- Ideas could be one of the following:
  - new product or service
  - existing product in a different market, e.g. franchise
  - identify gaps in the market
  - business trends
  - unique selling point
  - benefits and features of a new product/service.

A3 Aims and objectives of running your own business

- Financial aims:
  - make a profit
  - break even
  - increase market share.
- Non-financial aims:
  - provide a service
  - social aims, e.g. helping the community; protecting the environment
  - customer satisfaction
  - fulfilling personal ambition.
- Short-term, medium-term and long-term objectives.

A4 Resources required to run a business

- Physical resources, including equipment, premises, technology.
- Finance.
- Human resources, including skills and expertise.

A5 Skills needed to run a business

- Personal and interpersonal skills.
- Technical/practical skills, e.g. ICT skills.
- Leadership/-management skills.
- Experience and abilities and relevant qualifications.
- Personal skills, audit of strengths and weaknesses.
- Planning personal development needs.

Learning aim B: Research the market and produce a promotional plan for a new business

B1 Identifying the target market

- Age, gender, interests, attitudes, income, location.
- How product/service will reach the target market, e.g. selling direct or online.
- Establishing and maintaining sales with target market.

B2 Planning and interpreting market research

- Primary market research, e.g. surveys, interviews, focus groups, field work.
- Secondary market research, e.g. newspapers and magazines, websites of competitors, location of competitors, key market trends.
- Analysing and presenting results of market research.
- Predicting whether product/service will meet customer needs.

B3 Promotional plan

- Objectives of promotional plan including 4 Ps: product (including USP), price, place, promotion.
- Identifying a brand identity, using logo, strapline, celebrity endorsement.
- Promotional methods:
  - advertising, including digital methods
  - personal selling
  - direct marketing
  - promotional offers
  - public relations.
- Use of technology in communicating with the target market – promoting the business and the product/service.
- Costs of the promotional activities.

Learning aim C: Produce a financial plan for starting a small business

C1 Produce a financial plan

- Start-up and running costs, e.g. equipment, supplies, premises, staff, overheads, promotional activities.
- Break-even projection.
- Cash flow forecast.
- Measures of success.

C2 Risks

- Lack of customer interest.
- Lack of necessary skills and expertise.
- Competitor behaviour.
- Unexpected costs of production.
- Sourcing of raw materials.
- Quality control issues.
- Unexpected natural disasters and crises, including future pandemics.

C3 Legal considerations

- Company name.
- Format of the company, e.g. sole trader, partnership, private limited company, social enterprise.
- Legal process for starting the business.
- National/local laws and regulations.
- Health and safety requirements.
- Licence requirements.
- Keeping formal records correctly for tax and revenue purposes and employee records for equality and diversity.

C4 Sources of help and guidance

- Sources of finance, e.g. own funds, family/friends, bank or other institutions, crowdfunding, government grants and start-up loans.
- Local enterprise organisations.
- Banks.
- Government support for start-ups.
- Training available.
- Business angels.

Learning aim D: Prepare a business plan

D1 Structure of the business plan

- Start-up name.
- Product/service.
- Make or buy the product/service.
- Type of ownership.
- Aims and objectives.
- Summary of results researching the market and proposed target market.
- Communicating with the target market.
- Dealing with the competition.
- Route to market.
- Sources of finance and start-up costs, including break-even and cash flow.
- Risks and legal considerations.
- Physical and human resources including skills and expertise required.
- Measures of success.

D2 Presentation of information

- Logical sequence of all parts of the plan.
- Professional presentation style, e.g. use of headings and sub-headings, page numbers, fonts, emboldening, appendices.
- Results of market research presented visually with summary of conclusions.
- Financial information presented clearly.
- Examples of communication with customers, including logo and branding techniques.
- Multimedia use to present business plan to the audience.

D3 Pitching the plan

- Evidence of preparation and practice.
- Structure of the pitch so that it is easy to follow.
- Delivery of the pitch: tone, pace, confidence, volume, eye contact, body language, use of visual aids and handouts, use of slides with speaker notes, use of business terminology.
- Ability to answer questions.

D4 Reviewing the plan

- Receive feedback from audience.
- Reflection on the plan.
- Using feedback and own reflection to evaluate the strengths and weaknesses of the plan.
- Identifying improvements to the plan.

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Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Explore the benefits of running a business and ideas for a start-up</td><td rowspan="2">A.D1 Evaluate the likelihood of being able to achieve the aims and objectives.</td></tr>
<tr><td>A.P1 Describe an idea for a start-up business, its aims and objectives.
A.P2 Identify the resources required for the business.
A.P3 Carry out a skills audit of own strengths and weaknesses needed to run the business.</td><td>A.M1 Assess the benefits of running your own business and give detailed reasons for choice of business idea.
A.M2 Analyse skills and attributes needed to run a business successfully.</td></tr>
<tr><td colspan="2">Learning aim B: Research the market and produce a promotional plan for a new business</td><td rowspan="3">BC.D2 Assess the validity of the market research and the financial plan in contributing to a successful business plan.</td></tr>
<tr><td>B.P4 Plan and carry out market research activities to support the new business.
B.P5 Use market research results to devise a promotional plan to support the start-up business.</td><td>B.M3 Analyse the results of the market research activities and amend the business idea and brand identity accordingly.</td></tr>
<tr><td colspan="2">Learning aim C: Produce a financial plan for starting a small business</td></tr>
<tr><td>C.P6 Produce a basic financial plan for a start-up business.
C.P7 Describe sources of finance, risks and legal considerations for the start-up business.</td><td>C.M4 Produce a detailed and clear financial plan.</td></tr>
<tr><td colspan="2">Learning aim D: Prepare a business plan</td><td rowspan="2">D.D3 Deliver a comprehensive plan, making recommendations for improvements.</td></tr>
<tr><td>D.P8 Produce a business plan with ideas for communicating with potential customers to promote the product/service.
D.P9 Pitch the plan to potential investors using communication and presentation skills.</td><td>D.M5 Deliver a detailed business plan.
D.M6 Review the plan using feedback.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, C.P7, B.M3, C.M4, BC.D2)

Learning aim: D (D.P8, D.P9, D.M5, D.M6, D.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learners should come up with their business idea independently and work individually on this unit. They need to produce a business plan and pitch the idea to a potential investor(s).

Learning aim A

For Distinction standard, learners must show detailed understanding of what is involved in starting a business and the reasons people have for doing so. They should explain the choices they have made in these initial stages, including presenting a creative idea for a business start-up with detailed aims and objectives, and resources needed. They should make a judgement on how successfully they think their business will meet the aims and objectives.

For Merit standard, learners must present the benefits of being their own boss, not just to make as much money as possible but weighing up various benefits and saying which is the most important for them. They should present a strong idea for a business start-up with reasons for their choice. The aims and objectives for the business and the resources needed should be detailed. The skills audit should be detailed and cover a variety of skills and characteristics relevant for running their own business. They should give some ideas on further personal development which would be needed.

For Pass standard, learners must have some ideas on why they would like to become an entrepreneur and give the benefits of being their own boss. They should present a well-thought-out idea for running their own business. Ideas may be over- or under-ambitious. Learners should outline some basic aims and objectives of the business relevant to their idea. They should give some ideas on the resources their new business will need but these may be lacking in detail. Their skills audit will show a variety of skills but may be lacking in detail. The evidence for learning aim A must be appropriate for their business idea.

Learning aims B and C

For Distinction standard, learners must consider the validity of the market research and how the results contribute to a compelling business plan. The financial planning should be comprehensive and accurate. Learners should give an overall assessment of the importance of marketing and financial planning, acknowledging the necessity of careful preparation and concluding which aspects they have found most useful in drawing up the business plan.

For Merit standard, learners must plan and carry out comprehensive market research, relevant to the start-up idea. The outcomes of research will be interpreted to support the business idea; any problems thrown up by the results will mean learners should make changes to the business idea and/or brand identity. A target group will be clearly defined. Financial planning will be carried out and learners will show how this supports the start-up idea. Sources of funding will be fully investigated, and the advantages and disadvantages given.

For Pass standard, learners must plan some market research activities to test whether their business idea will meet customers' needs and show they are aware of potential competition. There should be some primary and some secondary research. There will be a target market identified and a promotional plan with a basic level of detail. There should be a basic financial plan. Learners will show they understand different sources of finance, although this may be limited, and there should be coverage of risks and legal obligations a business must adhere to.

Learning aim D

For Distinction standard, learners must present a comprehensive plan confidently, giving details of all elements. They should give reasons why the promotional activities are appropriate for the target audience. They should fully understand the potential risks of starting a business and have ideas for contingency planning to overcome issues. They should give reasons for their choices and be persuasive in outlining why the business will be successful. They should explore realistic measures of success. They should consider ways of improving the business plan.

For Merit standard, learners must present a detailed business plan. They will be aware of the risks involved in launching a start-up and have ideas for mitigating these risks. Marketing and financial planning will be detailed and will support the business plan. Learners should receive feedback on their plan and, reflecting on their performance, review the plan.

For Pass standard, learners must produce a business plan following the structure outlined in the unit content in learning aim D. This should include the promotional and financial plans already drawn up. The business plan will give details of the promotion of the product/service. The promotional activities will be described. The plan will be pitched to a suitable audience. It should be recorded, and feedback should be given to learners. Learners will use relevant communication and presentation skills, speaking clearly and not reading the slides. They may use speaker notes.

Links to other units and curriculum subjects

This unit should be delivered after other business units have been taught. Much of the content is synoptic.

This unit links to:

- Unit 1: Business Purposes
- Unit 2: Business Organisations
- Unit 3: Financial Forecasting for Business
- Unit 4: The Marketing Plan
- Unit 7: Communication in Business Contexts.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities with entrepreneurs
- business templates provided by banks and other organisations
- visits to appropriate small business start-ups
- asking a businessperson or people to be available as an audience for the pitch.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills. They will develop communication and presentation skills in addressing an audience.

Unit 16: Working in Teams

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will study how to work effectively in teams to support business success and the role of the team leader.

Unit introduction

Working in teams makes the best use of people's strengths so more can be achieved than individually. Members of teams work together and support each other, which means that problems can be solved more easily with their collective knowledge to draw on. An effective team is one that uses individual strengths to achieve the best outcome. This supports business success.

In this unit you will learn that for teams to be successful, they need to go through stages of development, with distinct team roles being filled to complete the tasks to achieve the objectives. The team leader needs specific skills to build the team by creating a sense of common purpose and motivating and leading individual members within it.

This unit will give you the skills required to be an effective team member and enable you to understand the functions and purpose of a team leader. There will be an opportunity for practical activity which will develop key employability skills and will be useful both in the workplace and in your studies.

Learning aims

In this unit you will:

A Explore how business teams can be successful

B Demonstrate how to work effectively as a team member

C Investigate the role of a team leader.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how business teams can be successful	**A1** The difference between a team and a group **A2** Characteristics of a successful team **A3** Benefits of team working	Learners can prepare a presentation on how teams can be successful, including examples of the characteristics a successful team has, and highlight the benefits of team working. Then they can take part in a team-building activity and report on how they performed in this activity and how they overcame barriers to effective teamwork.
B Demonstrate how to work effectively as a team member	**B1** Work effectively as a team member **B2** Barriers to effective teamwork	
C Investigate the role of a team leader	**C1** Definition of leadership and leadership theory **C2** Attributes of a team leader and how to motivate a team **C3** Role of a team leader	Learners can use case studies to show how a team leader uses leadership styles and motivation techniques to ensure a team achieves its objectives effectively.

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Content

Learning aim A: Explore how business teams can be successful

A1 The difference between a team and a group

- A group is several people who work together but often have an individual focus.
- A team is at least three or four people who have a common purpose with a collective focus.
- Different types of business teams:
  - formal or informal
  - temporary, e.g. project teams
  - permanent, e.g. departmental
  - interdependent, e.g. support teams (finance, administration, human resources, IT), cross-functional teams
  - virtual teams.
- Stages in team development, e.g. forming, norming, storming, performing, transforming.
- Team roles, e.g. Belbin's team role theory, differences between the roles, contribution of each role to the team.

A2 Characteristics of a successful team

- Behaviours for success:
  - encouragement of team members
  - loyalty to team purpose
  - respect for other team members
  - ability to accept criticism
  - culture, united in a common purpose
  - importance of team roles and goals
  - conflict dealt with openly.

A3 Benefits of team working

- For the business:
  - contribution to business objectives
  - less duplication of tasks
  - flexible workforce
  - increased efficiency/productivity and less risk
  - lower absenteeism.
- For the individual, opportunities for:
  - stretch and challenge
  - enhanced motivation
  - creativity
  - less stress
  - different points of view.

Learning aim B: Demonstrate how to work effectively as a team member

B1 Work effectively as a team member

- To work effectively, team members should:
  - show a positive attitude
  - be receptive to feedback
  - take responsibility for own work, clarifying objectives, agreeing tasks
  - encourage other team members to recommend improvements
  - recognise and deal with conflict situations
  - communicate effectively, e.g. listening and speaking skills, body language
  - demonstrate assertiveness.

B2 Barriers to effective performance

- Should be:
  - lack of commitment to objectives, e.g. leader, team member
  - poor communication
  - lack of appropriate skills
  - resource issues, e.g. financial, physical, staff
  - personal factors, e.g. challenges to authority, conflict between team members.

Learning aim C: Investigate the role of a team leader

C1 Definition of leadership and leadership theory

- Definition of a leader.
- Leader's role to meet team, task and individual needs (Adair).
- Leadership styles, e.g. autocratic, persuasive, consultative, participative.

C2 Attributes of a team leader and how to motivate a team

- Good communication, e.g. active listening, questioning, handling conflict.
- Showing respect, valuing people, encouraging and supporting other members.
- Showing integrity, fairness and consistency in decision making.
- Accepting responsibility and ability to lead by example.

C3 Role of a team leader

- Set clear team objectives and deadlines and delegate tasks:
  - motivation theories, e.g. Maslow, McGregor, Herzberg
  - accepting responsibility
  - providing feedback to the team and individual team members.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Explore how business teams can be successful</td><td rowspan="6">AB.D1 Evaluate the qualities a team needs to be effective and how these qualities were focused on in the team activity.</td></tr>
<tr><td>A. P1 Explain the characteristics of an effective team using examples.</td><td rowspan="2">A.M1 Assess the importance of the stages of team development and team role theory in developing an effective business team.</td></tr>
<tr><td>A. P2 Explain the importance of the stages of team development in a selected business team.</td></tr>
<tr><td colspan="2">Learning aim B: Demonstrate how to work effectively as a team member</td></tr>
<tr><td>B.P3 Take part in a team activity to show appropriate team-working skills and how they contribute to meeting the team objectives.</td><td rowspan="2">B.M2 Review the team activity and how well the team worked together to meet its objectives including how conflict was managed.</td></tr>
<tr><td>B.P4 Explain how conflict was managed in the team activity.</td></tr>
<tr><td colspan="2">Learning aim C: Investigate the role of a team leader</td><td rowspan="3">C.D2 Evaluate the effectiveness of a team leader in ensuring a selected business team meets its objectives.</td></tr>
<tr><td>C.P5 Describe the attributes and qualities of a team leader in two contrasting business teams.</td><td rowspan="2">C.M3 Analyse how a team leader can contribute to the effectiveness of a business team.</td></tr>
<tr><td>CP.6 Explain how a team leader can motivate team members.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to an opportunity to carry out a team-building activity and case study material on team leadership.

Essential information for assessment decisions

Learners will participate in team activities. Team activities will be full-day events or carried out in several sessions over a short time. Detailed peer and assessor observation/feedback sheets and individual learner notes will be completed so that information is available for review.

Learning aims A and B

For Distinction standard, learners will have participated in a team-building activity to allow them the opportunity to evaluate the qualities a team needs to be successful. The qualities will include how the team worked through the phases of team development, with an evaluation of their own performance as a team member. They will refer to Belbin's roles and indicate which of the roles different team members slotted into for the activity and evaluate the performance of the team members within these roles. The evaluation will include how the characteristics of the team supported the activity's success. Learners will make justified suggestions for overall team performance, such as improvements to communication, performance monitoring, or the problems with defusing conflict in the team. When explaining how individuals contribute to the team's effectiveness, learners should give examples based on their chosen teams rather than just general statements about individuals' behaviours. Evidence should give supported judgements.

For Merit standard, learners will assess the range of techniques used to work effectively as a team member. They should consider examples of effective team performance; at least two examples should be used from business situations to assess the importance of the stages of development of a team and how working in roles in a team supports the outcomes of the effective team. They will review their individual performance in their team activity, relating it to theory, with examples to support the review. The review therefore should incorporate the characteristics and roles within the teams, how well they worked together as a whole, causes (or possible causes) of conflict and how it was/would be resolved, and examples to support the review of other barriers to effective teamwork.

For Pass standard, learners will clearly explain the characteristics of a team, giving clear examples to support their explanation (a range of three to four examples will be required). They will clearly explain the roles of a team and the different purposes of teams. Team-building techniques and the theory of team development working in roles will be included in the presentation. Learners will participate in a team-building activity and their participation will show how they supported the team objectives. They will explain how their activity demonstrated that they can work effectively as a team member and how any barriers to effective team work were managed. They will note specific examples from the team activity to draw on for this explanation, referencing the development of the team and the roles various individuals slotted into.

Learning aim C

The teacher will provide case studies or examples of team leadership from media recordings. The case studies will need to be in sufficient depth for all the criteria to be assessed.

For Distinction standard, learners will evaluate the role of a team leader and how they motivate their team. To support the evaluation, learners will use examples from the case studies' businesses and from other businesses' situations to support their comments. They will evaluate the performance of the team leader, making references to leadership and motivation theory and how evidence of these theories could be seen in the given situations to ensure the effectiveness of the team leader in meeting the team objectives. Evidence should give supported judgements.

For Merit standard, learners will analyse how leadership and motivation theories are used by a team leader. Learners should be able to apply their knowledge of at least two motivational theorists to different scenarios from the case studies to demonstrate how leaders can contribute to the effectiveness of the team.

For Pass standard, learners will start with a description of leadership, different leadership styles and the attributes of a team leader and how these impact team performance, using examples to support their comments. They will focus on two contrasting leadership examples. Learners should draw on leadership models such as Adair to illustrate the role of the team leader, and how a team leader can motivate members of the team. This will be linked to motivation theory. They will draw on examples from the case studies to support the description.

Links to other units and curriculum subjects

This unit links to:

- Unit 5: People in Organisations
- Unit 8: Training and Employment in Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills.

In completing this unit, learners will have the opportunity to develop team-building skills.

Unit 17: Managing Personal Finances

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills and knowledge to manage their personal finances and be able to plan for a secure future.

Unit introduction

Planning personal finances is a skill which all people need to develop if they are to have a secure financial future. It is important for you to appreciate the factors that can impact this as well as the consequences of not planning properly. This unit gives you the opportunity to investigate all sources of personal income and items of expenditure, although not all of these may currently apply to you. Personal organisation and problem-solving skills are needed to manage personal finance, and you will be able to apply these when constructing your own realistic budgets.

You will get the chance to investigate the different types of financial services providers, looking at both traditional institutions, such as banks and building societies, and the newer players in the market, such as retailers and online providers.

It is important to get sound and impartial financial advice on savings and investments and in this unit you will learn about different financial products and services available to you during your lifetime.

Learning aims

In this unit you will:

A Know about managing personal finances and financial products and services

B Produce a personal budget that takes account of personal remuneration and expenditure.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know about managing personal finances and financial products and services	**A1** Managing personal finances **A2** Financial services providers **A3** Financial products and services	Learners will produce a student guide on how to manage personal finances. The guide should explain the role of different types of financial services providers and explain the purpose of the financial products and services that they offer. The consequences of not managing personal finances effectively should be analysed. The appropriateness of the different features of products and services offered by financial services providers should be considered, with conclusions reached and recommendations made.
B Produce a personal budget that takes account of personal remuneration and expenditure	**B1** Producing a personal budget **B2** Analysing a personal budget	Learners will produce a personal budget using financial data from a given scenario. Contingencies should also be built into the budget. The personal budget will then be analysed and recommendations made on the planned contingencies that have been included within the budget.

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Content

Learning aim A: Know about managing personal finances and financial products and services

A1 Managing personal finances

- Importance of managing personal finances effectively:
  - to avoid getting into debt
  - controlling costs
  - remaining solvent
  - saving
  - planning for future events
  - maintaining a good credit rating.
- Consequences of not managing finances effectively:
  - poor credit rating, insolvency
  - difficulty in getting approval for mortgages and loans
  - being unable to meet essential day-to-day payments
  - potentially losing a home and possible family tensions.
- The importance of keeping and checking financial records:
  - bank and credit card statements, paper based or online
  - chequebook counterfoils (cheque stubs)
  - receipts and bills
  - pay slips.
- Contingency planning:
  - having savings
  - insurance for emergencies such as central heating boiler or car breaking down
  - losing a job through redundancy.
- Planning for future events:
  - buying a house
  - buying a new car
  - going on holiday
  - having children
  - university/college fees
  - retirement.

A2 Financial services providers

- Types of financial services providers, including:
  - banks
  - building societies
  - independent financial advisers (IFAs)
  - financial companies
  - retailers (store cards, personal loans).
- The purpose of financial services providers:
  - giving financial advice on managing money
  - providing savings or investment accounts
  - providing insurance against sickness/loss
  - lending money subject to specific criteria.

A3 Financial products and services

Learners will be expected to have an awareness of the features of different types of financial services and products.

- Types of financial products and services, including:
  - current or savings accounts
  - insurance protection
  - life assurance
  - mortgages
  - different types of loans
  - pensions
  - environmental, ethical, cultural and religious features.

Learning aim B: Produce a personal budget that takes account of personal remuneration and expenditure

B1 Producing a personal budget

- The purpose of creating a personal budget, including:
  - to work out how much money there will be left at the end of each month
  - to help plan future expenditure
  - to help plan future savings.
- Key elements of a personal budget and how to construct it, including:
  - total monthly income
  - total monthly expenditure
  - net monthly cash flow
  - monthly opening balances
  - monthly closing balances
  - ensuring tax and National Insurance contributions are accounted for.
- Regular and irregular income and expenditure, including:
  - regular income, e.g. wage/salary, interest on savings/investment, state benefits
  - regular expenditure, e.g. rent/mortgage, food, gas/electric, loan repayments
  - irregular income, e.g. bonuses, gifts/inheritances
  - irregular expenditure, e.g. special occasions, emergencies.
- Sources of income, for example:
  - wages, salary including overtime
  - tips
  - fees
  - bonuses or commission earned
  - allowances
  - state benefits and grants
  - interest from savings or investments
  - gifts and inheritances.

- Types of expenditure, for example:
  - accommodation
  - household expenses (utilities)
  - travelling and travel expenses
  - food
  - clothing
  - communication (landline, mobile, internet)
  - leisure activities
  - insurance
  - savings
  - special occasions
  - credit card or loan payments.

B2 Analysing a personal budget

- Analysing a personal budget and planning for contingencies, including:
  - looking for months where expenditure exceeds income
  - looking at the trend in the closing monthly balances
  - looking at expenditure items to ensure they are all necessary
  - looking for any surpluses to aid saving/investment decisions
  - planning the most appropriate time to make large purchases
  - ensuring sufficient savings to cover for emergencies
  - considering ways to increase income.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know about managing personal finances and financial products and services		
A.P1 Explain the importance of managing personal finances. **A.P2** Explain the purpose of different types of financial services providers and their products. **A.P3** Explain the types of products and services offered by financial providers in a given situation.	**A.M1** Analyse the importance of financial products and services in helping to manage personal finances.	**A.D1** Justify recommendations for appropriate financial products and services in managing personal finance.
Learning aim B: Produce a personal budget that takes account of personal remuneration and expenditure		
B.P4 Explain the purpose of creating a personal budget. **B.P5** Prepare a basic personal budget from given data. **B.P6** Explain the type of contingencies that need to be planned for and how to plan for them.	**B.M2** Analyse a detailed personal budget and the contingencies planned within it.	**B.D2** Make justified recommendations on the planned contingencies made within a detailed personal budget.

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aim: B (B.P4, B.P5, B.P6, B.M2, B.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

This unit can be used as a platform to introduce the concept of managing personal finances. Learners can use their own experiences, as well as case studies and data provided by the centre, to explore the financial services sector and develop their knowledge of how to manage personal finances effectively. When producing and analysing a personal budget, learners' work should be based on the potential finances of the first few years of their career rather than on their finances whilse they are still in full-time education. For example, they could produce a personal budget based on the national average starting salary for the area where they live.

Learning aim A

For Distinction standard, learners need to select appropriate products and services as their preferred choice and justify their recommendation, taking into account the features they have already explained and assessed.

For Merit standard, learners need to draw together both the 'how' and the 'why' to provide an analysis of what could happen if personal finances are not managed effectively.

For Pass standard, learners need to explain, using relevant examples, the importance of managing personal finances. For A.P2, learners need to explain the different types of financial services providers. This leads on to A.P3 where learners must explain the features of different types of products that are currently available for a given situation. For example, they could either explain the features provided by a current account from different providers or they could consider the features of different loans or credit cards.

Learning aim B

For Distinction standard, learners will need to offer justified recommendations for their choice of planned contingencies within the detailed budget they have produced.

For Merit standard, For B.M2, learners need to provide an analysis of the detailed personal budget they have produced. The analysis and the issues identified will depend on the scenario set and data given by the teacher in the assignment. The contingencies the learner has included in the personal budget they have produced should be subject to analysis.

For Pass standard, For B.P4, learners need to explain the purpose of producing a personal budget as part of managing their personal finances. Often banks can be a source of advice, providing information in the form of leaflets which can be collected from their branches or downloaded from their websites. For B.P5, learners need to be given with realistic data so they can prepare a personal budget for the next 12 months. This should include at least one month where expenditure exceeds income and there is at least one closing negative balance. An appropriately detailed set of data allowing the learners to make suitable suggestions is crucial for this criterion. There should be both regular and irregular income and expenditure, and suggested examples for sources of income and expenditure should be provided in the teaching content for

learning aim B. For B.P6, learners need to explain the types of issues that could have an impact on their personal finances and how they could make a contingency plan for these.

Links to other units and curriculum subjects

This unit links to:

- Unit 3: Financial Forecasting for Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from banks or personal debt advice providers
- business material as exemplars, e.g. guides to personal finance.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills for budgetary purposes.

Unit 18: Promoting and Branding in Retail Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will gain an awareness of the different sectors and channels used in retail and understand the importance of branding and promotion within retail businesses.

Unit introduction

Retail is a rapidly changing environment for business organisations, but one which encompasses businesses of all sizes. There has been a major shift in focus from the high street to out-of-town shopping, and more recently to digital and online retail environments, and an emergence of more sophisticated and demanding shoppers. Marketeers and merchandisers are having to pay more attention to the promotion, branding and advertising of products within retail organisations while reacting to the digitalisation of the business environment as a whole.

In this unit you will examine how retail businesses are organised into sectors and channels and how these are supported by other business organisations within associated supply chains. You will investigate the different promotional methods and activities that retail organisations use and explore the use and importance of branding in the success of retail organisations and product brands. Using your research, you will consider the effectiveness of promotion and branding in a selected business and use your findings to identify strengths to support the generation of a brand for a selected product type. You will take account of the cultural and ethical considerations that are evident within promotional campaigns and develop promotional materials for your branded product.

This unit will give you the knowledge and understanding for progression into employment in marketing, retail, promotion or visual merchandising, or support you to progress into higher-level learning.

Learning aims

In this unit you will:

A Understand the structure of retail businesses

B Understand the importance of branding and promotion to retail businesses

C Develop and promote a product brand.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the structure of retail businesses	**A1** Ownership and size **A2** Retail locations **A3** Retail channels **A4** Sub-sectors **A5** Support businesses	An investigative report into the structure of retail businesses, their specific operations and the use and success of branding and promotion.
B Understand the importance of branding and promotion to retail businesses	**B1** Branding **B2** Promotion in retail	
C Develop and promote a product brand	**C1** Brand design **C2** Promotional materials **C3** Digital promotion **C4** Considerations	A portfolio of branding ideas, development of a product brand and promotional materials with annotation, evaluations and recommendations.

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Content

Learning aim A: Understand the structure of retail businesses

A1 Ownership and size

- Ownership:
  - independent
  - multiples
  - chain stores
  - franchises
  - cooperatives
  - social enterprise
  - charity.
- Size:
  - micro, small, medium, large
  - local, regional, national, international
  - number of branches/locations
  - market share.

A2 Retail locations

- City/town.
- District.
- Out of town.
- Retail parks.
- Secondary locations.
- Concession-based retail.
- Virtual: social media, retail websites, discount websites.

A3 Retail channels

- Physical:
  - kiosks
  - market stalls
  - supermarkets/hypermarkets
  - specialist outlets
  - discounter stores
  - flagship stores
  - department stores
  - concessions.
- Digital:
  - online catalogues
  - social media
  - websites
  - telephone selling
  - television sales.

A4 Sub-sectors

- Product-related sub-divisions of retail.
- Grocery.
- Fashion.
- Automotive.
- Electrical.
- Health and beauty.
- Homeware.
- Arts and crafts.
- Traditional and cultural goods.
- Sports.

A5 Support businesses

- Supply chain organisations.
- Transport and delivery businesses.
- Suppliers.
- Manufacturers.
- Digital services.
- Finance houses and banks.
- Marketing and advertising agencies.
- Tradespeople.
- Independent suppliers.
- Farmers/local independents.

Learning aim B: Understand the importance of branding and promotion to retail businesses

B1 Branding

- Branding: the elements that define the image, tone, personality of a business and/or products.
- Brand: a characteristic name, symbol or shape that distinguishes a product from that of another retail organisation.
- Purpose:
  - create customer loyalty
  - generate increased sales
  - build trust and recognition
  - add value to a product or business
  - increase business value
  - increase market share
  - differentiation within the market.

B2 Promotion in retail

- Promotion: the publicisation of products/brands/organisations to increase public awareness or sales.
- Promotional mix.
- Promotional channels.
- Digital and traditional promotion.
- Methods of promotion:
  - advertising
  - public relations
  - direct marketing
  - sales promotion.
- Purpose:
  - communication to the customer
  - increase awareness of product/business
  - create interest within the market
  - generate sales and increased customers
  - develop and sustain a brand
  - create brand loyalty and customer loyalty
  - encourage differentiation within the market.

Learning aim C: Develop and promote a product brand

C1 Brand design

- Brand values.
- Brand personality.
- Brand identity.
- Brand name.
- Brand dimensions:
  - logos
  - images
  - colours
  - symbols
  - text
  - style
  - celebrity endorsement.

C2 Promotional materials

- Newspaper/magazine articles.
- Billboard posters.
- Pop-up banners.
- Press releases.
- Catalogues/flyers/leaflets.
- Vehicle sidings.
- Promotional items, e.g. pens, USB drives, mugs.

C3 Digital promotion

- Websites.
- Social media.
- Email.
- Banners.
- Pop-ups.
- Videos.

C4 Considerations

- Age, gender.
- Ethical.
- Cultural.
- Corporate social responsibility CSR.
- Environmental responsibility.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Understand the structure of retail businesses</td><td rowspan="4">AB.D1 Analyse the effectiveness of promotion and branding within a selected retail organisation.</td></tr>
<tr><td>A.P1 Explain the ownership, location and channels of different retail sub-sectors.
A.P2 Explain how other businesses support the retail sector.</td><td>A.M1 Compare how different chosen retail businesses operate in terms of channel, sub-sector, location and support.</td></tr>
<tr><td colspan="2">Learning aim B: Understand the importance of branding and promotion to retail businesses</td></tr>
<tr><td>B.P3 Describe the purpose of branding used by different retail businesses.
B.P4 Describe the promotional methods used by different retail businesses.</td><td>B.M2 Explain the benefits of the effective use of promotion and branding within retail businesses.</td></tr>
<tr><td colspan="2">Learning aim C: Develop and promote a product brand</td><td rowspan="2">C.D2 Evaluate the branding and promotional materials produced and how they reflect ethical and cultural considerations.</td></tr>
<tr><td>C.P5 Produce brand ideas for a selected product for retail.
C.P6 Produce promotional materials for a product brand.
C.P7 Describe how promotional materials take into account ethical and cultural considerations.</td><td>C.M3 Justify the choice of branding and promotional materials used to promote a product brand.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit learners should have access to a suitable business teaching environment with access to the internet for research and to local retail organisations. Teachers may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information across a range of retail businesses and sub-sectors.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will undertake thorough research into the structure, operations, branding and promotion of retail businesses of different size, channel and format. Learners will explore the support offered by other businesses within the retail sector and reference the impact of these on the overall success of retail business operations. Learners will provide robust coverage of the impact of branding and promotion within retail businesses, drawing conclusions as to the importance of these in supporting success. They will offer a comprehensive analysis of the success of one retail business, referencing the impact of branding and promotion on organisational success and growth, making recommendations for improvements.

For Merit standard, learners will carry out relevant research into the structure of retail businesses and the wider retail sector, comparing the similarities and differences in size, channel and format in two chosen retail businesses. Learners will recognise the support and impact of other organisations and businesses on the overall success of retail businesses and how these differ based on the size, location and format of the business. Learners will use their research to offer a detailed overview of the benefits of branding and promotional methods used by different retail businesses and the effect that these have on the operations of a business.

For Pass standard, learners will carry out an investigation into the retail sector and retail businesses in order to demonstrate their understanding of the ownership, location and channels of retail sub-sectors within the wider retail market. They explore the ways in which other businesses support the overall operations of the retail sector. Within their research into the retail sector, learners will explore the promotions and branding that retail businesses use in their operations and report on the key differences identified.

Learning aim C

For Distinction standard, learners will construct branding and promotional materials for a product brand, with detailed annotation and commentary as to choices and the effectiveness of these in communicating the brand. The branding and promotional materials will cohesively communicate the brand personality and value to a given audience and make effective use of a variety of brand dimensions. Learners will demonstrate a thorough understanding of the considerations required in promotion and branding to meet a desired outcome. They will offer thorough evaluations of the success of their choices and make clear suggestions for how to further enhance the promotion and branding of a product.

For Merit standard, learners will develop a series of branding ideas and promotional materials for a product brand. They will use a range of brand dimensions to communicate a product brand to a given audience and support these with clear reasoning. Learners will present a series of annotated promotional materials that clearly evidence ethical and cultural considerations and justify the choices and selections made in developing branding and promotional materials.

For Pass standard, learners will create branding ideas for a selected product which will be developed into a brand personality and brand image. Learners will use a range of brand dimensions within a series of promotional materials that they create to communicate a product brand. They will demonstrate an understanding of ethical and cultural considerations when producing promotional materials through brief commentary on their selections and choices.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: The Marketing Plan
- Unit 13: Business Ethics
- Unit 19: Visual Merchandising and Display Techniques for Retail Business
- Unit 23: Sourcing and Buying in the Supply Chain.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience within retail organisations
- business material as exemplars
- visits to appropriate retail business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop digital skills, research skills and interpersonal and communication skills essential for employment.

Unit 19: Visual Merchandising and Display Techniques for Retail Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will study the activities and responsibilities of visual merchandisers. They will also study the techniques and tools used to visually promote the sales of products in retail businesses.

Unit introduction

When you go shopping, have you ever wondered what makes you choose one retail outlet rather than another? It could be the window display, the layout of the store, how products are displayed and how easy they are to find.

A carefully considered layout and clever product positioning can entice customers into making a purchase. It is so important that many retail outlets employ skilled visual merchandisers to design and create the layout of their outlet and the product displays within it.

In this unit you will learn about visual merchandising activities and display techniques in retail businesses. You will find out what exactly visual merchandisers do and how their role differs depending on the size of the retail business and the sub-sector it operates in. You will learn about the tools and techniques visual merchandisers use to create eye-catching product displays and you will have the opportunity to develop your own creative skills by applying these tools and techniques to a retail situation and making sure it complies with health and safety considerations.

Learning aims

In this unit you will:

A Understand the activities and responsibilities of visual merchandisers in retail businesses

B Understand the techniques and tools used by retailers to merchandise and display their products visually

C Design and plan a positive sales environment using visual merchandising and display techniques.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the activities and responsibilities of visual merchandisers in retail businesses	**A1** Visual merchandising activities **A2** Responsibilities of visual merchandisers **A3** Size and sub-sector of retail outlets	A report/presentation of the visual merchandising activities, techniques and tools used by two retail businesses operating in different sub-sectors that considers the effectiveness of these in each.
B Understand the techniques and tools used by retailers to merchandise and display their products visually	**B1** The techniques used by visual merchandisers **B2** The tools used by visual merchandisers **B3** Using visual merchandising techniques and tools successfully	
C Design and plan a positive sales environment using visual merchandising and display techniques	**C1** Supporting design ideas **C2** Planning a positive retail environment **C3** Designing a product display	A practical demonstration of visual merchandising techniques and tools to create a realistic design and plan for a display for a positive retail environment in a chosen retail outlet and being able to respond to feedback to justify improvements.

Content

Learning aim A: Understand the activities and responsibilities of visual merchandisers in retail businesses

A1 Visual merchandising activities

- Working alone or as part of a visual merchandising team.
- Designing floor plans and displays for product presentation.
- Designing window displays for product presentation.
- Drawing design plans by hand or computer.
- Following a given design brief, e.g. scope of project, timings, budget, problem statement, constraints.
- Assembling and dismantling displays.
- Using props and lighting.
- Deciding how to use space and lighting creatively.
- Dressing mannequins and arranging screens and posters.
- Making sure that prices and other details are visible.

A2 Responsibilities of visual merchandisers

- Giving feedback to stakeholders, e.g. head office, buying teams, members of the visual merchandising team, departmental managers.
- Discussing briefs with clients where appropriate.
- Sourcing props.
- Organising/conducting research into customer demographics and store/regional attributes.
- Creating branded visual merchandising packs to send to each branch of a store.
- Liaising with sales staff and arranging coaching on how goods should be displayed.
- Ensuring consistency with corporate brand image (usually only in large businesses).
- Researching costs and working within a budget.
- Researching common factors and trends that influence customer buying patterns, e.g. marketing, advertising, branding, celebrity influence, seasonal, financial.

A3 Size and sub-sector of retail outlets

- Size – micro, small and medium-sized enterprises (SMEs), large retailers, e.g. national/international department stores, retail businesses that operate globally.
- How the size of retail businesses affects the work of visual merchandisers, e.g. a small retailer may have one visual merchandiser who creates all displays, whereas a large, national retailer may have specialist teams of visual merchandisers.
- Sub-sectors, e.g. automotive, clothing, DIY, electrical goods, food and grocery, footwear, homewares, music and video, non-specialised stores, personal care, second-hand stores, discount stores, convenience stores.
- How the sub-sector of retail businesses affects the work of visual merchandisers, e.g. availability of refrigerated units for perishable goods displays.

Learning aim B: Understand the techniques and tools used by retailers to merchandise and display their products visually

B1 The techniques used by visual merchandisers

- Psychological techniques – how to appeal to customer senses (e.g. sight, touch, smell, taste, hearing), discounts, special events, time limitations, music, minimalist versus 'pile them high' displays, packaging, use of tangibles and intangibles.
- Display techniques, e.g. the use of 'open sell' to enable customers to try products for themselves, closed sell displays, themed displays.
- Visual techniques – how sales staff can influence customers through visual techniques, e.g. demonstration areas, trials, sampling, placement of add-ons, interactive/touch screen/windows, QR (Quick Response) codes, use of substitutes.
- Product placement, e.g. window, front end, aisle ends, near stairs, at entrance, near escalators/lifts, high-traffic aisles, complementary merchandise placement.

B2 The tools used by visual merchandisers

- Display props, e.g. mannequins, display units, furnishing enhancements, garment rails, counters, shelves, platforms, showcases, containers.
- Working tools, e.g. measuring tape, staple gun, hot glue gun, hammer, scissors, pencils, bradawl, safety glasses, screwdrivers, plumb levels.
- The importance of general corporate tidiness including cleanliness, using appropriate POS (point of sale) materials.
- Creation of ambience, e.g. targeted specialised lighting from spotlights, floor lighting by fluorescents, varied floor coverings, use of mirrors.
- The importance and use of colour.
- Design drawings, computer software, planograms.
- Importance of correct temperature for certain products.

B3 Using visual merchandising techniques and tools successfully

- The effectiveness of the techniques and tools used in successful visual merchandising displays, e.g. encouraging target customers to browse and buy.
- The benefits of successful visual merchandising to:
  - retail businesses, e.g. increased customer traffic, increased profitability
  - customers, e.g. improves accessibility to categories of goods, improves self-selection, informs on fashion and trends
  - suppliers, e.g. increased sales, improved marketing of their products.

Learning aim C: Design and plan a positive sales environment using visual merchandising and display techniques

C1 Supporting design ideas

- Following a design brief, e.g. scope of project, timings, budget, problem statement, constraints.
- The range of products/goods to be used in a display.
- The type of props that will enhance products to be used in a display.
- Any time constraints.

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- The use of appropriate support merchandise.
- Themes, activities, events, seasons.
- The use of signage, colour, styling and composition.
- The direction of any lighting to be used.

C2 Planning a positive retail environment

- The importance of attempting to create an environment that provides a positive experience for customers, enticing them to enter and buy products.
- Designing a planogram for a positive retail environment, using appropriate annotations and considering the following features:
  - layout, e.g. gridiron, open/free-flow, boutique
  - location, space availability, link with adjacent stock
  - customer traffic flow – entrance design, e.g. flat, recess, open, automatic doors, multi-level outlets
  - position of fixtures, e.g. 45/60/90 degrees
  - product positioning effects, e.g. slow sellers, fast sellers, new ranges, old stock, doubling up/repeat placing, placing products by the till/door
  - product presentation, e.g. hanging, folding garments, boxed, pyramid
  - accessibility, e.g. height of shelves/fixtures, position of products, direction of customer flow, clockwise/anticlockwise flows, sales desk/checkout position, exit location, effect of the transition zone
  - common factors that influence customer buying patterns and trends, e.g. marketing, advertising, branding, celebrity influence, seasonal, financial and how retailers use this information to create a retail environment.
- The importance of using feedback from others (e.g. customers, clients) to improve the effectiveness of retail environment planograms.

C3 Designing a product display

- How to create realistic product display designs to engage customers, including:
  - the type of display, e.g. small window display, internal store display, shelf display, free standing display
  - the location and positioning of the display, positioning of props, space availability and links with other stock
  - link to existing planogram, if appropriate
  - the products/goods to be displayed and the overall shape of the display, e.g. pyramid, symmetrical, asymmetrical
  - the use and positioning of props, e.g. stands, lighting, POS, backdrops, mannequins, ceilings and wall coverings
  - the use of signage, themes and colours
  - appropriate ways of informing customers about the products on display, e.g. effective use of visual techniques
  - use of any corporate/manufacturers' policies, e.g. colour schemes, logo, positioning, POS material
  - complementary merchandise placement
  - health and safety considerations relevant to the goods on display, e.g. food safety, display safety (height of merchandise, stability, weight distribution/capacity, correct temperature, signage), legal and regulatory requirements
  - ethical and cultural considerations of target customers, e.g. choice of name, use of language, use of colours, use of signs, use of cultural images, sustainability.

- Gathering feedback, e.g. from customer/client, from business professionals.
- Methods of gathering feedback, e.g. verbal, written, questionnaires, surveys, closed questions, open questions, usability tests.
- The importance of using feedback from others (e.g. customers, clients) to improve the effectiveness of product display designs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the activities and responsibilities of visual merchandisers in retail businesses		
A.P1 Explain, using relevant examples, the activities and responsibilities of visual merchandisers in two retail businesses operating in different sub-sectors. **A.P2** Explain, using examples, how the size and sub-sector of retail outlets affect the work of visual merchandisers.	**A.M1** Analyse how the size and sub-sector of two selected retail businesses affect the activities and responsibilities of visual merchandisers.	**AB.D1** Evaluate the effectiveness for business success of the activities, responsibilities, techniques and tools used by visual merchandisers in two retail businesses operating in different sub-sectors.
Learning aim B: Understand the techniques and tools used by retailers to merchandise and display their products visually		
B.P3 Explain, using relevant examples, the techniques used by visual merchandisers in two retail businesses operating in different sub-sectors. **B.P4** Describe, using relevant examples, the tools used by visual merchandisers in two retail businesses operating in different sub-sectors.	**B.M2** Analyse the benefits of using the different techniques and tools to two retail businesses operating in different sub-sectors, including their customers and suppliers.	

Pass	Merit	Distinction
Learning aim C: Design and plan a positive sales environment using visual merchandising and display techniques		
C.P5 Plan a detailed, positive retail environment using appropriate annotations to meet a given design brief. **C.P6** Create a product display design for use within a positive retail environment, to meet a given design brief. **C.P7** Gather feedback on the effectiveness of the positive retail environment plan and the product display design.	**C.M3** Use feedback to analyse the effectiveness of the positive retail environment plan and the product display design.	**C.D2** Justify suggested improvements to the positive retail environment plan and the product display design in response to feedback.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current retail business information on websites and from printed resources.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will have relevant evidence from two local or national contrasting retail businesses operating in different sub-sectors of the activities, the responsibilities of visual merchandisers, and the techniques and tools used by them to support the evaluation given. The retail businesses chosen should be contrasting enough to allow a suitable evaluation, such as a small boutique clothes retailer compared to a large electric goods retailer. Learners will critically evaluate the impact on business success based on their research and the effectiveness of the activities, the responsibilities of visual merchandisers, the techniques and the tools.

For Merit standard, learners will demonstrate clear analysis of how the sub-sector of two contrasting retail businesses affects the activities and responsibilities of visual merchandisers as well as the benefits to the retail businesses, their customers and suppliers of using the different visual merchandising techniques and tools. Learners need to analyse how the range of activities and responsibilities may differ in different sub-sectors and different-sized retail outlets. For example, a large retailer may use a team of visual merchandisers who implement designs created at head office, whereas a smaller retailer may have one visual merchandiser who creates and implements all the designs themselves. Evidence of independent research should be included.

For Pass standard, learners will explain the activities and responsibilities of visual merchandisers and the techniques used and give a description of the tools used by them in two contrasting retail businesses that operate in different sub-sectors, for example a food retailer and a fashion retailer. Learners should illustrate their work with appropriate examples from their research.

Learning aim C

For Distinction standard, learners will participate in a practical activity to plan and design a successful display that has been informed by research and meets a given design brief. Learners will need to gather feedback from a variety of sources, e.g. potential customers and the owner/manager of the retail business on which the designs are based. Learners should provide a summary of the feedback gathered and a copy of the original questionnaire or questions asked. They will then need to use the feedback together with their review of the effectiveness of their designs to justify any suggested improvements. Evidence could include revised designs with suggested improvements clearly indicated, or an action plan that includes their justified suggestions. When assessing learners' designs for this, it is important to judge whether they have met the requirements of the original design brief. The artistic quality of the design is not being assessed.

For Merit standard, learners will need to plan and design a detailed and positive retail environment using appropriate annotations to meet a given design brief. They will need to gather feedback from a variety of sources and use this to analyse the effectiveness of their design, for example the accessibility of the design to customers, how it may tempt customers to buy the product and whether it meets the design brief.

For Pass standard, learners will present evidence of planning and designing an appropriate display for a positive retail environment using relevant annotations to meet a given design brief. The display design should be realistic and appropriate for the space available and the intended target customer as well as considering any health and safety aspects. Learners also need to gather feedback on the effectiveness of their plans and designs.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: The Marketing Plan
- Unit 9: Personal Selling in Business
- Unit 18: Promoting and Branding in Retail Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations
- participation in audience assessment of presentations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop visual promotion skills.

Unit 20: Lean Organisation Techniques in Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will consider key lean organisation techniques that will help the business to operate more efficiently by reducing waste.

Unit introduction

Lean is a strategy to reduce waste in business operations by focusing on the activities that contribute the most value for the customer. It relies on a culture of continuous improvement. Lean organisation techniques began in the car manufacturing industry from the need to constantly improve quality while reducing the costs of production to remain competitive. However, the techniques are now used extensively by organisations of all types and size, including offices and service providers, to improve business performance by eliminating waste and increasing efficiency.

This unit looks at the elements that should be considered when introducing lean organisation techniques. The various tools that support lean are considered. You should be able to identify the key benefits that lean can offer.

The productivity rate needs to be measured if it is to be further improved. To do this, you will initially undertake a Productivity Needs Analysis (PNA) to identify key areas of opportunity. It is important for you to understand that the purpose of the PNA is to establish a starting point on the productivity improvement journey. It is not a benchmarking exercise to compare one company's performance against another's.

This unit will also introduce you to flow process analysis through the application of a Service Excellence Needs Analysis (SENA), which will enable you to map the process and measure improvement. The process is mapped in detail and identifies any concerns and improvements needed, defining value-added and non-value-added processing steps and forms of waste that may be inherent. You will see how a process map can be applied to your own processes and will create one at the end of this unit.

Learning aims

In this unit you will:

A Understand the concepts and benefits of lean organisation techniques

B Implement a productivity needs analysis

C Produce a process map.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the concepts and benefits of lean organisation techniques	**A1** Concept of a lean work environment **A2** Key elements of lean **A3** Lean tools **A4** Benefits of a lean work environment	Factsheet that describes the concept and key elements of a lean work environment and the benefits that lean business techniques generate.
B Implement a productivity needs analysis	**B1** Purpose of a productivity needs analysis **B2** Productivity metrics **B3** Process	Describe the purpose of productivity needs analysis and implement a productivity needs analysis within a selected organisation.
C Produce a process map	**C1** Producing a process map	Produce a process map. The process is mapped in detail and identifies any concerns and improvements needed, defining value-added and non-value-added processing steps and forms of waste that may be inherent.

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Content

Learning aim A: Understand the concepts and benefits of lean organisation techniques

A1 Concept of a lean work environment

- The aim of lean is to meet demand instantaneously, with perfect quality and no waste.
- Lean was developed by Toyota in Japan, with origins in the car manufacturing industry.
- Characteristics of lean:
  - goods are manufactured to exactly match customer orders, no inventory of finished goods is predicted
  - short lead times enable rapid response to variation in demand
  - work in progress (WIP) and inventory buffers are kept to an absolute minimum.

A2 Key elements of lean

- Eliminating waste by the reduction of non-value-added activities:
  - overproduction
  - waiting time between tasks
  - transport of materials
  - inappropriate or inefficient manufacturing processes
  - WIP inventory and stock items
  - unnecessary handling of items/stock
  - reduced defect-associated waste, e.g. rework, scrap.
- Team working:
  - team problem-solving
  - multi-skilling to allow job rotation and flexibility
  - encouraging process 'ownership' and responsibility
  - enriching roles, e.g. include maintenance and setting tasks in operator jobs.
- Continuous improvement:
  - encouraging a culture of innovation
  - managing change
  - process refinement
  - encouraging staff of all levels to make suggestions for improvements.
- Improving quality:
  - quality control (QC)
  - quality assurance (QA)
  - total quality management (TQM).
- Increasing the dependability of internal processes and external suppliers:
  - shared online systems with external suppliers to enable instant ordering of stock.
- Increasing manufacturing flexibility in terms of both product mix and volume.

A3 Lean tools

- Standardised work practices to provide documented procedures of best practice that build in efficiency and consistency.
- Optimal use of materials and processes.

- Total productive maintenance (TPM) to eliminate unplanned breakdowns.
- Just-in-time (JIT) so products are made to customer order and stock holding is eliminated.
- Kanban (pull system) automatic stock replenishment systems.
- 5S to efficiently organise work areas (sort, set in order, shine, standardise, sustain).
- Continuous flow to enable smooth flow of WIP between stages.
- Kaizen (continuous improvement) to improve processes over time based on suggestions from employees working together.

A4 Benefits of a lean work environment

- Efficiency.
- Reduced stock-holding costs.
- Reduced space needed to store stock.
- High stock turnover.
- Environmental benefits as waste is eliminated.
- Improved competitiveness.

Learning aim B: Implement a productivity needs analysis

B1 Purpose of a productivity needs analysis

- Helps to improve productivity in a business:
  - measure the current productivity of the business
  - identify the desired level of productivity and set productivity improvement goals
  - identify key processes that will help the business to achieve its productivity improvement goals.

B2 Productivity metrics

- Financial data:
  - sales revenue/turnover
  - expenses.
- Employee data:
  - number of employees
  - staff turnover
  - rewards and benefits
  - absenteeism rate
  - temporary employees.
- Materials:
  - amount of wastage
  - amount of rework.
- Floor space:
  - floor space utilisation
  - contract penalties.
- Supplier information:
  - volume and amount of spend
  - delivery on time
  - quality.

B3 Process

- Information required.
- Stakeholders to supply information.
- Score the current status of the organisation.
- Skill control.
- Gap analysis.
- Implementation plan.

Learning aim C: Produce a process map

C1 Producing a process map

- Definition of a process in its elements/activities of work.
- Flow process analysis using symbols and abbreviations defined by ASME (American Standard for Methods Engineering).
- Identification of variation.
- Value-added and non-value-added activities:
  - value-added activities are those that add value and contribute to the finished product
  - non-value-added activities are those that do not add value or are unnecessary.
- Waste (muda):
  - overproduction – this refers to producing more than is required, resulting in wasted products and labour
  - excess transportation – transportation that costs the customer money but doesn't add any value to the end product
  - excess inventory – more inventory than is required to complete the project
  - excess processing – using more of the workforce than necessary
  - waiting – idle time, either via machines or employees
  - correction – wasted time fixing a problem because it wasn't done correctly the first time
  - motion – wasting time to run errands like pick up parts, etc.
- Improvements to the process.
- Action plan:
  - clear targets
  - deadlines
  - named people responsible for action.
- Effectiveness of improvements:
  - monitoring
  - evaluating
  - further improvements.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Understand the concepts and benefits of lean organisation techniques</td><td rowspan="2">A.D1 Evaluate the impact of lean organisation techniques on the performance of a selected organisation.</td></tr>
<tr><td>A.P1 Describe the concept and key elements of a lean work environment.
A.P2 Explain the benefits to a selected organisation of adopting lean organisation techniques.</td><td>A.M1 Compare tools used by a selected organisation to support lean operations.
A.M2 Analyse the benefits to a selected organisation of adopting lean organisation techniques.</td></tr>
<tr><td colspan="2">Learning aim B: Implement a productivity needs analysis</td><td rowspan="3">BC.D2 Prepare an action plan to implement specific improvements to increase the efficiency and productivity of a selected organisation.</td></tr>
<tr><td>B.P3 Undertake productivity needs analysis in a selected organisation.
B.P4 Describe the process for conducting a productivity needs analysis.</td><td>B.M3 Undertake detailed productivity needs analysis in a selected organisation which justifies improvements.</td></tr>
<tr><td colspan="2">Learning aim C: Produce a process map</td></tr>
<tr><td>C.P5 Produce a basic process map using appropriate symbols and terminology for an identified process.</td><td>C.M4 Produce a detailed process map using appropriate symbols and terminology for an identified process which justifies improvements.</td><td></td></tr>
</table>

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Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a local work placement setting, which will allow them to observe the efficiency of operations. For the assessment learners must undertake a productivity needs analysis and produce a process map which will both require access to an appropriate local work placement setting. This may be a manufacturer or a service provider.

Essential information for assessment decisions

It is recommended that learners focus on the operations of one local work placement setting for all assessed tasks. This work placement may be a manufacturer or a service provider. A large business of 30+ employees should be used as not all small businesses will use a sufficient range of lean organisation techniques to support the assessment.

Learning aim A

For Distinction standard, learners must evaluate the impact of lean organisation techniques on the performance of a selected organisation. They should consider a range of performance measures. Learners' work must be balanced to consider the benefits and limitations of using lean organisation techniques on the performance of the selected organisation. Learners should make reference to examples from their research carried out on the organisation to illustrate their points. They should offer a direct link between each lean organisation technique and business performance.

For Merit standard, learners must compare two tools used by a selected organisation to support lean operations. They should select two tools which are significantly different. The similarities and differences between the tools must be considered, e.g. the aims of the tools, situations in which they are applied and/or resource requirements. Learners also need to analyse the benefits to a selected organisation of adopting lean organisation techniques. Within their analysis learners must identify separate benefits, explain how they may be related (e.g. increased efficiency may support improved profitability) and consider the consequences to the organisation.

For Pass standard, learners need to describe both the concept and the key elements of a lean work environment. They should give examples from real-life businesses that they have researched to illustrate the points made. Learners also need to explain the benefits to a selected organisation of adopting lean organisation techniques. Within the explanation the learner should identify a range of benefits.

Learning aims B and C

For Distinction standard, learners must prepare an action plan to implement specific improvements to increase both the efficiency and the productivity of a selected organisation. For this task learners must make reference to the improvements justified in their work for B.M3 and C.M4 and create an action plan to address these improvements. The action plan must be realistic, with clear targets and measures to monitor/evaluate progress.

For Merit standard, learners need to undertake a productivity needs analysis and produce a detailed process map in a selected organisation which justifies improvements. Learners must clearly justify the improvements with reference to the findings from undertaking the productivity needs analysis and creating the process map. The process map must use symbols and abbreviations defined by ASME (American Standard for Methods Engineering) for the identified process.

For Pass standard, learners need to describe the process for conducting a productivity needs analysis. This is a theoretical task and learners could present their work as a flow chart or other diagram to illustrate the steps. Learners also need to undertake a productivity needs analysis in a selected organisation. A process map using symbols and abbreviations defined by ASME (American Standard for Methods Engineering) for an identified process must also be produced. The process must be mapped, identifying any concerns and improvements needed, defining value-added and non-value-added processing steps and forms of waste that may be inherent. A range of waste should be described.

Links to other units and curriculum subjects

This unit links to:

- Unit 21: Business Improvement Tools and Techniques.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 21: Business Improvement Tools and Techniques

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will investigate the tools and techniques that can be used to improve the efficiency of business operations.

Unit introduction

This unit has been designed to develop your understanding and confidence in employing techniques of business improvement within a working environment. These techniques can be applied to improve a wide range of operations, from payroll to room usage.

The unit will enable you to investigate the continuous improvement role of process management and will equip you with Kaizen tools and techniques which can be applied within the workplace to facilitate lean systems. You will also develop your knowledge and understanding of the principles of workplace organisation to increase the 5S/5C score, and your skills at using visual management systems.

Learning aims

In this unit you will:

A Investigate continuous improvement techniques

B Understand the principles and techniques of workplace organisation

C Understand how visual indicators can be used to improve the work environment

D Explore ways to eliminate variances from processes in the workplace.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate continuous improvement techniques	**A1** Kaizen principles and application **A2** Benefits of improvement techniques **A3** Practices and procedures used in continuous improvement	Learners will prepare a report that identifies and explains continuous improvement and workplace organisation techniques for a given organisation. An evaluation of both Kaizen and continuous improvement should be offered in relation to a given organisation.
B Understand the principles and techniques of workplace organisation	**B1** Principles of workplace organisation **B2** Techniques of workplace organisation	
C Understand how visual indicators can be used to improve the work environment	**C1** The purpose and stages of using visual indicators **C2** The principles of applying visual indicators in the workplace **C3** The measurement and benefits of using visual indicators in the workplace	Learners will create a presentation which should include sections that: · identify good visual management practices for a workplace · have learner-generated examples and recommendations, of appropriate visual indicators that could be used in a workplace · identify workplace variances and the benefits of eliminating them · identify standard and safe working methods that should be used in a workplace. The presentation should conclude with evaluation of what improvements to the working environment can be achieved by adopting visual management, eliminating variances and applying safe and standard working methods.
D Explore ways to eliminate variances from processes in the workplace	**D1** The principles and benefits of eliminating variances in the workplace **D2** The use of standard working methods and documentation **D3** Applying safe working methods and assigning responsibilities	

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Content

Learning aim A: Investigate continuous improvement techniques

A1 Kaizen principles and application

- Definition of Kaizen including Kaizen diagram.
- Benchmarking to set quantifiable targets and objectives.
- Identify forms of waste, problems or conditions in the work area or activity.

A2 Benefits of improvement techniques

- Reduced product cost.
- Improved safety, improved quality.
- Improvements to working practices and procedures.
- Reduction in lead time.
- Reduction/elimination of waste.

A3 Practices and procedures used in continuous improvement

- Standard operating procedures (SOPs) to sustain improvements.
- Health and safety practices and procedures.
- Organisational policies and procedures.
- Limits of own responsibility.

Learning aim B: Understand the principles and techniques of workplace organisation

B1 Principles of workplace organisation

- 5S/5C:
  - Seiri (Clear out)
  - Seiton (Configure)
  - Seiso (Clean and Check)
  - Seiketsu (Conformity)
  - Shitsuke (Custom and Practice).
- Selection of work area or activity.
- Benefits of a safe and productive workplace.

B2 Techniques of workplace organisation

- Establish area score (5S/5C Score).
- Identify missing information, tools and/or equipment.
- Identify improvements in existing SOPs.
- Techniques to communicate information using visual controls.
- Health and safety requirements.

Learning aim C: Understand how visual indicators can be used to improve the work environment

C1 The purpose and stages of using visual indicators

- Purpose.
- Stages of process.

C2 The principles of applying visual indicators in the workplace

- Application.
- Principles:
  - standardisation
  - format
  - positioning
  - relevance.

C3 The measurement and benefits of using visual indicators in the workplace

- Measures of performance.
- Benefits.

Learning aim D: Explore ways to eliminate variances from processes in the workplace

D1 The principles and benefits of eliminating variances in the workplace

- Principles of eliminating variance from the workplace.
- Benefits of eliminating variance:
  - safety
  - quality
  - efficiency.

D2 The use of standard working methods and documentation

- Use of standard working methods.
- Use of standardised work documents.

D3 Applying safe working methods and assigning responsibilities

- Applying safe working methods.
- Assigning responsibility for processes and activities.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Investigate continuous improvement techniques</td><td rowspan="4">AB.D1 Evaluate Kaizen and workplace organisation techniques in a given organisation.</td></tr>
<tr><td>A.P1 Identify the main Kaizen principles and their application.
A.P2 Identify the reasons why an organisation would use improvement techniques, and policies and procedures.</td><td>A.M1 Explain Kaizen techniques and their application in a given organisation.</td></tr>
<tr><td colspan="2">Learning aim B: Understand the principles and techniques of workplace organisation</td></tr>
<tr><td>B.P3 Identify the principles and techniques of workplace organisation.</td><td>B.M2 Conduct an audit of a given workplace using workplace organisation techniques.</td></tr>
<tr><td colspan="2">Learning aim C: Understand how visual indicators can be used to improve the work environment</td><td rowspan="4">CD.D2 Evaluate the improvements to the work environment that using visual management systems and eliminating variances from processes can have in a selected workplace.</td></tr>
<tr><td>C.P4 Identify the purpose and stages that contribute to visual management in a workplace.
C.P5 Prepare appropriate visual indicators in a workplace.</td><td>C.M3 Recommend visual management improvements to a workplace.</td></tr>
<tr><td colspan="2">Learning aim D: Explore ways to eliminate variances from processes in the workplace</td></tr>
<tr><td>D.P6 Identify the benefits of eliminating variances from processes in a workplace.
D.P7 Identify the benefits of using standardised and safe working methods in a workplace.</td><td>D.M4 Describe the process of eliminating variance and introducing standardised and safe working methods in a selected workplace.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P4, C.P5, D.P6, D.P7, C.M3, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to suitable business workplaces through visits, work placement or by means of case study examples. The use of vocational contexts is essential in the delivery and assessment of this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will evaluate the Kaizen technique of continuous improvement. They should refer to the benefits and drawbacks the organisation may experience when adopting the technique. They should suggest improvements that could be made in a workplace.

For Merit standard, learners will make clear what the main Kaizen techniques are and how they could be applied in a particular organisation. For criteria on B.M2 learners are required to conduct an audit of a selected workplace to determine where information, tools and/or equipment are missing and where improvements could be made.

For Pass standard, learners will be expected to produce evidence that shows their knowledge and understanding of business improvement tools and techniques. For A.P1, learners should identify the concept of Kaizen and describe the stages involved in the improvement cycle, illustrating them with a diagram. For A.P2 and B.P3, learners are required to clearly identify the key principles and techniques of workplace organisation in a given workplace.

Learning aims C and D

For Distinction standard, learners are required to give an evaluation of the visual management systems that are in place in a specified organisation, including evaluating the suggested improvements recommended for the Merit criteria.

For Merit standard, learners are required to make recommendations on how the visual management techniques could be improved in a particular organisation. This could be done by the use of suitable examples from a given workplace and offering recommendations on how existing methods could be further enhanced. Learners will also need to describe the ways in which their selected workplace eliminates variances from its process and the benefits of doing so. They should describe how the workplace applies and standardises safe working methods.

For Pass standard, learners must clearly identify the rationale of having good visual management practices in terms of safety, quality and efficiency in the workplace. Learners should then design a procedure for a selected activity or area and outline which shows how visual indicators could be prepared to meet the needs of a workplace.

The benefits of applying standardised working methods and documentation should be identified for a workplace. This should reference the need for safe working methods and why assigning responsibility for processes and activities is important to an organisation.

Links to other units and curriculum subjects

This unit links to:

- Unit 6: Using Office Equipment to Provide Business Support
- Unit 16: Working in Teams
- Unit 20: Lean Organisation Techniques in Business
- Unit 25: Warehousing Skills in Logistics.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- business case studies as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills and techniques that can be applied to the design and planning of a workplace to ensure efficient, safe, cost-effective and quality-assured practices can be undertaken.

Unit 22: Enterprise in the Workplace

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will develop skills and knowledge to be entrepreneurial by undertaking specific projects which involve working on real business problems in the workplace.

Unit introduction

Running your own business can be an exciting yet daunting challenge. Exciting, as the drive to succeed and personal dreams are fulfilled; daunting, as unknown challenges are faced. It is important, therefore, to have the opportunity to experience typical day-to-day entrepreneurial activities first-hand and to be able to undertake specific projects or solve real business problems. In this unit you will develop knowledge and understanding of how organisations succeed, and the skills and abilities entrepreneurs draw on when faced with everyday issues or problems.

You will undertake enterprise work placements to build confidence and skills in two work placements with two organisations to broaden your experiences and apply skills to particular projects or real business problems. This experience will enable you to agree and set goals and to monitor and review the objectives through the process of identifying and developing ideas for the project or problem. Each project or problem will focus on the production of an action plan, with aims, objectives and targets, that supports the development of the problem-solving process. You will monitor your progress against the agreed action plan targets and review the effectiveness of your performance through recording experiences in a learning log or diary. Being able to reflect on and evaluate performance and progress, and learning from challenges other successful entrepreneurs face, will help you to understand the importance of planning and monitoring goals and the skills developed while in the workplace.

Learning aims

In this unit you will:

A Investigate the features of the workplace organisation

B Undertake workplace projects

C Review the work experience

D Report and present on the outcomes of the work experience.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the features of the workplace organisation	**A1** Types of organisations **A2** Internal structure of organisations **A3** Business sectors and functions **A4** Competitors	A report describing the key features of the workplace organisation and its competitors.
B Undertake workplace projects	**B1** Personal action plan **B2** Problem-solving skills	An action plan or personal development plan (PDP) including agreed aims, objectives and targets for the intended project.
C Review the work experience	**C1** Reflective log **C2** Skills and behaviours **C3** Monitor performance **C4** Review	Complete a diary or journal on the day-to-day activities of each work placement project. Review the outcomes of the workplace project in the form of an interview role-play scenario.
D Report and present on the outcomes of the work experience	**D1** Outcomes of work experience **D2** Report on work experience **D3** Presentation of outcomes	Prepare a presentation to an audience on the outcomes of the workplace project.

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Content

Learning aim A: Investigate the features of the workplace organisation

A1 Types of organisations

- Public limited company (plc).
- Private limited company (ltd).
- Partnership; local authority.
- Voluntary sector or not-for-profit organisation.
- Franchise.

A2 Internal structure of organisations

- Aims and objectives.
- Organisational policies and procedures.
- Organisational charts.
- Functional interdependence.
- Staff organisation and roles.
- Learner's role and place in structure.

A3 Business sectors and functions

- Sectors:
  - primary
  - secondary
  - tertiary
  - quaternary.
- Functions:
  - purpose, e.g. profit, service provision, not for profit
  - scope, e.g. national, international, global.

A4 Competitors

- Identification of competitors.
- Type of activity.
- Sphere of operation, e.g. local, national, global.
- Direct/indirect.

Learning aim B: Undertake workplace projects

B1 Personal action plan

- Setting agreed aims, SMART objectives and targets for work project.
- Identifying personal career development opportunities, e.g. job competencies, daily duties and routines, operational, practical, technical, people-related, learning and development, quality, health and safety, equal opportunities, benefit to the learner/organisation, review/achievement dates.
- Setting scope of duties, terms of reference, budget, time-scales, resources.

B2 Problem-solving skills

- Being creative and innovative.
- Methods of achieving aims, objectives and targets.
- Intended outcomes.

Learning aim C: Review the work experience

C1 Reflective log

- Diary format, e.g. daily, half daily, hourly.
- Detail, e.g. tasks, supervisors, location.
- Signatures, e.g. mentor, supervisor, teacher.
- Information, e.g. meetings, training.
- Achievements.
- Strengths and weaknesses of project.
- Reflection on own performance.
- Evaluation of own performance.

C2 Skills and behaviours

- Dress code.
- Punctuality.
- Working with others.
- Teamwork.
- Communication and interpersonal skills.
- Business etiquette.
- Respect for diversity.
- Asking questions.
- Improved confidence.
- Reliability.

C3 Monitor performance

- Recording activities.
- Assessing outcomes of project or problem.
- Judging own performance.
- Supervisory judgements.
- Personal achievements against aims and objectives.

C4 Review

- Self-review.
- Review with workplace supervisor.
- Review with teacher.
- Formative and summative.
- Strengths and weaknesses of projects.
- Use and transferability of new skills and knowledge.
- Identification of issues.
- Application of solutions.
- Implications for future personal and professional development.

Learning aim D: Report and present on the outcomes of the work experience

D1 Outcomes of work experience

- Benefits to self and to workplace provider.
- Career development plans.
- Success of solutions applied to identified issues.
- Successful and unsuccessful outcomes.
- Identification of improved knowledge and skills.
- Development of problem-solving skills.

D2 Report on work experience

- Written.
- Verbal.
- Use of materials, e.g. photographs, work-related forms.
- Witness testimony.
- Diary or log.

D3 Presentation of outcomes

- Presentation of experience to teacher, workplace provider and group.
- Presentation styles, e.g. simple format for presentation, both written and verbal.
- Use of information technology, e.g. PowerPoint, slides, sheets, Prezi.
- Use of activity logs and other records.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Investigate the features of the workplace organisation</td><td rowspan="2">A.D1 Analyse the impact of the organisational structure on the functional areas of one organisation.</td></tr>
<tr><td>A.P1 Describe the type, structure, sector and functions of two workplace organisations.
A.P2 Describe the competitors of two workplace organisations.</td><td>A.M1 Explain how the organisational structure supports and contributes to the competitive functioning of two organisations.</td></tr>
<tr><td colspan="2">Learning aim B: Undertake workplace projects</td><td rowspan="2">B.D2 Evaluate how the workplace project supports the development of own entrepreneurial skills.</td></tr>
<tr><td>B.P3 Prepare a personal action plan showing the agreed aims, objectives and targets for an activity in each of two workplaces.
B.P4 Demonstrate problem-solving skills in carrying out agreed projects.</td><td>B.M2 Assess progress against the aims, objectives, targets and problem-solving skills for one activity in each of two workplaces.</td></tr>
<tr><td colspan="2">Learning aim C: Review the work experience</td><td rowspan="4">CD.D3 Evaluate how effective the contribution of own skills and abilities has been to the performance of one organisation.</td></tr>
<tr><td>C.P5 Complete a reflective log to monitor the progress of activity and development of own skills and behaviours.
C.P6 Demonstrate a review of the development of personal skills and behaviours from workplace project.</td><td>C.M3 Explain how the development of skills and behaviours improves personal effectiveness in the workplace.</td></tr>
<tr><td colspan="2">Learning aim D: Report and present on the outcomes of the work experience</td></tr>
<tr><td>D.P7 Present outcomes of activities in a suitable format, describing own contribution in the workplace.</td><td>D.M4 Analyse the outcomes of the activities in a suitable format, describing own contribution in the workplace.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aims: C and D (C.P5, C.P6, D.P7, C.M3, D.M4, CD.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to two work experience placements. Work experience will need to be undertaken in two sessions of a minimum of one week each, ideally two weeks per placement with two different enterprise organisations. Host businesses could include social enterprises as well as small businesses.

The placements will be agreed with the teacher, the organisation and the learner, with the aim of undertaking specific projects or business problems to solve.

Prior to the placements, the centre must liaise with the employer and ensure that health and safety measures and insurance are in place and are appropriate; this includes safeguarding and criminal checks (where applicable) and risk assessments. The centre should also ensure that they are satisfied with the organised programme of the placement and that the following are in place: an induction, a set programme of role(s) for the learner, together with the appointment of a mentor who will have regular meetings with the learner.

The key to success in this unit is to ensure that learners undertake experiences that enable them to use problem-solving skills. Employers will need support on the types of work tasks that could be suitable, but these are likely to include specific projects requiring entrepreneurial skills, such as researching new markets or developing new ideas. Learners will benefit from working with experienced entrepreneurs and staff members in this capacity.

The centre must ensure that a teacher visits the learner as appropriate during the placements to discuss and review progress with both the learner and the mentor, and to address any concerns or problems which may arise. Learners require supported time to plan, review and evaluate their work experience placements, and should be encouraged to be reflective throughout the process. They will need encouragement to collect a variety of evidence as they progress through their work experience. Evidence could include observations or witness statements from colleagues, supervisors or mentors, or even from customers.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners should use and develop their evidence across learning aim A to analyse the impact of organisational structure on the functional areas within one organisation. Learners should provide a detailed and balanced discussion on the impacts and use examples from their chosen organisation to support their analysis of the organisational structure and functions. Learners could consider the positive and negative impacts that the structure has on the functional areas.

For Merit standard, learners will need to develop their work at Pass standard to include a deeper understanding of the sector within which the organisations operate. Learners should relate their understanding of the structure of the organisation to the way in which it functions competitively.

For Pass standard, learners will need to describe all features of the two host organisations, including structure and internal organisation. Ideally, the chosen organisations need to be of sufficient size and complexity to have different functional departments. Learners must identify and describe the key features of the competitors

of each of the organisations. If learners are researching social enterprises, they should understand the different relationships with competitor organisations.

Learning aim B

For Distinction standard, learners should develop their ideas from the Merit standard and make an objective evaluation of how the work experience supports the development of entrepreneurial skills. This can be based on their own placement experience or measured against their action plan targets. Learners could consider the skills they will gain, including problem-solving skills, and discuss the strengths and weaknesses of the opportunities before reaching a judgement on the extent to which the entrepreneurial skills are developed. Suggestions on how these can be developed further will be required as part of the evaluation.

For Merit standard, learners are required to measure the progress made against their action plan and assess by making value judgements. They will need to show development from the Pass standard and include a balanced viewpoint as to whether or not the aims, objectives and targets have been met and explain why or why not. Learners will also need to assess whether the problem-solving skills have helped to meet these targets.

For Pass standard, learners will need to prepare an action plan for their placement. This can be presented as a personal development plan if preferred where they prepare aims, objectives and targets that are agreed with the host organisation. They will need to demonstrate problem-solving skills and this can be recorded in their log for each work placement and supported by observation or witness statements by the teacher or supervisor.

Learning aims C and D

For Distinction standard, learners are required to evaluate their own contribution to the work placement organisation. They must consider how their performance has benefited the organisation and make justified conclusions on how effective they have been. They must draw on the supporting evidence to substantiate their judgement and make suggestions on how this could have been improved.

For Merit standard, learners will need to include a more detailed explanation of how their skills and behaviours have improved as a result of the workplace project. They will need to include suitable evidence from their placement to support their explanations. Learners are required to analyse the outcomes of the workplace project in their presentation, considering the positive and negative areas where appropriate.

For Pass standard, learners need to complete a reflective log or diary to monitor the progress of their activities and development of their skills and behaviours in the workplace. It is envisaged that this log or diary will include details of meetings, working in teams, gathering information, problem-solving, etc. together with any copies of relevant documentation gathered while on placement. Learners will need to provide a review of the development of skills from the placement and this can be generated from a reflective account of their personal analysis of what skills were developed. This evidence can come from different sources of evidence and learners should aim to include appropriate evidence from the unit content for review. Learners will present results of their experiences, particularly on their performance and progress to complete activities. They can combine their experiences of the two placements. This evidence would be suitable as either a written report or an oral presentation which must include suitable evidence from the placements.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Business Organisations
- Unit 8: Training and Employment in Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- employer engagement
- work experience placements
- guest speakers and interview opportunities
- business material as exemplars.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, planning, communications, problem-solving and team-working skills as well as commercial experience.

Unit 23: Sourcing and Buying in the Supply Chain

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will understand about sourcing and buying in the supply chain.

Unit introduction

This unit is designed to give you an introduction to the key aspects of sourcing and buying activities in the supply chain. Businesses are increasingly looking to employ staff with knowledge and experience of this sector, which has been vastly impacted by advances in technology and globalisation.

In this unit, you will explore the fundamental objectives of and processes for effective sourcing, and the main aims and procedures for efficient buying. Effective relationships with suppliers are of paramount importance to the buyer. You will explore ways of achieving these and the effects of poor relationships. Selecting the source from which to buy is only the beginning of the process. Expediting, monitoring and controlling placed orders are also essential parts of the total buying process. This unit will enable you to understand the main procedures for achieving this.

You will be explore a growing sector of business which continues to provide a wide range of employment opportunities. The unit will give you a clear understanding of how the sector has developed over time. You will also develop skills in problem solving and in reviewing current procedures within a business.

Learning aims

In this unit you will:

A Explore how sourcing is undertaken in the supply chain

B Explore the buying activities involved in the supply chain

C Understand the requirements of relationships between businesses and suppliers

D Carry out review of monitoring and control procedures in the sourcing and buying in the supply chain.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how sourcing is undertaken in the supply chain	**A1** Sources of information **A2** Organisational requirements **A3** Sourcing strategies	Preparation of portfolio or report which focuses on both sourcing and buying in the supply chain. The report will contain descriptions of information sources, sourcing strategies, buying processes and the use of IT systems in supporting these.
B Explore the buying activities involved in the supply chain	**B1** Buying activities **B2** Buying requirements **B3** IT systems	
C Understand the requirements of relationships between businesses and suppliers	**C1** Professional relationships **C2** Organisational procedures	Preparation of portfolio or report based on research or work experience. The report will contain an explanation of professional bodies, codes, review procedures and the use of IT systems in supporting these.
D Carry out review of monitoring and control procedures in the sourcing and buying in the supply chain	**D1** Monitoring **D2** Control	

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Content

Learning aim A: Explore how sourcing is undertaken in the supply chain

A1 Sources of information

Sources of information needed for effective sourcing which is undertaken in the supply chain, including:

- On potential suppliers.
- Internal.
- External.
- Other suppliers.
- Financial data.
- Websites and social media.

A2 Organisational requirements

- For suppliers.
- Cost-effective, efficient, organisational policies and plans, e.g. laid-down procedures.
- Formal/informal, e.g. relationships, communications.
- Non-statutory/statutory, e.g. health and safety, other relevant codes of practice.
- IT systems – Electronic Data Interchange (EDI), barcoding, functional compatibility and integration, intranets and extranets, websites.

A3 Sourcing strategies

- Supply chain market analysis, make or buy, single or multiple sources, international sourcing, supply chain agreements, partnerships.

Learning aim B: Explore the buying activities involved in the supply chain

B1 Buying activities

- In the supply chain.
- Buying procedures, total acquisition cost (TAC).
- Determining current and future needs, quantity, quality, continuity of supply, timescales and lead times.
- Stockholding costs versus just-in-time (JIT).
- Identifying sources, tendering, establishing contracts/agreements.
- Product and performance specifications, negotiating price, placing orders, security, expediting.
- Receipt confirmation, quality assurance, authorising payment, retentions.

B2 Buying requirements

- Cost-effective, efficient, organisational systems, e.g. approved procedures, formal/informal communications, e.g. electronic, verbal, written records.

B3 IT systems

- Radio Frequency Identification (RFID), Electronic Data Interchange (EDI), electronic point of sale (EPOS), barcoding functional compatibility, and integration of systems through intranets, extranets, websites.

Learning aim C: Understand the requirements of relationships between businesses and suppliers

C1 Professional relationships

This includes the relationships between suppliers or between businesses and suppliers:

- Across the supply chain.
- Codes of ethics, professional bodies, e.g. international trade facilitation bodies – Simplifying International Trade (SITPRO).
- Regulatory bodies – local/national bodies that protect/cover the requirements of suppliers, e.g. General Agreement on Tariffs and Trade (GATT).
- Existing industry regulations, guidelines, codes of conduct/practice that regulate purchasing and supply activities, the role of statutory and non-statutory organisations, constraints set down by the existing industry regulations, guidelines, sources of information on the implementation of the codes and ethics, action necessary to ensure that existing industry regulations, guidelines and codes of conduct/practice are observed, the consequences of not following the codes of ethics, incorporating ethical behaviour at work.
- Factors that may impact the relationships with suppliers, e.g. technology, communication methods including barriers to communication, clarity of information, etc.
- Consequences of not maintaining good relationships.
- History of suppliers.

C2 Organisational procedures

- Supplier appraisal systems, vendor rating systems.
- Supplier development, trust.
- Negotiation strategies, methods and techniques.
- Buying records, content and purpose.
- Working relationships.
- Nature of relationship, competitive or partnership/collaborative, roles of contacts, responsibilities and level of influence, colleagues, suppliers' opportunities, existing, new.
- What contributes towards goodwill and trust, when to pass on enquiries beyond own areas of responsibility.

Learning aim D: Carry out review of monitoring and control procedures in the sourcing and buying in the supply chain

D1 Monitoring

- Across the supply chain when sourcing and buying.
- Who – individual buyer.
- Confidentiality.
- Duties, responsibilities.
- When – procedures, timeframes, order/supplier classifications.
- What – selection for expediting, order progress, delivery schedules.
- Information technology (IT).

D2 Control

- Across the supply chain when sourcing and buying.
- How – action, developing suitable contacts, formal/informal approach, written/electronic reminder, verbal contract visit.
- IT control.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Explore how sourcing is undertaken in the supply chain</td><td rowspan="4">AB.D1 Analyse the effectiveness of sourcing and buying activities in the supply chain.</td></tr>
<tr><td>A.P1 Identify sources of information needed for effective sourcing in the supply chain.
A.P2 Outline organisational requirements for the information sourced.
A.P3 Describe sourcing strategies used within the supply chain.</td><td>A.M1 Explain sources of information and the organisational requirements for the information sourced.</td></tr>
<tr><td colspan="2">Learning aim B: Explore the buying activities involved in the supply chain</td></tr>
<tr><td>B.P4 Describe the requirement and activities involved in the supply chain.</td><td>B.M2 Explain sourcing strategies and the use of IT systems in the process.</td></tr>
<tr><td colspan="2">Learning aim C: Understand the requirements of relationships between businesses and suppliers</td><td rowspan="4">CD.D2 Evaluate the effectiveness of the monitoring and control procedures used to meet the requirements of the supplier relationship.</td></tr>
<tr><td>C.P5 Identify the factors that may impact the relationship with the supplier.
C.P6 Outline organisational procedures to maintain professional relationships with the supplier.</td><td>C.M3 Analyse the requirements needed to maintain a successful relationship between suppliers and between businesses and suppliers.</td></tr>
<tr><td colspan="2">Learning aim D: Carry out review of monitoring and control procedures in the sourcing and buying in the supply chain</td></tr>
<tr><td>D.P7 Carry out a basic review of monitoring and control procedures.</td><td>D.M4 Carry out a detailed review of monitoring and control procedures.</td></tr>
</table>

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P5, C.P6, D.P7, C.M3, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will provide an analysis of the effectiveness of sourcing and buying activities in the supply chain, giving clear examples to support the explanations. This analysis will include a range of both sourcing and buying activities with clear justifications of their effectiveness.

For Merit standard, learners will explain sources of information and the organisational requirements for the information sourced, using clear examples. Learners will go on to explain sourcing strategies and the use of IT systems in the process, which could include EDI systems, websites (intra- and extranets), etc. Learners will look at the question of how an IT system provides support in buying and sourcing.

For Pass standard, learners will identify sources of information, which could include internal and external suppliers, websites, directories, etc. Learners will outline organisational requirements for the information sourced, for example costs and other statutory issues such as health and safety. Learners will describe sourcing strategies; factors such as market analysis, international market, multiple sourcing, etc. should be included. Learners will describe the requirements of effective buying activities. This could be a comprehensive list considering such requirements as just-in-time delivery.

Learning aims C and D

For Distinction standard, learners will evaluate the effectiveness of the monitoring and control procedures used to meet the requirements of the supplier relationship, giving clear examples to support the explanation. This should include a clear justification of why each procedure is effective and a supported judgement using examples.

For Merit standard, learners will analyse the requirements needed to maintain a successful relationship with or between suppliers, or between suppliers and businesses, using clear examples. Learners will carry out a detailed review of monitoring and control procedures, including, but not limited to, monitoring (confidentiality, duties and responsibilities, IT) and control (across the supply chain when sourcing and buying, IT).

For Pass standard, learners will identify a number of factors that may impact the relationship with the supplier, such as professional and regulatory bodies. Learners will outline at least five organisational procedures to maintain professional relationships with suppliers. Learners will demonstrate the skills needed to carry out a review of monitoring and control procedures; they should have access to the industrial documentation which could come from online research. The overall approach will be to provide a simulated work experience.

Links to other units and curriculum subjects

This unit links to:

- Unit 24: Technology in the Logistics Sector
- Unit 25: Warehousing Skills in Logistics
- Unit 26: Transport, Distribution and the Storage of Goods within the Logistics Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 24: Technology in the Logistics Sector

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will study the importance of technology in the logistics sector and in particular in the warehousing, distribution and transport operations. They will also look at the legal and other constraints that may affect the use of technology in logistics operations.

Unit introduction

Technology has had a huge impact on today's logistics industry. There are new warehouse systems that are completely automated to maximise efficiency and include computerised stock monitoring systems. These systems, in turn, feed data into track and trace systems that inform the customer via the internet of the exact location of goods at any one time. As well as maximising efficiency, new technology has enabled the industry to put the customer first. It has also enabled logistics organisations to communicate to a higher degree with all their internal customers, which has a positive impact on the quality of service offered.

In this unit you will investigate the use of technology within the modern logistics industry using specific examples taken from the warehousing, transport and distribution sections of the industry. New developments will be looked at, specifically to see how technology impacts certain areas, along with the advantages and disadvantages. Legislation and other constraints will also be covered as these have changed over the last few years to account for increased mechanisation and new issues that technology brings to the workplace.

Learning aims

In this unit you will:

A Explore the use of technology in logistics operations

B Explore the use of automated warehousing systems

C Understand legal and other constraints over the use of technology in logistics operations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the use of technology in logistics operations	**A1** Warehousing operations technology **A2** Distribution and transport operations technology **A3** New technology developments	A written investigation of the warehousing, distribution and transport operations technology, using current examples of how this technology has contributed to the efficiency of distribution and transport operations in a selected business.
B Explore the use of automated warehousing systems	**B1** Warehousing systems	A presentation of the automated warehousing systems used in a selected business and how they link to other systems in the supply chain.
C Understand legal and other constraints over the use of technology in logistics operations	**C1** National and international legislation **C2** Other constraints affecting logistics	An investigation of the legal and other constraints that affect the use of technology in logistics operations in a selected business.

Content

Learning aim A: Explore the use of technology in logistics operations

A1 Warehousing operations technology

- Stock barcode readers for processing.
- Storage devices for data.
- Communications technology, including SMS, email, internet, voice traffic, phones, text systems.
- Information moving between systems such as store, warehouse and corporate servers, e.g. order processing, distribution.
- Computer integrated management systems.
- Importance of accurate and timely data, e.g. just-in-time (JIT) systems.
- Benefits required:
  - flexibility
  - reduction in stock keeping unit level
  - speed of response, e.g. JIT systems
  - competitive advantage
  - global strategy.
- Benefits and importance of the use of existing technology in ensuring efficient distribution of good and services.
- Application to local/national business.

A2 Distribution and transport operations technology

- Information technology systems which contribute to effective delivery of goods, e.g. long-term and short-term planning and scheduling systems, route planning software, real-time data, in-cab safety technology, traffic management systems (TMS).
- Tracking systems, e.g. analogue and digital tachographs, vehicle tracking, fleet management systems, GPS.
- Benefits and importance of the use of existing technology in ensuring efficient distribution of goods and services.
- Application to local/national business.

A3 New technology developments

- Warehouse technology, e.g. machine to machine technology (M2M), warehouse management systems (WMS), order fulfilment optimisation technology, pick-to-light systems, put-to-light systems, warehouse robotics technology, voice tasking technology, automated guided vehicles and flightless robots (e.g. goods-to-person robots, driverless forklifts, inventory robots, laser guided robots).
- Distribution and transport technology, e.g. autonomous vehicles/driverless vehicles, use of drones, smart road technology, enhanced GPS, electric vehicles.
- Benefits and importance of the use of new technology in ensuring efficient distribution of goods and services.
- Application to local/national business.

Learning aim B: Explore the use of automated warehousing systems

B1 Warehousing systems

- Automated stock control systems, e.g. ingoing and outgoing systems, type and characteristics of different stock keeping units, stock rotation, replenishment, space allocation, picking routines.
- Use of automated equipment, e.g. automated warehouse cranes, automated guided vehicles, very narrow aisle trucks, pick by light, garment handling, automated conveyance systems.
- Technological systems, e.g. Barcoding Automatic Identification and Data Capture (AIDC), stock control systems such as 1D (one dimensional/linear) and QR/2D (response two-dimensional) systems, Electronic Data Interchange (EDI), Automated Storage and Retrieval System (ASRS).
- Payment systems, e.g. Electronic Funds Transfer (EFT), Bankers Automated Clearing Services (BACS), block chain integration.
- Security systems, e.g. closed circuit television (CCTV), radio frequency identification (RFID) for stock.
- Warehouse links to other systems in the supply chain, e.g. manufacturing control systems, transport systems, order processing systems, retail store allocation systems, e-ordering, main order systems.
- Benefits and importance of the use of new and existing technology in ensuring efficient distribution of goods and services.
- Strengths and weaknesses of the links between warehousing systems and other systems in the supply chain.

Learning aim C: Understand legal and other constraints over the use of technology in logistics operations

C1 National and international legislation

- Compliance with national and international legislation including:
  - health and safety, reporting of injuries and disease
  - control of hazardous substances
  - data protection
  - highway regulations, tachographs
  - tariffs, taxes
  - movement of goods
  - employment
  - cabotage
  - licences, e.g. driver, vehicle, import, export
  - vehicle and consignment security
  - use of computers.

C2 Other constraints affecting logistics

- Organisational demands, e.g. number of drops per contract, journey duration, use of PPE (personal protective equipment), dress codes, administration.
- Consideration of different goods for transportation or stocking in warehouse, e.g. small individual packages, medium packages requiring heavy lifting, large machinery requiring mechanical manoeuvring, licensed/bonded goods, dangerous materials, frozen/chilled stock, pharmaceuticals, liquids, high value goods (HVG), bulk items.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the use of technology in logistics operations		**A.D1** Assess how technology and new technological developments have contributed to efficient distribution and transport operations in a selected business.
A.P1 Describe how technology is used in warehousing, distribution and transport operations in a selected business. **A.P2** Describe the new technological developments in warehouse, distribution and transport operations in a selected business.	**A.M1** Explain how both existing warehousing technology and new technological developments have contributed to efficient distribution and transport operations in a selected business.	
Learning aim B: Explore the use of automated warehousing systems		**B.D2** Evaluate how automated warehousing systems link to other systems in the supply chain for a selected business.
B.P3 Explain how automated warehousing systems are used within a selected business.	**B.M2** Analyse how automated warehousing systems link to other systems in the supply chain for a selected business.	
Learning aim C: Understand legal and other constraints over the use of technology in logistics operations		**C.D3** Assess how legal and other constraints have affected the use of technology in the logistics operations of a selected business.
C.P4 Describe the legal and other constraints over the use of technology in the logistics operations of a selected business.	**C.M3** Explain, using examples, how legal and other constraints have affected the use of technology in the logistics operations of a selected business.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.M2, B.D2)

Learning aim: C (C.P4, C.M3, C.D3)

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Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current logistics for local and national business information from websites and from printed resources.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will use relevant evidence from a specific business of the technology and new technological developments in logistics and they will use this to assess how this has contributed to efficient distribution and transport operations. Learners will come to a conclusion on which technology has had the largest impact and which may have had the least impact.

For Merit standard, learners will demonstrate clear understanding of the technology used in logistics by explaining how this has contributed to efficient distribution and transport operations in a business. Learners should clearly demonstrate their understanding of technology as an enabler. They should illustrate their explanations with appropriate examples from their research.

For Pass standard, learners will research a business within the logistics sector and describe the technology used in warehousing operations and in distribution and transport operations. Learners should show that they understand the basic-level technologies, such as bar readers, and higher-order system-wide technologies, which ensure integration of information. They should also include scheduling, route planning and tracking systems and consider both long- and short-term planning. They will also investigate any new technological developments in distribution and transport operations in a selected business and give a detailed description of them.

Learning aim B

For Distinction standard, learners need to evaluate how automated warehousing systems link to other systems in the supply chain. This should include links to at least three other systems in the supply chain such as manufacturing control systems, transport systems, order processing systems, retail store allocation systems, e-ordering and mail order systems. Learners should look at the strengths and weaknesses of these links and this will lead to a supported judgement showing the relationship between the links.

For Merit standard, learners will demonstrate a methodical examination of how automated warehousing systems link to other systems in the supply chain. This should include links to at least two other systems in the supply chain and learners should use examples from their research.

For Pass standard, learners must examine and explain, using examples, how automated warehousing systems are used within a warehouse. They should be able to approach this criterion in a holistic way, considering all major warehouse operations and their automation.

Learning aim C

For Distinction standard, learners will present a careful consideration of the constraints and their effect on the use of technology in logistics operations. They will then arrive at a conclusion as to which constraints have the largest impact on their selected business. The assessment should include the legal requirements in the country, such as health and safety legislation, data protection, the misuse of computers and so on, as well as the other constraints on technology such as package sizes, dealing with dangerous materials, etc. At least four legal constraints and three other constraints should be looked at here.

For Merit standard, learners will use examples gained from research to explain how legal and other constraints affect the use of technology in the logistics operations of a selected business. At least three legal constraints and two other constraints should be looked at here.

For Pass standard, learners will give a description of the legal and other constraints that may affect the logistics operations of a selected business. This may be more theory based than having actual examples from the business to illustrate any points made.

Links to other units and curriculum subjects

This unit links to:

- Unit 25: Warehousing Skills in Logistics
- Unit 26: Transport, Distribution and the Storage of Goods within the Logistics Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 25: Warehousing Skills in Logistics

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will discover the skills that they will need to work effectively and safely in a warehouse environment.

Unit introduction

A warehouse is a place where stock arrives in bulk and is then broken down into smaller parcels and redistributed. The stock may then go to the shop floor, as in the case of a warehouse serving a large retail business with a number of superstores, or it may go to a distribution centre operated by a logistics company. For online orders stock often leaves the warehouse and is dispatched directly to the customer, which is an increasing share of the workload of the warehouses of leading retail businesses. Stock could also arrive directly at the premises of a local firm which then distributes goods, such as frozen foods or petroleum products, or stock could go to a cash and carry business.

Whatever form the warehouse takes, the principles are the same: to receive goods and redistribute them as efficiently and securely as possible in accordance with customer needs. This unit will cover how stock moves efficiently throughout the various operations within the warehouse. Some warehouses are fully automated and controlled with computers, while others are still operated manually.

Learning aims

In this unit you will:

A Investigate safe working arrangements in a warehouse environment

B Explore how stock is managed within a warehouse environment to fulfil customer orders

C Understand how logistics organisations meet customer needs.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate safe working arrangements in a warehouse environment	**A1** Safe working arrangements **A2** Health and safety considerations for a safe warehouse environment **A3** Security systems	Training materials that describe safe working arrangements and health and safety considerations for a warehouse.
B Explore how stock is managed within a warehouse environment to fulfil customer orders	**B1** Receiving and verifying goods **B2** Picking stock and assembling orders **B3** Range of customer orders	Diagrams and charts that describe how goods are received into a warehouse, and how stock is picked to enable orders to be assembled. A description of the types of customers that warehouse employees may serve and the position in the supply chain. Outline of the different ways that customer needs may be met.
C Understand how logistics organisations meet customer needs	**C1** Types of customer **C2** Supply chain **C3** Communicating with customers **C4** Delivering customer service **C5** Different ways of meeting customer needs	

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Content

Learning aim A: Investigate safe working arrangements in a warehouse environment

A1 Safe working arrangements

- Individual work roles:
  - pickers
  - packers
  - dispatchers
  - loader stock controllers.
- Individual work/performance standards, output targets and requirements in a warehouse.
- Personal protective equipment (PPE):
  - goggles
  - face masks
  - safety footwear
  - gloves
  - safety clothing, e.g. high-vis jackets.
- Maintaining a tidy work area.
- Warehouse operations and organisation structure.
- Warehouse processes and procedures.

A2 Health and safety considerations for a safe warehouse environment

- Individual rights and responsibilities.
- Designated first aider, location of first-aid equipment.
- Accident recording book.
- Safe storage of goods.
- Mechanical and manual handling.
- Visual signs and indicators.
- Safety checks.
- Different types of fire extinguishers.
- Fire procedure, escape routes and their location.
- Turning off the power to equipment in an emergency.

A3 Security systems

- CCTV.
- Security contractors to keep property boundaries secure.
- Securing the boundaries of the property, e.g. high fencing, limiting entrances.
- Security passes for staff to limit access to parts of the building.

Learning aim B: Explore how stock is managed within a warehouse environment to fulfil customer orders

B1 Receiving and verifying goods

The processes used by warehouses to receive and verify different goods.

- Security procedures in the goods reception area:
  - Signing-in procedure
  - checking identity.
- Document completion, e.g. check accuracy of deliveries against delivery note, quality checks.
- Accepting the goods when they arrive.
- Disposing of pallets and packaging safely and securely:
  - legal requirements
  - environmental considerations, e.g. recycling, reusing waste, reducing emissions, carbon-neutral operations.
- Handling and lifting techniques, e.g. manual and mechanical methods such as cranes.
- Stock management systems that apply to goods of different types:
  - barcodes and QR codes
  - systems to rotate stock, e.g. FIFO and LIFO
  - just-in-time (JIT).
- Identifying and dealing with defective goods.
- Confirming any special arrangements for the storage of goods, e.g. flammable, toxic, perishable, frozen, containing alcohol, e.g. wines, spirits.
- Appropriate storage of items:
  - temperature – refrigeration, heater, recording temperature
  - humidity
  - amount of light
  - proximity to other items.

B2 Picking stock and assembling orders

- Stock levels – availability of goods.
- Stock location.
- Picking of stock:
  - manual
  - automated – robots, cranes, voice-activated picking equipment.
- Assembling orders by selecting stock from the warehouse using picking lists.
- Wrapping and packing goods for dispatch, appropriate packaging materials, complying with legislation, e.g. recyclable materials.
- Completing paperwork, e.g. picking lists, delivery notes, stock transfers, stock pick-ups.

B3 Range of customer orders

- Large-scale.
- Small-scale.
- Individual
- Types of goods:
  - perishable such as foodstuffs and beverages
  - non-perishable such as clothing and equipment.

- Location of customer:
  - international
  - national
  - local.

Learning aim C: Understand how logistics organisations meet customer needs

C1 Types of customer

- Internal:
  - managers
  - supervisors
  - colleagues in own team
  - colleagues in other departments/stores/branches
  - staff.
- External:
  - consumer/end-user
  - another business.
- Identifying customer needs.

C2 Supply chain

- Goods into the warehouse from:
  - factories/producer
  - another distribution centre.
- Goods out of the warehouse:
  - to retail outlet managed by the business
  - to retail outlet managed by another business
  - to another distribution centre
  - direct to consumer, e.g. online orders, mail orders, telephone orders.

C3 Communicating with customers

- Method:
  - face-to-face
  - on the telephone
  - in writing, e.g. email, letter, live chat, online secure message, text message.

C4 Delivering customer service

- Reason for customer contact:
  - enquiry
  - complaint/problem
  - technical question
  - update on their order, e.g. expected delivery time, delay
  - payment question.
- Communication skills:
  - verbal – appropriate greeting, speaking clearly, tone of voice, volume
  - non-verbal – smiling, making eye contact, looking at the customer, open body language, facial expression
  - written – no errors, grammar, spelling.

- Appropriate language:
  - technical language
  - use of slang/jargon.

C5 Different ways of meeting customer needs

- Delivery of order on time.
- Goods delivered in the required condition, e.g. no damage, correctly packaged.
- Correct items picked.
- Keeping customer updated on the progress of their order.
- Providing exceptional help and assistance for customers with special requirements.
- Answering customer questions/enquiries professionally and promptly.

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Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate safe working arrangements in a warehouse environment		**A.D1** Evaluate the effectiveness of the working arrangements and health and safety considerations for a safe warehouse environment and the consequences of poor working and health and safety arrangements.
A.P1 Describe the safe working arrangements for individuals working in a warehouse. **A.P2** Outline the health and safety considerations for individuals working in a warehouse.	**A.M1** Explain why safe working arrangements are needed for individuals working in a warehouse.	
Learning aim B: Explore how stock is managed within a warehouse environment to fulfil customer orders		**BC.D2** Evaluate the effectiveness of the processes and procedures used within a specific warehouse environment to meet different customer needs.
B.P3 Explain the processes used to receive and verify goods arriving at a selected warehouse. **B.P4** Describe the arrangements for the appropriate storage of different types of goods in a selected warehouse. **B.P5** Describe the procedures used to pick and assemble different types of customer orders.	**B.M2** Compare the processes to receive and store different types of goods in a selected warehouse. **B.M3** Assess the purposes of the procedures used to pick and assemble customer orders.	
Learning aim C: Understand how logistics organisations meet customer needs		
C.P6 Describe the needs of different customers served by a specific warehouse. **C.P7** Explain the methods used to meet customer needs.	**C.M4** Analyse the purpose of the methods used to meet different customer needs.	

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a local warehouse setting, which will allow them to observe the operations of the warehouse.

Essential information for assessment decisions

Learners are advised to use the same local warehouse setting for all assessments for this unit.

Learning aim A

For Distinction standard, learners will evaluate how effective the working arrangements, health and safety and security considerations are within a specific warehouse environment. Learners should use examples from the specific warehouse environment to illustrate their evaluative points which should be balanced to consider both strengths and areas for future development.

For Merit standard, learners will to explain why safe working arrangements are needed for individuals working in a warehouse. Learners should consider the benefits of ensuring safe working arrangements, and also the potential consequences to both the employee and the organisation if safe working arrangements are not offered. Examples of the potential consequences should be clearly explained.

For Pass standard, learners must describe the safe working arrangements for individuals working in a warehouse. This description should consider all aspects that an individual employee should bear in mind. Learners must also outline the health and safety considerations to keep individuals safe while working in a warehouse. Learners do not have to consider individual laws for this task but must consider the key aspects to keep all staff safe at work. Examples of the specific risks within a warehouse work environment must be acknowledged, e.g. noise and use of machinery.

Learning aims B and C

For Distinction standard, learners will evaluate the effectiveness of the processes and procedures used within a specific warehouse environment to meet different customer needs. Learners should consider a range of different customers, including internal and external customers. The needs of each specific customer should be considered and examples from the specific warehouse environment identified to illustrate how the customers' needs are met.

For Merit standard, learners must compare the processes to receive and store different types of goods in a warehouse. The goods must be substantially different to enable a thorough comparison of the receipt and storage processes. The different issues for each type of good should be considered and the implications of this for the specific warehouse, e.g. does the warehouse require specialist equipment to comply, and what are the consequences if the goods are not received and stored correctly? Learners must also assess the purposes of the procedures used to pick and assemble customer orders. Learners should analyse the purpose of the methods used to meet different customer needs – why are they used and how effectively do they meet customer needs?

For Pass standard, learners will explain the processes used to receive and verify goods arriving at a warehouse. They should consider the various stages that the goods undergo when entering the warehouse. Learners could produce a flow chart or other diagram for this task which shows the journey that a specific item undergoes when it arrives at a warehouse. Learners also need to describe the arrangements for the appropriate storage of different types of goods in a warehouse. For this criterion, learners should discuss the arrangements for at least two different types of goods in the warehouse – including what the organisation needs to do to store the items legally, safely and to reduce the risk of damage and deterioration so that they reach the customer in perfect condition. The consequences of not storing the goods correctly are considered. Finally, learners must describe the procedures used to pick and assemble different types of customer orders. They should consider at least two different types of customer orders that the warehouse manages. The orders should be sufficiently different to illustrate the variety of work carried out by the warehouse, e.g. customers in different geographical areas or an order placed in a different manner.

For learning aim C learners must describe the needs of two different customers served by a specific warehouse. One customer should be internal and the other should be external. Learners also need to explain the methods used to meet customer needs. They should identify the needs of each specific customer and then explain how these needs are met.

Links to other units and curriculum subjects

This unit links to:

- Unit 24: Technology in the Logistics Sector
- Unit 26: Transport, Distribution and the Storage of Goods within the Logistics Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and communication skills.

Unit 26: Transport, Distribution and the Storage of Goods within the Logistics Industry

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will have an overview of transport, storage systems and distribution networks together with their regulation and importance to the efficient functioning of the economy.

Unit introduction

This unit is designed to give you an introduction to the key aspects of transport, distribution and the storage of goods within the logistics industry. Due to globalisation, businesses are employing increasing numbers of staff who work within roles in logistics across a range of industries.

You will understand that all logistics businesses rely on logistical support systems, especially transport, distribution and storage. Different transport systems are used to transfer goods and freight using different types of vehicles. Container trains move goods from ports to distribution centres. Tankers move petroleum from refineries to garage forecourts. Routing has to be scheduled. It is important that the distribution of goods is done efficiently and that costs are controlled. Goods have to be stored properly so their condition does not deteriorate. In this unit, consideration is given to the legislation that covers both the transportation and storage of goods which ensure they are moved and handled safely and securely to the benefit of suppliers, shippers and customers.

This unit will allow you to progress to other Level 2 and 3 qualifications in logistics and supply chain. In addition, you will gain an introductory knowledge of the logistics industry which would support work experience.

Learning aims

In this unit you will:

A Understand the operation of transport systems

B Explore how distribution networks function

C Understand the storage systems used for goods

D Explore the legislation in respect of the transportation, distribution and storage of goods.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the operation of transport systems	**A1** Transport systems **A2** Freight systems **A3** Costing systems **A4** Routing and scheduling to maximise efficiency and minimise costs	A portfolio/report containing a discussion of freight systems, vehicles, distribution networks.
B Explore how distribution networks function	**B1** Networks **B2** Location **B3** Supply chain **B4** Characteristics of goods and the factors that affect the distribution process **B5** Cash flow	
C Understand the storage systems used for goods	**C1** Goods inwards **C2** Stock control **C3** Receiving and verifying goods **C4** Goods outwards **C5** Health and safety considerations for employers and employees	A portfolio/report containing the importance of transport distribution and storage procedures and legislation.
D Explore the legislation in respect of the transportation, distribution and storage of goods	**D1** Transport legislation and regulations	

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Content

Learning aim A: Understand the operation of transport systems

A1 Transport systems

- Techniques including road, rail, air, sea, pipeline.
- Vehicle types including motor vehicles and trailers, rail freight vehicles, aircraft, ships/barges, refrigerated vehicles.

A2 Freight systems

- Types, e.g. containerisation, palletisation.
- Selection of systems, e.g. routing, distance to be travelled by goods, type of goods to be moved; quantity, e.g. individual items, bulk, unit size, urgency, value, frequency.

A3 Costing systems

- The importance of cost systems within transport, distribution and the storage of goods, e.g. total, average, variable, marginal.
- Methods used for the budgeting of costs including transport resources, e.g. personnel, machinery, materials.

A4 Routing and scheduling to maximise efficiency and minimise costs

- Manual, electronic, daily, strategic.

Learning aim B: Explore how distribution networks function

B1 Networks

- For example: roads, canals, pipelines, ports, airports, rail, sea routes.

B2 Location

- Production.
- Storage facilities.
- Network services.

B3 Supply chain

- From ‘dust to rust’ including producer/manufacturer, transportation, warehousing, wholesaler, retailer, consumer.

B4 Characteristics of goods and the factors that affect the distribution process

- Weight.
- Dimensions.
- Sensitivity.
- Out of gauge cargo.
- Value.
- Perishability.
- Seasonality.
- Hazardous products.

B5 Cash flow

- When goods are imposing a cost and when goods are generating revenue.

Learning aim C: Understand the storage systems used for goods

C1 Goods inwards

- Receiving goods.
- Security procedures.
- Documentation.
- Use of machinery, e.g. fork-lift trucks.

C2 Stock control

- Correct handling, manual lifting, stock rotation, disposal of waste.

C3 Receiving and verifying goods

- Accepting goods.
- Identifying and dealing with defective goods.
- Special environmental arrangements for storage and goods.
- Booking-in systems for high-capacity/turnover storage.

C4 Goods outwards

- Selecting stock, e.g. using picking lists.
- Wrapping and packing goods.
- Documentation.

C5 Health and safety considerations for employers and employees

- Rights and responsibilities.
- Location of first-aid equipment.
- Accident record book.
- Safety checks.
- Escape routes.

Learning aim D: Explore the legislation in respect of the transportation, distribution and storage of goods

D1 Transport legislation and regulations

Legislation and regulations relevant to the country. Learners to be aware of the legal and financial legislation and regulations that exist in their country.

- Licences, e.g. 'O' licence for goods exceeding 3.5 tonnes gross weight.
- Heavy Goods Vehicle licence for goods exceeding 7.5 tonnes gross weight.
- Dangerous substances conveyed in road tankers and tank containers.
- Local, national and international transport regulations and legislation such as Road Traffic Acts 1988 and 1991, Carriage of Goods by Road Act 1965, Carriage by Road and Air Act 1979, Transport Act 1968 (Parts I and V) 1982, Health and Safety at Work Act 1974, Food Safety Act 1990, Manual Handling Operations Regulations 1992, Control of Substances Hazardous to Health Regulations (COSHH) 2002.
- EU regulations relating to food, drink and animal feeds requiring Hazard Analysis Critical Control Point (HACCP).

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Understand the operation of transport systems</td><td rowspan="4">AB.D1 Evaluate the effectiveness of the transportation systems and networks used for transporting two types of goods with different characteristics.</td></tr>
<tr><td>A.P1 Describe the transportation and freight systems and related vehicle types that can be used to move goods.
A.P2 Explain the importance of costing and routing systems in supply chains.</td><td>A.M1 Compare the systems used for transporting goods with different characteristics.</td></tr>
<tr><td colspan="2">Learning aim B: Explore how distribution networks function</td></tr>
<tr><td>B.P3 Describe the distribution networks used in the supply chain.</td><td>B.M2 Compare the distribution networks used for transporting two types of goods with different characteristics.</td></tr>
<tr><td colspan="2">Learning aim C: Understand the storage systems used for goods</td><td rowspan="5">CD.D2 Analyse the importance of the transport, distribution and storage legislation for the safe storage of goods.</td></tr>
<tr><td>C.P4 Explain the systems used for ensuring the efficient movement of goods inwards including stock control and health and safety.</td><td rowspan="2">C.M3 Compare the systems used for storing two types of goods with different characteristics, both inwards and outwards.</td></tr>
<tr><td>C.P5 Explain the systems used for ensuring the efficient movement of goods outwards including stock control and health and safety.</td></tr>
<tr><td colspan="2">Learning aim D: Explore the legislation in respect of the transportation, distribution and storage of goods</td></tr>
<tr><td>D.P6 Identify the legislation and regulations that apply to the transporting, distribution and storage of goods in your given country.</td><td>D.M4 Describe the legislation that applies to the transporting, distribution and storage of goods.</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P4, C.P5, D.P6, C.M3, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will evaluate the effectiveness of the transportation systems and networks used for transporting two types of goods with different characteristics, including how the transport and network systems differ for different goods. Learners must compare and evaluate the networks and systems used in the transport, distribution and storage of goods. Learners should include some real-world examples.

For Merit standard, learners will compare the systems used for transporting a range of goods with different characteristics; they should relate freight systems to the type of vehicle and the factors that influence selecting a system. Learners should compare the distribution network used for transporting two types of goods with different characteristics. This could include perishable, heavy and seasonal items or items covered under COSHH. Learners must compare the effects of these characteristics on the choice of network.

For Pass standard, learners will describe the transportation and freight systems and related vehicle types that can be used to move goods. This could include a range of systems and vehicle types, which should be supported by suitable examples. Learners must explain the importance of costing and routing systems in supply chains; both manual and electronic systems should be included. Learners must describe the distribution networks used in supply chains, including choice of location and implications on cash flow; they should describe the discrete stages 'from dust to rust' clearly, and should include issues such as servicing by type of network and location.

Learning aims C and D

For Distinction standard, learners will analyse the importance of the transport, distribution and storage legislation for the safe storage of goods, including an awareness of significant and less significant importance. Learners should include some real-world examples.

For Merit standard, learners will compare the systems used for storing a range of types of goods with different characteristics, both inwards and outwards. Learners will describe the legislation that applies to the transporting, distribution and storage of goods, which could include health and safety, and how this can affect the operation of a business.

For Pass standard, learners will explain the systems used for receiving and verifying goods inwards and outwards; this is procedural and learners should consider the required plant/equipment. Learners will explain the systems used for goods outwards; this could include aspects such as packaging and documentation. Learners will identify the legislation relating to transporting, distribution and storage of goods. This could include health and safety legislation, transport legislation and legislation relating to storage and distribution.

Links to other units and curriculum subjects

This unit links to:

- Unit 24: Technology in the Logistics Sector
- Unit 25: Warehousing Skills in Logistics.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 27: Working in a Contact Centre

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will explore working in a contact centre, the customer service skills required and how performance is managed within this work environment.

Unit introduction

Contact centres vary greatly in size, operation and nature of work, e.g. banks, retailers, emergency services and technical helplines. They are operated by both private and public sector organisations. Delivering good customer service is at the heart of all contact centre operations as agents work to meet customers' needs and expectations.

This unit will introduce you to a range of different contact centre environments, typical job roles and the nature of working in this context. You will investigate the variety of systems and technology used to handle contact with the customer, including how technology supports the efficient operation of a contact centre.

You will explore the internal and external customers that a contact centre may support and how to meet their needs and expectations.

The importance of monitoring the performance of a contact centre will be considered and how this may support managers to make improvements to increase efficiency and the level of customer service offered.

Learning aims

In this unit you will:

A Investigate the nature of contact centre work

B Demonstrate the skills and qualities required to effectively deliver a high level of service to customers

C Understand how performance is managed in a contact centre.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the nature of contact centre work	**A1** Types of contact centre **A2** Types and methods of customer contact **A3** Nature of contact centre work **A4** Job roles in a contact centre **A5** Technology used to support efficient operations	Leaflet or information material to describe the nature of working in three different types of contact centre environment and the types of technology to support the efficient operation of a contact centre.
B Demonstrate the skills and qualities required to effectively deliver a high level of service to customers	**B1** Types of customer **B2** Types of communication **B3** Structuring communication to support the customer **B4** Skills and qualities required when working in a contact centre	Role play or observation within a work situation which involves the learner delivering customer service to show how they would adapt and respond to different customers and situations. The role play could be carried out face to face, online video calls or over the telephone with the agent and customer in different rooms.
C Understand how performance is managed in a contact centre	**C1** Monitoring individual employee performance **C2** Monitoring the performance of the contact centre **C3** Collecting data **C4** Developing the skills of contact centre employees to improve performance	Presentation to explain how the performance of employees and the contact centre overall can be monitored. The use of data to support performance monitoring should be considered. Ways to develop the skills of contact centre employees should be described.

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Content

Learning aim A: Investigate the nature of contact centre work

A1 Types of contact centre

- Selling products/services:
  - Customer-initiated order
  - business contacting customer to generate order (cold calling).
- Customer service.
- Technical advice.
- Emergency call handling.
- Reception/switchboard.
- Helpline.
- Ticket sales for events.

A2 Types and methods of customer contact

- Type:
  - inbound
  - outbound
  - internal
  - external.
- Method:
  - telephone
  - email
  - website contact form
  - live web chat
  - video.

A3 Nature of contact centre work

- Shifts to enable long operating hours.
- Desk bound.
- Use of a computer.
- Hot desking.
- Busy work environment.
- Verbal communication throughout the working day.

A4 Job roles in a contact centre

- Agent/adviser/call handler/customer assistant.
- Team leader.
- Supervisor.
- Manager.
- Floor walker.

A5 Technology used to support efficient operations

- Automated call distributors (ACD).
- Customer validation systems, e.g. user name and password checks.
- Voice recognition.
- Automatic outbound calling tools.
- Customer relationship management (CRM) system.

- Customer database.
- Intranet.

- Internet.
- Complaints system.

Learning aim B: Demonstrate the skills and qualities required to effectively deliver a high level of service to customers

B1 Types of customer

- Internal:
  - managers
  - supervisors
  - colleagues in own team
  - colleagues in other departments
  - staff.
- External:
  - existing and new customers:
    - members of the public
    - business to business (B2B).

B2 Types of communication

- Responding to complaints/problems.
- Routine enquiries.
- Technical advice.

B3 Structuring communication to support the customer

- Greeting customers:
  - company guidelines
  - appropriate greeting:
    - tone of voice
    - offering assistance
    - appropriate form of address
    - use of customer's name
    - tell customer your name/job role
    - acknowledging customer wait time
  - methods used to identify customers, e.g. answers to previously identified personal information, passwords.
- Being positive and showing respect towards customers:
  - using their name
  - sir/madam; not disagreeing; meeting their needs; being polite; offering assistance; showing respect under any circumstances (quiet period, busy period, when staff missing, interruptions, resources not available, supervisor/line manager/senior staff not available).
- Completing communication:
  - authorising payment, e.g. following organisational and legal procedures and ensuring the customer is clear about the amount to be charged
  - thanking customer
  - tone of voice
  - appropriate form of address
  - use of customer's name
  - offering further assistance
  - confirmation of service/action agreed.

B4 Skills and qualities required when working in a contact centre

- Being professional:
  - good manners
  - efficiency
  - empathy
  - confidence
  - knowledgeable
  - interest
  - concern
  - positive attitude
  - tact
  - responding to different customer needs
  - respect for customer
  - keep customer informed
  - not disagreeing
  - listening to the customer
  - limits to authority.
- Communication skills:
  - verbal – appropriate greeting, speaking clearly, tone of voice, volume, speed, speaking to people who do not have English as a first language
  - active listening:
    - empathising, analysing, synthesing)
    - verbal techniques (clarifying understanding by paraphrasing, asking more questions to get more information, repeating key verbal nods such as Oh, Ah, OK and Hmm, summarising to check understanding)
    - barriers to listening (dreaming, filtering, pre-judging, rehearsing, advising)
    - importance of confidentiality of information given
    - reasons for asking questions if not sure (to avoid mistakes that could be expensive to put right or that could have a negative impact on the reputation of the organisation).
- Appropriate language:
  - technical language
  - use of slang/jargon.
- Stay calm while working in a busy environment.

Learning aim C: Understand how performance is managed in a contact centre

C1 Monitoring individual employee performance

- Appraisals.
- Call monitoring.
- Listening to recorded calls.
- Mystery customer feedback.
- Basic key performance indicators:
  - calls handled per hour
  - sales per hour
  - sales per call
  - customer satisfaction/feedback.

C2 Monitoring the performance of the contact centre

- Key performance indicators (KPIs) and targets:
  - team
  - contact centre as a whole.
- Data collected from:
  - feedback from call monitoring
  - key performance indicators:
    - call wait times
    - average call duration
    - missed calls
    - number of calls answered
    - sales/turnover
  - staff turnover
  - staff absenteeism
  - staff satisfaction surveys
  - customer feedback
  - mystery customer feedback
  - social media reviews/polls
  - sales.

C3 Collecting data

- Recording calls.
- Monitoring live calls.
- Statistics collected via contact centre distribution system.
- Customer surveys/questionnaires/polls.
- Customer compliments/complaints.
- Confidentiality/protection of data.

C4 Developing the skills of contact centre employees to improve performance

- Staff induction.
- Mentoring/coaching.
- Call monitoring feedback.
- On-the-job training.
- Off-the-job training.
- Product/service training.
- Project work.
- Secondments.
- Observation.
- Internet research.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the nature of contact centre work		
A.P1 Describe the nature of working in contact centre environments. **A.P2** Explain how technology supports the efficient operation of a contact centre.	**A.M1** Assess the benefits of using technology to the managers and customers of a selected contact centre.	**A.D1** Evaluate the use of technology to support the efficient operation of a selected contact centre.
Learning aim B: Demonstrate the skills and qualities required to effectively deliver a high level of service to a range of customers		
B.P3 Describe the internal and external customers of a selected contact centre. **B.P4** Demonstrate the skills and qualities required to effectively respond to different customer enquiries within a contact centre.	**B.M2** Demonstrate the skills and qualities required to effectively respond to different customer complaints and problems within a contact centre.	**B.D2** Evaluate the effectiveness of own skills and qualities in delivering a high level of service and responding to customer complaints, justifying areas for improvement.
Learning aim C: Understand how performance is managed in a contact centre		
C.P5 Describe how the performance of an employee can be monitored in a contact centre. **C.P6** Describe how the performance of a contact centre can be monitored. **C.P7** Explain ways to develop the skills of employees in a contact centre.	**C.M3** Assess the importance of using data to monitor employee and contact centre performance.	**C.D3** Evaluate how a selected contact centre manages and improves its performance.

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners would benefit from access to a local contact centre, e.g. a tour of the contact centre and/or a guest speaker from a local contact centre to help them understand the nature of working in this environment.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must evaluate the use of technology to support the efficient operation of a selected contact centre. Learners must thoroughly research how three or four technology applications are used to support the efficient operation of the selected contact centre, and then form a conclusion based on their findings as to how valuable technology is in supporting the contact centre to operate efficiently.

For Merit standard, learners must assess the benefits of technology to both the managers and customers of a selected contact centre. For this learning aim learners must consider the managers and customers in turn and how the use of technology can benefit them.

For Pass standard, learners need to describe the nature of working in three different types of contact centre environment. The types of contact centres selected should be clearly identified and sufficiently different to illustrate the vast range of contexts, e.g. different industries or working with different types of customers. Learners must also explain how three types of technology support the efficient operation of a contact centre.

Learning aim B

For Distinction standard, learners need to evaluate the effectiveness of their own skills and qualities when delivering customer service, justifying areas of improvement. Learners must review the skills and qualities that they used when delivering customer service, and form a balanced conclusion as to how effectively they responded to the situation. Areas for improvement should be clearly justified, e.g. evidence should be used to explain why the areas for improvement have been selected. This evidence could be from the learner's own reflections, the customer's reaction and/or comments from an observer. Learners will offer a detailed conclusion as to how the improvements made will support their career progression.

For Merit standard, learners must demonstrate the skills and qualities required to effectively deliver a high level of service to respond to two different customer complaints/problems within a contact centre. The learner should start by outlining clearly, either in writing or verbally, the nature of the complaint/problem. The demonstration should conclude with a positive outcome for the customer.

For Pass standard, learners must describe the internal and external customers that a selected contact centre may support. They should clearly differentiate between each type of customer. They should consider the needs and expectations of each type of customer and how the contact centre meets those requirements. Learners also need to demonstrate the skills and qualities required to effectively deliver a high level of service to respond to two different customer enquiries within a contact centre. To demonstrate a high level of service the learner will ensure that they respond in way that is relevant to the customer's needs and context, and maintain a positive reputation for the employing organisation. The learner will fully understand the nature of the customer's enquiry and

take all reasonable actions to respond promptly. The customer will receive a full response to their enquiry. These skills and qualities should be demonstrated in a role-play scenario and/or work-place simulation (if appropriate) and lead to a positive outcome for the customer.

Learning aim C

For Distinction standard, learners must evaluate how a selected contact centre manages and improves its performance. They should consider the strategies and methods that managers employ to support performance improvements. Learners should identify the performance measures that each action supports and conclude by considering how effective each strategy or method is in improving performance.

For Merit standard, learners need to explain the importance of a range of data used to monitor employee and contact centre performance. They should consider the strengths and limitations of the use of data when monitoring performance. They should also consider the importance of confidentiality and security when using data.

For Pass standard, learners must describe how the performance of both employees and the contact centre overall can be monitored. Different strategies and methods for each group should be described. Learners should explain the ways in which employees' skills in a contact centre can be developed. A variety of methods should be explained and how different approaches can be used to develop each skill, e.g. observing an experienced colleague may help an employee to develop their communication skills whereas internet research may better support the development of technical product knowledge.

Links to other units and curriculum subjects

This unit links to:

- Unit 7: Communication in Business Contexts
- Unit 10: Customer Relations in Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to a local contact centre.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and communication skills.

Unit 28: Running a Small Business

Level: **2**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will use their skills and knowledge of business planning to run a small business for a specified time period. Learners will create plans, use their customer service skills, handle money and keep financial records. They will evaluate the activity and their involvement.

Unit introduction

In this unit you will carry out the activities involved in running a small business. You will learn and develop entrepreneurial skills of independence, innovation, imagination, risk adversity, creativity, intuition and leadership. The small business should be run over a trading period of at least three hours and a small budget will need to be available. This unit follows the business planning that you completed in *Unit 15: Starting a Small Business*.

The small business could be conducted as part of a physical store, an online business or both. It could also be run as part of a competition. You will need to work in small groups to enable the small business to be ruin during the trading period. The trading period can, but does not need to, be supervised within school/college.

During the trading period, you will develop an understanding of the importance of having a plan for the small business, dealing with money, executing sales techniques appropriately and handling customers correctly. You will also develop the ability to evaluate the success of the small business and the importance of the role you played.

Learning aims

In this unit you will:

A Produce an operational plan for a small business

B Run a small business using appropriate skills and procedures

C Review the success of the small business.

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Summary of unit

Learning aim	Key content areas	Assessment approach
A Produce an operational plan for a small business	**A1** Importance and features of an operational plan **A2** SMART business objectives in an operational plan **A3** Production process in an operational plan **A4** Timelines in an operational plan	A detailed, well-structured and realistic operational plan for the small business, giving detailed and justified reasons for operational decisions made.
B Run a small business using appropriate skills and procedures	**B1** Selling the product or service during the trading period **B2** Sales skills and techniques during the trading period **B3** Customer care skills during the trading period **B4** Procedures for handling finances during the trading period	Recorded video evidence and customer feedback demonstrating sales and customer care skills and techniques, including evidence of financial record keeping during the trading period of the small business.
C Review the success of the small business	**C1** Core activities and their impact on success **C2** Business efficiency and its impact on success **C3** Financial review and its impact on success **C4** Competitor analysis **C5** Redefining business objectives	An evaluation of the success of the operational plan and the trading period, giving detailed and justified recommendations for improvement.

Content

Learning aim A: Produce an operational plan for a small business

A1 Importance and features of an operational plan

- Importance of an operational plan includes the ability to:
  - provide guidance to influence and speed up decision making
  - manage and keep tasks on track
  - review performance and meet targets.
- The features of an operational plan include the steps needed to complete the business's aims and objectives:
  - who: the people in charge of completing specific tasks
  - what: a description of the area each person is responsible for
  - where: information on where trading will be taking place
  - when: deadlines for when tasks and goals are to be completed
  - how much: the cost for each area to complete specific tasks.

A2 SMART business objectives in an operational plan

- Strategic objective.
- Finance operational objective.
- Technology operational objective.
- Marketing operational objective.
- Sales operational objective.
- Human resources operational objective.
- Customer service operational objective.

A3 Production process in an operational plan

- Suppliers.
- Equipment.
- Technology and software.
- Marketing and sales.
- Costs.
- Location.
- Working hours.
- People and their skills.

A4 Timelines in an operational plan

- Production milestones:
  - design phase
  - product prototype phase
  - testing
  - product/service launch.
- Market milestones:
  - numbers of customers/sales.
- Financial milestones:
  - revenue goals
  - profit goals.

Learning aim B: Run a small business using appropriate skills and procedures

B1 Selling the product or service during the trading period

- Preparation of product or service.
- Preparation of location.
- Website production and e-commerce.
- Production and display of product information.
- Production and display of promotional materials.
- Determination and display of prices.

B2 Sales skills and techniques during the trading period

- Sales skills including:
  - confidence and maintaining a positive attitude
  - resilience and communicating with conviction
  - active listening and understanding of customer needs
  - rapport building and using your personality
  - entrepreneurial spirit and continually looking to improve your performance
  - product knowledge of own and competing products/services.
- Sales techniques including:
  - asking the right questions and allowing the buyer to respond
  - positively influencing buyers with relevant information of what they can or cannot expect from the product/service.

B3 Customer care skills during the trading period

- Communicating appropriately with customers.
- Listening to customers.
- Answering customer questions.
- Being friendly and helpful.
- Resolving customer problems.
- Customer reviews.

B4 Procedures for handling finances during the trading period

- Procedures to follow including record keeping to keep within the law.
- Keeping income safe.
- Increasing chances of making a profit.
- Accurate calculations and financial records.

Learning aim C: Review the success of the small business

C1 Core activities and their impact on success

The impact on success of the business's core activities including:

- products/services:
  - effectiveness of products or services matching customer needs
  - products or services that performed well and not so well according to sales and profit margins
  - problems faced with products or services including pricing, marketing, sales and after-sales service, design, packaging

- costs:
  - review of costs including direct costs, overheads and assets
  - new materials/equipment that may lower costs
- operations:
  - different ways of operating
  - ways to negotiate better deals with suppliers.

C2 Business efficiency and its impact on success

The impact on success of the business's core activities including:

- location:
  - advantages and disadvantages of current location
- direction:
  - how the business could grow or cut back if necessary
  - future funding
- equipment and technology:
  - improvements or cost-saving measures against the forecast improvements these may bring
  - capacity to continue production including using technology to allow for more flexible working
- people:
  - whether the right people were involved in the small business to help achieve the objectives
  - skills gaps, training and development needs
  - motivation and satisfaction of staff.

C3 Financial review and its impact on success

- Using financial records to explain the success or failure of the small business during the trading period:
  - over-estimated/under-estimated/accurately estimated set-up and running costs
  - cash flow and working capital
  - number of items produced or services offered exceeded/met/fell short of customer demand
  - profit made/not made during trading period.

C4 Competitor analysis

- Competitors' reaction to your entry into the market.
- Any product or price changes needed as a result of competitor activity.

C5 Redefining business objectives

- Recommendations for improvements to future trading.
- Next steps.
- Amendments to business aims and objectives.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce an operational plan for a small business		**A.D1** Prepare a detailed, well-structured and realistic operational plan for the small business, giving detailed and justified reasons for operational decisions made.
A.P1 Explain the importance of preparing an operational plan for the small business. **A.P2** Prepare a basic operational plan for the small business.	**A.M1** Prepare a realistic operational plan for the small business, fully explaining reasons for operational decisions made.	
Learning aim B: Run a small business using appropriate skills and procedures		**B.D2** Demonstrate consistently excellent sales and customer care skills and techniques including correct procedures for handling of finances and record keeping during the trading period.
B.P3 Demonstrate appropriate sales and customer care skills and techniques during the trading period. **B.P4** Demonstrate correct procedures for handling of finances during the trading period.	**B.M2** Demonstrate a range of appropriate sales and customer care skills and techniques including correct procedures for handling of finances and record keeping during the trading period.	
Learning aim C: Review the success of the small business		**C.D3** Evaluate the success of the operational plan and the trading period, giving detailed and justified recommendations for improvement.
C.P5 Describe the elements of the operational plan that contributed to the success of the small business. **C.P6** Describe the elements of the trading period that contributed to the success of the small business.	**C.M3** Analyse the success of the operational plan and the trading period, giving detailed examples and recommendations for improvements.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a given budget and the ability to purchase necessary stock and run the business over a minimum of three hours. Additional software may be required depending on learner choices for their small business. Evidence for the trading period must include video recordings of sales and customer care skills and techniques and documents showing financial record keeping.

Essential information for assessment decisions

Learners must have completed *Unit 15: Starting a Small Business* prior to starting this unit. The business plan produced for *Unit 15: Starting a Small Business* will be used to inform the operational plan for this unit.

Additional requirements for this unit:

- Learners can work either individually or in groups of 2–5 people. A decision must be made by the group as to which business plan from *Unit 15: Starting a Small Business* will be taken forward to trade. There is no requirement to evidence this decision.
- Capacity to run the business in a trading period of at least three hours. This can be in supervised time during lessons and/or school/college events. The trading period has no time limit – if learners have capacity to extend this period beyond the stated timeframe, this can be extended and completed outside of classroom hours.
- Products or services can be brought to market, and these can be sold solely online or in a physical store. The school/college may set this up with a competitive element, if desired. A small budget will be required to be given to learners which will need to be paid back.
- It is recommended that customer reviews are sought during the trading period.
- If working in a group, the operational plan and the review of the success of the small business must be completed individually.

Learning aim A

For Distinction standard, learners will prepare a well-structured and realistic operational plan which gives details of all elements. This will include detailed steps that are needed to complete the operational objectives. These objectives should be consistent with the strategic objective which has been taken from the business plan in *Unit 15: Starting a Small Business*. In addition, there should be comprehensive and SMART operational objectives for finance, technology, marketing and sales, human resources and customer service, and detailed and justified reasons for these objectives will be given. Learners' descriptions of how the production process for the product/service will be executed will be detailed and comprehensive, ensuring budget and time constraints are met. The plan will take into account the specific skills of the people involved. The decisions made for the production process will be detailed and justified, including detailed milestones for production, marketing and finances that meet the requirements of the objectives. All elements of the plan will align to these milestones.

For Merit standard, learners will prepare a realistic operational plan which gives details of most of the elements required, although some may be missing or lacking in some details. The plan will include steps that are required to complete the operational objectives. The objectives may or may not be consistent with the strategic objective which has been taken from the business plan in *Unit 15: Starting a Small Business*. There will be some SMART operational objectives for finance, technology, marketing and sales, human resources and customer service will be evidenced and detailed reasons for these objectives will be given but these will not be justified by research from the business plan from *Unit 15: Starting a Small Business*. In addition, there will be a detailed description of how the production process for the product(s)/service(s) will be executed, though this may not fully meet budget and time constraints. The plan will take into account some of the skills of the people/person involved and the decisions made for the production process will be mostly detailed. Milestones for production, marketing and finance will be given but these may not fully meet the requirements of the objectives. Most elements of the plan will align to these milestones.

For Pass standard, learners will prepare an outline operational plan which gives details of some of the elements required, although most may be missing or lacking in some details. They will explain the importance of the operational plan. This will include the steps that are required to complete the operational objectives. Operational objectives may not be consistent with the strategic objective which has been taken from the business plan in *Unit 15: Starting a Small Business*. The operational objectives for finance, technology, marketing and sales, human resources and customer service may not all be evidenced, or they may not all be SMART. In addition, learners will provide an outline of how the production process for the product(s)/service(s) will be executed but this may not meet budget and time constraints. The plan will take into account some of the skills of the people/person involved. Milestones for production, marketing and finances may not be given. Where they are given, they may not meet the requirements of the objectives.

Learning aims B and C

For Distinction standard, learners will perform exceptionally throughout the trading period. They will demonstrate consistently excellent sales skills and techniques to sell the product/service throughout the trading period. They will demonstrate meticulous attention to detail in the preparation and production of the sales area, whether this is an online presence or a physical store. They will demonstrate exceptional and consistent confidence, communication, listening and product knowledge skills and demonstrate a range of excellent and consistent sales techniques where they will ask customers appropriate questions, allowing the buyers to respond and positively influencing buyers using correct and appropriate product knowledge. They will also consistently show a high degree of customer care and respond to customer reviews appropriately, where possible. Their financial record keeping will show meticulous attention to detail and an awareness of increasing chances of making a profit and ensure all financial calculations and records are complete and accurate.

Learners will draw on varied information and consider the strengths and weaknesses of all elements of the business's trading and how these have impacted on the success of the small business according to the meeting of the operational objectives. This will include the impact of the core activities (products/services, costs and operations) on the success of the business; the impact of the business's ability to be efficient (location, direction, equipment and technology and people) on the success of the business;

and a review of the financial viability of the business. In addition, learners will refine objectives in relation to future trading, make a judgement on the success of the operational plan and the trading window, and provide justified and detailed recommendations according to relevant business data on missing content.

For Merit standard, learners will be able to employ a range of different sales and customer service skills throughout the trading period. They will demonstrate some attention to detail in the preparation and production of the sales area, whether this is an online presence or a physical store. They will also demonstrate communication, listening and product knowledge skills, including a range of sales techniques where they will ask customers questions, allowing the buyers to respond and positively influencing buyers using some appropriate product knowledge. They will demonstrate customer care consistently and appropriately. In addition, learners will respond to customer reviews appropriately, where possible, show some attention to detail with financial record keeping, and ensure all financial calculations and records are complete and accurate.

Learners will examine in detail all elements of the business's trading and how these have impacted the success of the small business according to the meeting of the operational objectives. This will include the impact on the success of the business of the core activities (products/services, costs and operations) and the business's ability to be efficient (location, direction, equipment and technology and people). In addition, learners will review the financial viability of the business and refine objectives in relation to future trading.

For Pass standard, learners will demonstrate some sales and customer service skills throughout the trading period. They will prepare the sales area, whether this is an online presence or a physical store. They will demonstrate some appropriate communication, listening and product knowledge skills, although these may be limited, and some limited sales techniques and customer care skills. In addition, learners will show some financial record-keeping skills and complete some financial calculations and records, but there may be inaccuracies.

Learners will describe most elements of the business's trading and how these have contributed to the success of the small business according to the meeting of the operational objectives. This will include the contribution to the success of the business of the core activities (products/services, costs and operations) and the business's ability to be efficient (location, direction, equipment and technology and people), plus a basic review of the finances.

Links to other units and curriculum subjects

This unit links to:

- Unit 15: Starting a Small Business
- Unit 29: The Importance of Enterprise and Entrepreneurship
- Unit 30: Social Enterprise.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- business material as exemplars
- visits to appropriate small business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 29: The Importance of Enterprise and Entrepreneurship

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will explore different small and medium enterprises (SMEs) to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore the importance of these SMEs to the economy.

Unit introduction

Enterprise is the set of skills and characteristics that an entrepreneur has in order to be innovative, including creativity, risk aversion, inventiveness and dedication. It is also the name given to a small start-up business. SMEs make up the majority of businesses in most economies around the world, yet we often focus only on large multinationals. This unit will help you understand the vital role that SMEs play in supporting healthy economies.

In this unit you will have the opportunity to develop knowledge and understanding of how the characteristics and skills of entrepreneurs ensure that the activities undertaken in their micro, small and medium enterprises make them successful. The success of these SMEs is paramount in ensuring economies around the world continue to thrive and grow.

You will explore the impact of factors both within and beyond the control of the enterprise, and how these enable enterprises to support employment and adapt to change.

You will develop transferable skills, such as research, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning aims

In this unit you will:

A Examine how and why enterprises and entrepreneurs are successful

B Explore the internal and external factors that may impact SMEs

C Explore the importance of SMEs to an economy.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine how and why enterprises and entrepreneurs are successful	**A1** Micro, small and medium enterprises (SMEs) **A2** Entrepreneurship **A3** Aims and activities of SMEs	A presentation with speaker notes evaluating a selected SME's success in meeting its aims given the activities it undertakes and the skills and characteristics of the entrepreneur(s) who run it.
B Explore the internal and external factors that may impact SMEs	**B1** Internal opportunities **B2** Internal threats **B3** External factors	A report making a judgement on the impact of the internal and external factors on the enterprise's ability to provide employment opportunities and adapt to change.
C Explore the importance of SMEs to an economy	**C1** Importance of SMEs **C2** Employment opportunities **C3** Adapting to change	

Content

Learning aim A: Examine how and why enterprises and entrepreneurs are successful

A1 Micro, small and medium enterprises (SMEs)

SMEs are independent businesses with fewer than 250 employees.

- Two main types of businesses operating within the small-scale sector:
  - household or traditional enterprises found in rural or semi-urban areas
  - modern SMEs that are particularly innovative coming up with creative solutions to old problems and introducing new concepts or ways of doing things.
- Enterprise is the process of using creativity and innovation to meet customer needs by:
  - identifying a gap in the market and creating new and adapted products and services to meet the gap.
- Types of profit-making including sole trader, partnership, limited liability partnership, private limited company, social enterprise that uses some of the profits to reinvest in the enterprise.
- Features of SMEs including:
  - run by a single individual or small team of people
  - physical location and/or online operation
  - sole employment or as part of a hobby/side hustle
  - exists in one or more sectors of the economy.

A2 Entrepreneurship

- Entrepreneurship is the capacity and willingness to:
  - develop, organise and manage a new venture
  - anticipate risks and uncertainty to make a profit.
- Skills of an entrepreneur:
  - knowledge of industry/sector
  - technical and negotiation
  - interpersonal
  - communication and presentation
  - planning and researching
  - time management and prioritising tasks
  - problem solving
  - managing risk
  - leadership and teamwork.
- Characteristics of an entrepreneur:
  - focus and versatility
  - passion, vision and optimism
  - motivation and dedication
  - inventiveness and proactiveness
  - confidence and self-reliance
  - flexibility and adaptability
  - resilience and willingness for risk adversity
  - resourcefulness and creativity
  - capacity to inspire.

A3 Aims and activities of SMEs

- Aims of enterprises including:
  - making a profit, surviving, breaking even, expanding, maximising sales, being environmentally friendly, being ethical, satisfying customers, providing a social service.
- Impact of the activities in supporting the aims of the enterprises including:
  - developing and producing goods and services to meet the needs of changes in the market
  - attracting new customers and retaining existing customers through offers and promotions
  - managing business resources: finance, people.
- Impact of failing to undertake these activities successfully.

Learning aim B: Explore the internal and external factors that may impact SMEs

B1 Internal opportunities

- Opportunities that may occur from enterprise and entrepreneurship including:
  - autonomy
  - better work opportunities including flexible working
  - overcoming personal challenges
  - fulfilling a vision
  - using existing skills
  - enhancing reputation
  - financial security, larger income and wealth.

B2 Internal threats

- Threats that may occur from enterprise and entrepreneurship including:
  - failure and inability to sell products/services to customers
  - irregular cash flows
  - inability to raise sufficient finance
  - lack of skills or expertise
  - lack of financial management skills.

B3 External factors

- Political:
  - government-aided enterprise schemes to boost innovation in SMEs
  - changes in government policy
  - political stability or instability
  - foreign trade.
- Economic:
  - providing job opportunities
  - recession
  - inflation and interest rates
  - demand and supply
  - business networking that provides cooperative relationships between SMEs.

- Social:
  - bringing about social change and creating solutions for others
  - pandemics and their effect on changing buying habits
  - customer preferences
  - customer attitudes
  - family size and structures
  - cultural differences.
- Technological:
  - e-commerce
  - mobile technology
  - payment methods
  - lack of resources required to develop technological capabilities due to size of SMEs.

Learning aim C: Explore the importance of SMEs to an economy

C1 Importance of SMEs

- Driving growth and prosperity.
- Opening new markets and innovation to areas outside of main cities.
- Facilitating a more equal distribution of income and wealth.
- Providing the economy with a healthy supply of new skills and ideas.
- Making the marketplace more dynamic (e.g. Uber and Airbnb) due to technological advances.

C2 Employment opportunities

- Creating groups of skilled and semi-skilled workers to support future business expansion in the country.
- Low unemployment rates which mean workers are more able to increase their spending on goods and services.
- Increased spending and its impact on businesses investing in capital and labour to meet customer demand.

C3 Adapting to change

- Understanding needs of the local community means they are more likely to survive economic downturn.
- Role in increasing a country's productivity.
- Funding to support small businesses.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Examine how and why enterprises and entrepreneurs are successful</td><td rowspan="2">A.D1 Evaluate how successful the entrepreneur(s) in a selected enterprise have been in achieving its aims.</td></tr>
<tr><td>A.P1 Describe the activities that a selected enterprise undertakes to meet the aims.
A.P2 Describe the entrepreneurial skills and characteristics demonstrated in a selected enterprise.</td><td>A.M1 Analyse how the activities, entrepreneurial skills and characteristics contribute to meeting the aims of a selected enterprise.</td></tr>
<tr><td colspan="2">Learning aim B: Explore the internal and external factors that may impact SMEs</td><td rowspan="4">BC.D2 Judge the impact of the internal and external factors on the enterprise's ability to provide employment opportunities and adapt to change.</td></tr>
<tr><td>B.P3 Describe how internal opportunities and threats have affected a selected enterprise.
B.P4 Describe how external factors have affected a selected enterprise.</td><td>B.M2 Assess the impact of the internal and external factors on a selected enterprise.</td></tr>
<tr><td colspan="2">Learning aim C: Explore the importance of SMEs to an economy</td></tr>
<tr><td>C.P5 Describe how a selected enterprise has provided employment opportunities.
C.P6 Describe how a selected enterprise has adapted to change.</td><td>C.M3 Assess the importance of a selected enterprise in providing employment opportunities and adapting to change</td></tr>
</table>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to SMEs in order to understand their activities, the entrepreneur's skills and characteristics and the SME's aims. In addition, they will need access to research on the internal and external factors that affect the enterprise, the employment opportunities it has have provided, and how the enterprise has adapted to change.

Essential information for assessment decisions

Learners must independently select an enterprise to research and on which to base their evidence. The SME must meet the requirements as set out in A1 of the unit content.

Learning aim A

For Distinction standard, learners will draw on varied information to consider how successful the enterprise has been in meeting its aims. Learners will use their research on how the activities that the enterprise undertakes help the enterprise to meet the aims and how the skills and characteristics of the entrepreneur(s) support the enterprise to meet its aims. Learners will make a judgement, supported by research, to consider the relevance and significance of these activities and the skills and characteristics to the enterprise's success.

For Merit standard, learners will make detailed links between the activities undertaken by the enterprise and their ability to meet its aims. In addition, they will consider the links in detail for how the skills and characteristics of the entrepreneur contribute to the success of the enterprise.

For Pass standard, learners will give details on the activities undertaken by the enterprise in order to meet its aims and also give details of the contribution that the skills and characteristics of the entrepreneurs that run the enterprise make to the achievement of the aims.

Learning aims B and C

For Distinction standard, learners will make a judgement on the impact that a number of different internal opportunities and threats have had on the enterprise. In addition, they will consider the impact of political, economic, social and technological factors in their judgement. The judgement will be supported by varied information from a range of sources. This judgement will be fully linked and detailed to the enterprise's ability to provide employment opportunities to workers and how the enterprise has been able to adapt to change.

For Merit standard, learners will consider the relevance or significance of internal and external factors and the impact they have had on the enterprise. Most internal and external factors will be covered and research will be used to justify their assertions. Learners will consider the relevance or significance of the enterprise in its ability to provide employment opportunities for workers. Again, these assertions should be justified using research. Lastly, learners will consider the significance of the enterprise adapting to changes that have occurred and the importance to the enterprise of doing so.

For Pass standard, learners will give details on:

- how some internal factors have affected the enterprise
- how some external factors have affected the enterprise
- the employment opportunities that the enterprise has given to workers
- how the enterprise has adapted to change.

Learners will us limited research to justify their assertions. There will be no link between the internal and external factors and the ability of the enterprise to adapt to change or provide employment opportunities to workers.

Links to other units and curriculum subjects

This unit links to:

- Unit 15: Starting a Small Business
- Unit 28: Running a Small Business
- Unit 30: Social Enterprise.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- business material as exemplars
- visits to appropriate SMEs.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 30: Social Enterprise

Level: **2**
Unit type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will research and develop an understanding of organisations trading for social purposes, gaining practical experience in planning and running a short social enterprise activity.

Unit introduction

You might not think you know anything about social enterprise – but you may have heard of Cafédirect. There are thousands more around the world. Social entrepreneurs such as Shiza Shahid who set up the Malala Fund to help empower women and girls by advocating for and spreading access to education; Blake Mycoskie, who, after a trip to Argentina, set up TOMS Shoes and donates a pair of shoes for every pair sold; and Muhammad Yunus who founded Grameen Bank which helps offer cheap bank loans to empower villagers to pull themselves out of poverty, are slowly but surely changing the way that we all engage with products and services.

Social enterprise refers to any organisation that has primarily social objectives or a social moral purpose, for example tackling social problems, improving communities and people's life chances, or helping the environment. Rather than maximising profit for shareholders and owners, social enterprises have a different purpose as they reinvest their profits/surpluses into the organisation and into the community. Social enterprises are sometimes referred to as having a 'double bottom line' as their objective is achieving targets that are both social and financial.

In this unit you will learn about social enterprise, an ethos that is growing around the globe and is gaining support from the public, private and voluntary sectors. Social enterprises compete in the marketplace and need to be well run to make money and achieve their social aims. They can vary from small community-owned village shops to large organisations delivering public services. You will explore what it is that makes them a success or a failure and will then run your own short social enterprise of your choice.

You will develop transferable skills, such as research, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning aims

In this unit you will:

A Explore the factors that contribute to the success or failure of social enterprises

B Plan and run a short social enterprise activity

C Review a short social enterprise activity.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the factors that contribute to the success or failure of social enterprises	**A1** Principles and values of social enterprises **A2** Types of social enterprises **A3** Factors contributing to success **A4** Factors contributing to failure	A report evaluating why a selected social enterprise has been a success or a failure.
B Plan and run a short social enterprise activity	**B1** Planning a social enterprise activity **B2** Running a social enterprise activity	A plan for a short social enterprise activity, video evidence of the running of the activity, demonstrating learners' skills, and a review of the success of the activity and own contribution against the objectives.
C Review a short social enterprise activity	**C1** Measuring performance **C2** Evaluation	

Content

Learning aim A: Explore the factors that contribute to the success or failure of social enterprises

A1 Principles and values of social enterprises

- Social enterprise: using entrepreneurial strategies to make a social or environmental impact, where profits are reinvested in the organisation or into the community rather than being maximised for shareholders.
- Social entrepreneur: a person who pursues an innovative idea with the potential to solve a community problem by taking a risk to create positive changes in society through their initiatives.
- Principles and values:
  - generate more than 50 per cent of income through commercial activity, by selling goods and services, and reinvest at least 50 per cent of the profits made in support of their social mission
  - set up to make a difference and have social or environmental aims.

A2 Types of social enterprises

- Cooperatives: profit or non-profit, owned by members who also use their services.
- Credit unions: community-based savings and loans cooperatives providing financial services to members.
- Development trusts: community-based enterprises to regenerate a local area.
- Social firms: set up to provide training and employment for vulnerable or disadvantaged people.
- Community businesses: set up to create jobs and provide goods and services within the local community.
- Trading arms of charities.

A3 Factors contributing to success

- Clear primary purpose, e.g. addresses a social need, for common good.
- Comprehensive approach to planning, e.g. idea, stakeholders, customers, finance, marketing.
- Commitment and resourcing, e.g. having sufficient start-up capital and continuing resources.
- Availability/eligibility for funding, available current sources of funding.

A4 Factors contributing to failure

- The ‘double bottom line’: achieving a social goal and being a sustainable commercial organisation.
- Mission drift: being diverted from the social mission.
- Unrealistic financial expectations or lack of availability/eligibility for funding.
- Lack of ‘business acumen’, e.g. misunderstanding the difference between revenue, profit and cash, failing to take into account operating costs when reporting profits, overestimating the potential for financial returns, over-optimism.

Learning aim B: Plan and run a short social enterprise activity

B1 Planning a social enterprise activity

- Purpose of social enterprise activity:
  - be able to make a profit through selling a product or service
  - addresses a social or environmental issue
  - links to one of the UN's sustainable development goals.
- Success factors:
  - creativity
  - innovation
  - viability
  - sustainability
  - impact.
- Social enterprise activity plan:
  - social and commercial objectives
  - success factors
  - stakeholders and beneficiaries
  - description of product or service and its intended impact
  - funding including how the activity is funded and sources of finance
  - finances including how income will be generated from trading
  - timescale and to do lists
  - support including from mentors or organisations
  - resources and equipment available.

B2 Running a social enterprise activity

- Preparation of activity.
- Production and display of activity.
- Promotional materials.
- Determination and display of prices.
- Sales and customer service skills including feedback.
- Accurate financial record keeping.

Learning aim C: Review a short social enterprise activity

C1 Measuring performance

- Measuring social performance alongside financial measurement.
- Measuring the objectives in terms of:
  - financial impact
  - social impact
  - environmental impact.

C2 Evaluation

- Evaluation of the social enterprise activity against the plan:
  - meeting planned social and commercial objectives
  - meeting stakeholder needs
  - achievement of success factors
  - reflecting on own contribution
  - improvements/recommendations that could be made
  - lessons learned.

Assessment criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">Learning aim A: Explore the factors that contribute to the success or failure of social enterprises</td><td rowspan="2">A.D1 Evaluate why a selected social enterprise has been a success or failure.</td></tr>
<tr><td>A.P1 Explain the principles and values of a selected social enterprise.
A.P2 Explain the factors that contribute to the success or failure of a selected social enterprise.</td><td>A.M1 Analyse why a selected enterprise has been a success or failure.</td></tr>
<tr><td colspan="2">Learning aim B: Plan and run a short social enterprise activity</td><td rowspan="4">BC.D2 Evaluate own contribution and the success of the social enterprise activity in meeting its objectives, making recommendations for improvement.</td></tr>
<tr><td>B.P3 Prepare an outline plan for a social enterprise activity.
B.P4 Demonstrate appropriate skills when running the social enterprise activity.</td><td>B.M2 Prepare a detailed plan for a social enterprise activity, and demonstrate a range of appropriate skills when running the social enterprise activity.</td></tr>
<tr><td colspan="2">Learning aim C: Review a short social enterprise activity</td></tr>
<tr><td>C.P5 Describe the elements of the social enterprise activity plan that contributed to the success of the social enterprise activity.
C.P6 Describe own contribution to the success of the social enterprise activity.</td><td>C.M3 Analyse the success of the social enterprise activity, and own contribution, in meeting its objectives.</td></tr>
</table>

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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners may need access to a given budget and the ability to purchase necessary stock to run the social enterprise activity. Evidence for the running of the activity must include video recordings of skills.

Essential information for assessment decisions

Teachers will need to ensure that learners individually select an appropriate type of social enterprise from the A2 unit content. The selected social enterprise will then be used throughout the assessment for the unit.

Learning aim A

For Distinction standard, learners will draw on varied evidence and prepare an individual report focused on an individually selected social enterprise and the entrepreneur(s) who run it. The report will examine the effectiveness of the selected social enterprise and the factors that have determined its success or failure. Learners will come to a justified conclusion of its effectiveness supported by relevant evidence.

For Merit standard, learners will prepare an individual report analysing the effectiveness of a chosen social enterprise, and they will comment on the relevance or significance of different factors that have determined the success or failure of the selected social enterprise.

For Pass standard, learners will prepare an individual report that shows understanding of the principles and values along with the factors that have determined the success or failure of a selected social enterprise.

Learning aims B and C

For Distinction standard, learners will prepare a well-structured and realistic plan for the social enterprise activity which gives details of all elements. The plan will fully address how the activity will meet one of the UN's sustainable development goals, be able to make a profit through selling a product or service and address a social or environmental issue. All elements of the plan will link to these. They will run the activity showing a range of appropriate skills in the preparation for the activity and in its execution. Learners will draw on varied information and consider the strengths and weaknesses of the social enterprise activity and the plan in meeting its objectives and will include a reflection on their own contribution. They will come to a justified conclusion, making recommendations for improvements, and these will be supported by relevant evidence.

For Merit standard, learners will prepare a detailed plan for the social enterprise activity which gives details of most elements. The plan will mostly address how the activity will meet one of the UN's sustainable development goals, be able to make a profit through selling a product or service and address a social or environmental issue. Most elements of the plan will link to these. They will run the activity showing a range of appropriate skills in the preparation for the activity and in its execution. Learners will consider the relevance or significance of the social enterprise activity and the plan in meeting the objectives and include a reflection on their own contribution.

For Pass standard, learners will prepare an outline plan for the social enterprise activity. Some elements of the plan will link to the UN's sustainable development goals, making profit from selling a product or service and addressing a social or environmental issue. They will run the activity showing some appropriate skills in the preparation for the activity and in its execution. Learners will give details for the elements of the social enterprise activity plan and of their own contribution to the success of the social enterprise activity, but these may not be linked to the objectives.

Links to other units and curriculum subjects

This unit links to:

- Unit 15: Starting a Small Business
- Unit 28: Running a Small Business
- Unit 29: The Importance of Enterprise and Entrepreneurship.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- business material as exemplars
- visits to appropriate social enterprises.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

4 Planning your programme

How do I choose the right BTEC International Level 2 qualification for my learners?

BTEC International Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 2 Award or Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 2 Extended Certificate or Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 2 Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have sufficient learning to study at this level.

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 2 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 2 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 2 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, Authorised Assignment Briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

5 Assessment structure

Introduction

BTEC International Level 2 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. You must plan the assignments so that learners can demonstrate learning from across their programme.

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC International Quality Assurance Handbook*.
All members of the assessment team need to refer to this document.

For BTEC International Level 2 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet international standards.

All units in these qualifications are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered.
An assignment may take a variety of forms, including practical and written types.
An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.
There may be specific observed practical components during the assignment period.
Assignments can be divided into tasks and may require several forms of evidence.
A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 2 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the standards verifier, ensuring our requirements are met. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation.

Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- to the best of their knowledge the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in Appendix 2: Glossary of terms used
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV.
When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- internal verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- internal verification of assessment decisions
- assessment tracking for the unit.

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson Set Assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample Authorised Assignment Briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example, to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario – this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example, through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example, where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example, evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example, if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see above). You can give special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration if they are in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments.

At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives comprehensive information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Learner malpractice refers to any act by a learner that compromises or which seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com, who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *BTEC International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 2 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

These qualifications are Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Please refer to the *Calculation of qualification grade* table for the full list of grades. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Distinction* is not available at unit level. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold – see the *Calculation of qualification grade* table with the following allowable tolerances.

Qualification	Units required at Pass or above	Unit equivalence
Award (120 GLH)	All units must be achieved at Pass or above	0 units
Certificate (240 GLH)	All units must be achieved at Pass or above	0 units
Extended Certificate (360 GLH)	Mandatory units must be achieved at Pass or above, 60 GLH only at U grade permitted from optional units	e.g. 1 ´ 60 GLH unit
Diploma (480 GLH)	Mandatory units must be achieved at Pass or above, 120 GLH only at U grade permitted from optional units	e.g. 2 ´ 60 GLH units OR 1 ´ 120 GLH unit

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 Guided Learning Hours			
Unclassified	**Level 2 Pass (P)**	**Level 2 Merit (M)**	**Level 2 Distinction (D)**
0	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
120 GLH		240 GLH		360 GLH		480 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 2 Structure*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 10	60	6	Level 2 Distinction	8	48
Qualification grade totals	**240**	**24**	**Level 2 MM**		**144**

The learner has sufficient points for a Level 2 MM grade.

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 10	60	6	Level 2 Distinction	8	48
Qualification grade totals	**240**	**24**	**Level 2 D*D**		**174**

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 16	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Distinction	8	24
Unit 10	60	6	Level 2 Pass	4	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 11	60	6	Level 2 Pass	4	24
Qualification grade totals	**360**	**36**	**Level 2 MP**		**180**

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of a Diploma with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 15	60	6	Level 2 Merit	6	36
Unit 16	30	3	Level 2 Merit	6	18
Unit 10	60	6	Level 2 Distinction	8	48
Unit 11	60	6	Level 2 Distinction	8	48
Unit 18	60	6	Level 2 Pass	4	24
Unit 19	60	6	Level 2 Pass	4	24
Qualification grade totals	**480**	**48**	**Level 2 MM**		**276**

The learner has sufficient points for a Level 2 MM grade.

Example 5

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	60	6	Level 2 Merit	6	36
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 15	30	3	Level 2 Distinction	8	24
Unit 16	60	6	Level 2 Distinction	8	48
Unit 10	60	6	Level 2 Distinction	8	48
Unit 11	30	3	Level 2 Distinction	8	24
Unit 18	60	6	Level 2 Distinction	8	48
Unit 19	60	6	Level 2 Distinction	8	48
Qualification grade totals	**480**	**48**	**Level 2 DD**		**360**

The learner has sufficient points for a Level 2 DD grade.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 2 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2022) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 2 Business qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC International Level 2 qualifications, these may include:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 2 Business qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance.
- sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These are available in Word™ format for ease of customisation
- slide presentations for use in your teaching to outline the key concepts of a unit
- delivery plans that help you structure delivery of a qualification.

We also provide paid for resources and courseware which may include:

- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units
- student books, designed to support the teaching and learning journey. These include case studies, discussion prompts, key content and supporting images to help learners develop their understanding. Items from the student books will link with other resources, which will support teaching and learning.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 2 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 2 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 2 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'. [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Business, it indicates the interpretation of the skills in this area.
A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: http://qualifications.pearson.com.

[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function
	Creativity	Creativity Innovation
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation
	Leadership	Responsibility Assertive communication Self-presentation

Developing the ability to make a persuasive case in the field of business, supporting one or more arguments, including the ability to create a balanced and evaluated argument.

Awareness that businesses have a responsibility to stakeholders, employees and customers.

Advocating the position of another in an oral presentation.

Appendix 2: Glossary of terms used

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination, either: · breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or · of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant and arrive at a conclusion.
Communicate	Learners are able to convey ideas or information to others.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Develop	Learners grow or progress a plan, ideas, skills and understanding.

Term	Definition
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: · strengths or weaknesses · advantages or disadvantages · alternative actions · relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explain	Learner's work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Learners' indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to: · support an opinion, or · prove something right or reasonable.
Plan	Learners create a way of doing a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish.
Prepare	Learners gather necessary information (through research) in order to make (something) ready for use or consideration.
Present	Learners articulate information to an audience based on the context and relevance to a given situation.

Term	Definition
Recommend	Learners make suggestions or put forward (someone or something) with approval as being suitable for a particular purpose of role. This would be based on prior knowledge and undemanding
Report	Learners can adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: · appraise existing information or prior events · reconsider information with the intention of making changes, if necessary.
Understand	Learners demonstrate knowledge related to defined situations

This is a key summary of the types of evidence used for BTEC International Level 2 qualifications.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity. A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan/business plan	Learners produce a plan as an outcome related to a given or limited task.
Skills audit	An audit of relevant skills for a task/activity or job role.
SWOT analysis	Strengths, Weaknesses, Opportunities and Threats – an analysis using terms on a particular topic or skill.

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