

Qualification specification

**NCFE Level 3 Applied General Certificate in
Business and Enterprise**

QN: 601/8908/3

This qualification is now withdrawn

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Summary of changes

This section summarises the changes to this qualification specification since the last version. Please refer to the summary of changes document on the NCFE website for previous changes.

Version	Publication Date	Summary of amendments
v5.3	March 2020	<u>Information added to External Assessment section regarding additional retake opportunity.</u>
v5.4	January 2022	Paragraph added in regarding <u>external quality assurance for graded qualifications.</u>
v5.5	February 2022	The statement regarding the <u>Key Stage 5 performance tables</u> has been updated.
v5.6	June 2022	<p>Further information added to the about this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <u>assessment evidence</u> presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that <u>registration</u> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access <u>support handbooks.</u></p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Applied General Certificate in Business and Enterprise.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of Level 3 Applied General Certificate in Business and Enterprise.

Things you need to know

Qualification number (QN)	601/8908/3
Aim reference	60189083
Total Qualification Time	540
Guided Learning Hours (GLH)	360 plus a 2-hour external assessment, total of 362
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence (units 01–07). Externally set and assessed question paper (includes pre-release material) (sampled from units 01–05).

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
 - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Teacher or other appropriate provider of education or training.
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About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/8908/3.

This qualification has been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

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

This qualification features on the DfE list of approved Applied General qualifications for 16-19 year olds (key stage 5).

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Qualification purpose

This qualification is designed for learners who want to study business and enterprise at a higher level. The qualification enables learners to develop their skills, knowledge and understanding in the business and enterprise sector. It's appropriate for learners wishing to continue their education through applied learning, equipping them with transferrable knowledge and skills. It's aimed at post-16 year olds studying a Key Stage 5 curriculum.

This is an Applied General qualification, which is equivalent in size to an A-level.

This qualification can be used within a study programme.

Learners would typically progress onto higher education courses following this qualification.

This qualification is not part of a suite.

This qualification aims to:

- focus on an applied study of the business and enterprise sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide academic and study skills that will support progression within business and enterprise more broadly.

The objectives of this qualification are to help learners to:

- progress to further and higher education
- develop transferable knowledge and skills in business and enterprise.

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

- theoretical knowledge of business practice
 - research skills
 - evaluative skills including analysis and critical thinking
 - planning.
-

Entry guidance

This qualification has been developed for learners aged 16-19 in schools and colleges but is also accessible for learners post-19.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

This qualification consists of:

Unit No	Unit title	Guided Learning Hours	Mandatory/optional	Assessment
Unit 01	Starting a business/enterprise	40	Mandatory	Internally assessed and externally assessed
Unit 02	Research and analysis methods for business and enterprise	40	Mandatory	Internally assessed and externally assessed
Unit 03	Marketing and promotion for business and enterprise	45	Mandatory	Internally assessed and externally assessed
Unit 04	Management of people and operations for business and enterprise	60	Mandatory	Internally assessed and externally assessed
Unit 05	Finance for business and enterprise	65	Mandatory	Internally assessed and externally assessed
Unit 06	Produce a business plan for a business/enterprise	90	Mandatory	Internally assessed
Unit 07	Evaluate a business plan for a business/enterprise	20	Mandatory	Internally assessed

To be awarded the Level 3 Applied General Certificate in Business and Enterprise, learners are required to achieve a minimum of a Pass in each of the 7 mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

The learning outcomes for each unit are provided in Section 2 (page 17).

To achieve the Level 3 Applied General Certificate in Business and Enterprise, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a Pass in the external assessment.

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

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 88).

UCAS points

This qualification has UCAS points as follows:

- Distinction*: 56
 - Distinction: 48
 - Merit: 32
 - Pass: 16
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Progression opportunities

Learners could progress to this qualification from:

- Level 2 Diploma in Skills for Business
- Level 2 Award/Certificate in Digital Promotion for Business.
- Level 2 Certificate in Business and Enterprise
- Level 2 Certificate in Creating a Business Start-Up.

This qualification fulfils entry requirements for a range of higher education courses, by being accepted alongside and by adding value to other qualifications at the same level.

Degree courses could include:

- Management Studies
 - Business Studies
 - Marketing
 - Accounting/Finance
 - HR
 - Economics
 - Politics.
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Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
 - have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
 - ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
 - implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
 - provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.
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Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to business and enterprise.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Assessment and Moderator Handbook for Schools

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

Regulations for the Conduct of External Assessments

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

Reasonable Adjustments and Special Consideration Policy

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

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Useful websites

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

- www.barclays.co.uk/Startupsupport/Writingasmallbusinessplan
- www.princes-trust.org.uk/help-for-young-people/support-starting-business

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

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

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Accountability measures (performance points)

This qualification has been developed to meet the criteria set by the DfE to be included in the 16-19 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website www.register.ofqual.gov.uk/ for further information.

Work experience

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

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

Essential skills

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

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

These range from familiar 'key skills' such as communication and independent learning, to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- level
- whether a unit is mandatory or optional
- how the unit is assessed.

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

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

The learning outcomes for this qualification should not be viewed as a stand-alone element of the unit, they should be viewed holistically with the assessment points, delivery and assessment guidance and grading descriptors. These components combined ensure that the learners' achievement is consistent with the level of the qualification. Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.

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

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

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

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

Synoptic assessment

Synoptic assessment¹ is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

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

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

Synoptic assessment is embedded in units 06 and 07 which require the learners to apply their knowledge and skills gained from units 01–05.

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

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

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

Unit 01 Starting a business/enterprise (T/508/4496)

Unit summary	In this unit learners will understand the process of setting up a business/enterprise, the entrepreneurial characteristics and skills required, what should be included in a business plan, and the importance of planning.
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how a business/enterprise is started

The learner must know about:

- innovation and invention
- small, medium and large businesses/enterprises
- business/enterprise legal structures
- legal implications of product/service
- business/enterprise aims and objectives
- stakeholders
- business/enterprise transaction models
- entrepreneurial characteristics and skills

Grading descriptors	Example
Pass: Uses technical terms consistently to explain knowledge, theories and concepts.	<p>Learners will explain all of the following using accepted business/enterprise terminology, some areas may lack detail:</p> <ul style="list-style-type: none"> • the difference between innovation and invention • the legal structures of different-sized businesses/enterprises • the legalities of name and product/service choice • the main types of business/enterprise aims and objectives • stakeholders in the business/enterprise • to whom they sell (business transaction models) • the characteristics and skills needed by entrepreneurs <p>eg the learner may provide a simple explanation of a sole trader with one advantage and one disadvantage.</p>

Unit 01 Starting a business/enterprise (T/508/4496) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Merit: Uses technical terms consistently to explain <u>a wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain all of the following in detail using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the difference between innovation and invention • the legal structures of different-sized businesses/enterprises • the legalities of name and product/service choice • the main types of business/enterprise aims and objectives • stakeholders in the business/enterprise • to whom they sell (business transaction models) • the characteristics and skills needed by entrepreneurs <p>eg the learner may provide a detailed explanation of a sole trader with a wide range of advantages and disadvantages.</p>
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain all of the following in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the difference between innovation and invention • the legal structures of different-sized businesses/enterprises • the legalities of name and product/service choice • the main types of business/enterprise aims and objectives • stakeholders in the business/enterprise • to whom they sell (business transaction models) • the characteristics and skills needed by entrepreneurs <p>Explanations will include discussion of the interrelationships between some of the areas.</p> <p>eg the learner may discuss the motives of the decision makers of a limited company regarding use of profits compared with those of a sole trader.</p>

Unit 01 Starting a business/enterprise (T/508/4496) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

In this learning outcome learners will understand why businesses/enterprises are formed, eg to produce goods, supply services, distribute products etc.

Innovation and invention

Learners will know about the difference between innovation and invention:

- innovation – improving an existing product (or service) and taking this to market
- invention – the creation of something new.

Small, medium and large businesses/enterprises

Learners will know about small, medium and large businesses/enterprises:

- small – eg managed by owner(s), short-term planning, small customer base/local market
- medium – eg managed by owner(s) and employed professionals, medium-term planning, customer base limited to regional or industry niche
- large – eg professional management, extensive long-term planning, diverse markets.

Business/enterprise legal structures

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

- sole trader
- partnership
- franchise
- cooperative
- not for profit/charity
- private limited company
- public limited company (including conglomerates).

Legal implications of product/service

Learners will know about the legal implications when choosing a business/enterprise name and the product/service:

- choosing a business/enterprise name; trademark
- patents and copyright.

Business/enterprise aims and objectives

Learners will know about the main types of business/enterprise aims and objectives:

- short term – (up to 1 year) eg business/enterprise survival, increase in sales revenue
- long term – eg expansion, diversification
- financial – eg increase profit, cut costs
- non-financial – eg corporate responsibility, sustainability, customer satisfaction.

Unit 01 Starting a business/enterprise (T/508/4496) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Stakeholders Learners will know about different stakeholders and the influence they have on the business/enterprise and its decision-making:</p> <ul style="list-style-type: none"> • internal – eg employees/managers, owners • external – eg customers, suppliers, finance providers (other than owners), government, local community, regulatory • stakeholder mapping – ‘stakeholder power’ (the power the stakeholder has over the business/enterprise) and ‘interest’ (what is the stakeholder’s interest in the business/enterprise) eg shareholder - profit and growth; employees - wages, job security. <p>Business/enterprise transaction models Learners will know about the different transaction models and their advantages and disadvantages:</p> <ul style="list-style-type: none"> • business to business (B2B) • business to consumer (B2C). <p>Entrepreneurial characteristics and skills Learners will know about some of the entrepreneurial characteristics and skills required to succeed in business/enterprise:</p> <ul style="list-style-type: none"> • characteristics – eg confident, motivated, determined, results focused • skills – eg decision making, analytical ability, planning, negotiation, communication.
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentation • report.

Unit 01 Starting a business/enterprise (T/508/4496) (cont'd)**Learning outcome 2**

The learner will:

Understand what should be included in a business plan

The learner must know about:

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

Grading descriptors	Example
<p>Pass: Describes issues of current practice.</p>	<p>Learners will describe the purpose of a business plan (including the consequences of not having a plan) and all the following sections of the business plan. Some descriptions may lack the appropriate business/enterprise language, or the business/enterprise language may not be used appropriately in context:</p> <ul style="list-style-type: none"> • description of the company • analysis of the market in which it operates • marketing, people and operations • financial planning. <p>eg the learner may explain price as part of the marketing mix but use the term 'cost' as interchangeable with 'price'.</p>
<p>Merit: Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p>	<p>Learners will describe the purpose of a business plan (including the consequences of not having a plan) and all of the following sections of the business plan in detail, using appropriate business/enterprise language, in context, throughout:</p> <ul style="list-style-type: none"> • description of the company • analysis of the market in which it operates • marketing, people and operations • financial planning. <p>eg the learner may fully describe the part price plays in the marketing mix with accurate use of business terminology throughout the explanation.</p>

Unit 01 Starting a business/enterprise (T/508/4496) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors	Example
<p>Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context.</p>	<p>The learner will describe the purpose of a business plan (including the consequences of not having a plan) and all of the following sections of the business plan in detail, correctly applying specialist language in context throughout:</p> <ul style="list-style-type: none"> • description of the company • analysis of the market in which it operates • marketing, people and operations • financial planning. <p>eg the learner may describe the part price plays in the marketing mix, consistently and correctly using appropriate business/enterprise terminology and supporting their answer with fully contextualised examples. In this case examples could include reference to the different part price may play in the mix for a business/enterprise launching in a niche market as opposed to a mass market.</p>
Delivery and assessment	
<p>In this learning outcome learners will know why a business plan is produced and its different sections.</p> <p>Purpose of a business plan Learners will know about the purpose of a business plan, eg to plan for the future, to support growth and secure funding, to assess future opportunities, and to manage cash flow.</p> <p>Learners will know about the consequences that can occur should a plan not be in place eg lack of direction, inefficient allocation of resources, poor decision making.</p> <p>Sections of a business plan Learners will know about what could be included in each section of a business plan – company description, research and analysis, marketing, people and operations, and financial plan.</p> <p>1. Company description Name, aims and objectives, product/service and the needs the business/enterprise intends to satisfy, legal status, location.</p> <p>2. Research and analysis Target market, industry profile, competitor profile, potential suppliers.</p> <p>3. Marketing plan Product, place, price, promotion.</p> <p>4. People and operations plan Operational considerations, labour considerations.</p>	

Unit 01 Starting a business/enterprise (T/508/4496) (cont'd)**Learning outcome 2 (cont'd)**

Delivery and assessment (cont'd)
5. Financial plan Preparation of financial information and analysis of forecast income statement, statement of financial position, cash flow statement and break-even for the first year of trading.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• presentation• report• annotated draft business plan.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Unit 02 Research and analysis methods for business and enterprise (A/508/4497)

Unit summary	In this unit learners will understand how businesses/enterprises research and analyse information.
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will understand:

How businesses/enterprises conduct research to identify market orientation and types, and market profile, costs and growth opportunities

The learner must know about:

- research methods
- data collection methods
- orientation and market types
- market profile
- costs
- growth opportunities

Grading descriptors	Example
Pass: Uses technical terms consistently to explain knowledge, theories and concepts.	<p>Learners will explain, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the different research and data collection methods used by businesses/enterprises • product/market and orientation types of business/enterprise • market profile • start-up and running costs for a new business/enterprise • the growth opportunities available. <p>Some areas may lack detail.</p> <p>eg a learner may provide a simple explanation of primary research with one advantage and one disadvantage.</p>

Unit 02 Research and analysis methods for business and enterprise (A/508/4497) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Merit: Uses technical terms consistently to explain a <u>wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the different research and data collection methods used by businesses/enterprises • product/market and orientation types of business/enterprise • market profile • start-up and running costs for a new business/enterprise • the growth opportunities available. <p>eg a learner may provide a definition of primary research and a detailed discussion of a wide range of its advantages and disadvantages.</p>
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the different research and data collection methods used by businesses/enterprises • product/market and orientation types of business/enterprise • market profile • start-up and running costs for a new business/enterprise • the growth opportunities available. <p>Learners will discuss possible interrelationships between the various elements.</p> <p>eg the learner may explain, in detail, the concepts of niche and mass marketing and go on to discuss the interrelationship between the running costs of a business/enterprise operating in a niche market, the demands of the target market and the price that businesses/enterprises charge. This could be compared with a business/enterprise operating in a mass market.</p>

Unit 02 Research and analysis methods for business and enterprise (A/508/4497) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

In this learning outcome learners will know about the different markets and the methods used to collect and analyse relevant data for a start-up business/enterprise.

Research methods

Learners will know about primary and secondary research and the advantages and disadvantages of each:

- primary research eg surveys, questionnaires, interviews, observations, focus groups
- secondary research eg existing online data, newspapers, journals, leaflets, surveys, Mintel, Key Note, Office for National Statistics, competitor information (pricing, product range, financial data, etc).

Data collection methods

Learners will know about qualitative and quantitative data collection methods and the advantages and disadvantages of each.

Orientation and market types

Learners will know about:

- product orientation and market orientation and the advantages and disadvantages of each
- mass and niche markets and the advantages and disadvantages of each.

Market profile

- Target market eg age, gender, socio economic group, lifestyle, income.
- Industry eg growth or decline, threat of new entrants, number of suppliers.
- Competitors eg location, size, pricing, unique selling point (USP).
- Potential suppliers eg cost, reliability, length of time established, power to dictate terms.

Costs

- Start-up eg inventory (stock), fixtures, fittings, machinery, equipment, tools, people (eg recruitment costs), legal costs.
- Running eg wages, stock, rent and rates, insurance, promotion, transport.

Growth opportunities

Learners will know about the advantages and disadvantages of growth for a business/enterprise and the different ways a business/enterprise can grow.

- Advantages – eg economies of scale, price setters, greater influence over the market place.
- Disadvantages – eg diseconomies of scale, decreased flexibility, human resources challenges, risk of failure (eg those businesses/enterprises that have got into trouble by trying to grow).
- Internal (organic) growth – eg hiring more staff, buying more equipment (to increase output), development and launch of new products.
- External (inorganic) growth – eg mergers, takeovers.
- Franchising (including advantages and disadvantages).

Unit 02 Research and analysis methods for business and enterprise (A/508/4497) (cont'd)**Learning outcome 1 (cont'd)**

Types of evidence
Evidence could include: <ul style="list-style-type: none">• report• presentation.

Withdrawn

Unit 02 Research and analysis methods for business and enterprise (A/508/4497) (cont'd)**Learning outcome 2**

The learner will understand:

How businesses/enterprises analyse market data using different tools of analysis

The learner must know about:

- political, economic, social-cultural, technology (PEST) analysis
- strengths, weaknesses, opportunities, threats (SWOT) analysis
- market mapping.

Grading descriptors	Example
<p>Pass: Uses technical terms consistently to explain knowledge, theories and concepts.</p>	<p>Learners will explain, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the different components of a SWOT and PEST analysis • the concept of market mapping. <p>Some areas may lack detail.</p> <p>eg a learner may provide a simple explanation of a SWOT analysis with very few examples to enhance the explanation.</p>
<p>Merit: Uses technical terms consistently to explain <u>a wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the different components of a PEST and SWOT analysis • the concept of market mapping. <p>eg a learner may provide a detailed explanation of a SWOT analysis which includes relevant examples for strengths, weaknesses, opportunities and threats to enhance the explanation.</p>
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, using accepted business/enterprise terminology consistently:</p> <ul style="list-style-type: none"> • the different components of a PEST and SWOT analysis • provide a detailed explanation of the concept of market mapping. <p>Learners will discuss the possible interrelationships between the various elements.</p> <p>eg a learner may provide a detailed explanation of a SWOT analysis which includes relevant examples for strengths, weaknesses, opportunities and threats to enhance the explanation. The learner may then go on to explain the possible interrelationship between the laws governing business/enterprise activity, a business's/enterprise's costs and its degree of competitiveness.</p>

Unit 02 Research and analysis methods for business and enterprise (A/508/4497) (cont'd)**Learning outcome 2 (cont'd)**

Delivery and assessment		
<p>In this learning outcome learners will understand how businesses/enterprises analyse the market.</p> <p>PEST</p> <ul style="list-style-type: none"> • Political – eg government regulations such as employment laws, environmental regulations, trade restrictions and political stability. • Economic – eg economic growth, interest rates, inflation and currency exchange rates. • Social – eg population growth, age demographics and attitudes towards health. • Technological – eg automation, investment incentives and the rate of technological change. <p>SWOT</p> <ul style="list-style-type: none"> • Strengths – eg what a business/enterprise does better than others; its unique selling points; its perceived strengths according to its competitors and customers; its competitive edge. • Weaknesses – eg what other businesses/enterprises do better; elements of the business/enterprise that add little or no value; perceived weaknesses by its competitors and customers. • Opportunities – eg the political, economic, social-cultural, or technology (PEST) changes that are taking place that could be favourable to the business/enterprise; current gaps in the market or unfulfilled demand; new innovation the business/enterprise could bring to the market. • Threats – eg the political, economic, social-cultural, or technology (PEST) changes that are taking place that could be unfavourable to the business/enterprise; activity by the competition that could negatively impact the business/enterprise. <p>Market mapping</p> <p>The learners will understand market mapping and its advantages and disadvantages, eg low price/high price, basic quality/high quality, necessity/luxury, low tech/high tech.</p> <tr> <th style="background-color: #e0e0e0;">Types of evidence</th> </tr> <tr> <td> <p>Evidence could include:</p> <ul style="list-style-type: none"> • a report or presentation. </td> </tr>	Types of evidence	<p>Evidence could include:</p> <ul style="list-style-type: none"> • a report or presentation.
Types of evidence		
<p>Evidence could include:</p> <ul style="list-style-type: none"> • a report or presentation. 		

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Unit 03 Marketing and promotion for business and enterprise (F/508/5120)

Unit summary	In this unit learners will understand the marketing mix and how and why businesses/enterprises promote their products/service.
Guided learning hours	45
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the marketing mix, unique selling point (USP) and added value

The learner must know about:

- product/service
- place
- promotion
- price
- USP and added value

Grading descriptors	Example
Pass: Uses technical terms consistently to explain knowledge, theories and concepts.	<p>Learners will explain, using business/enterprise terminology:</p> <ul style="list-style-type: none"> • the concept of the 4 elements of the marketing mix • how they can enhance a USP and add value. <p>Some areas may lack detail.</p> <p>eg a learner may provide simple explanations of product lifecycle (including only one or two extension strategies), the Boston Matrix and the Ansoff Matrix. There will be few, if any, examples to support the explanation.</p>
Merit: Uses technical terms consistently to explain <u>a wide range</u> of sophisticated knowledge, theories and concepts.	<p>The learner will explain, in detail, using business/enterprise terminology:</p> <ul style="list-style-type: none"> • the concept of the 4 elements of the marketing mix • how they can enhance a USP and add value. <p>eg a learner may provide detailed explanations of product lifecycle (including a minimum of three extension strategies), the Boston Matrix and the Ansoff Matrix. The learner will provide relevant examples to support the explanation.</p>

Unit 03 Marketing and promotion for business and enterprise (F/508/5120) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>The learner will explain, in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the concept of the 4 elements of the marketing mix • how they can enhance a USP and add value. <p>The learner will discuss the possible interrelationships between the various elements.</p> <p>eg a learner may provide detailed explanations of Product Lifecycle (including a minimum of three extension strategies), the Boston Matrix and the Ansoff Matrix and discuss their possible interrelationships. The learner will provide relevant examples to support the explanation.</p>
Delivery and assessment	
<p>In this learning outcome learners will understand the elements of the marketing mix, and how they add value to a business/enterprise.</p> <p>Product/service Learners will know about the difference between product (tangible) and service (intangible). Learners will know about the product lifecycle (including extension strategies), the Boston Matrix and the Ansoff Matrix.</p> <p>Place Learners will know about the different places where product/service can be sold, the different distribution channels available and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • place of sale eg high street, web-based, retail park • distribution channels eg agent, wholesaler, direct. <p>Promotion Learners will know about the different promotional methods that can be used to promote a product/service:</p> <ul style="list-style-type: none"> • above the line eg TV and cinema, radio, print ads (newspaper, magazines), billboards and signage • below the line eg public relations, trade shows, social media, search engine. 	

Unit 03 Marketing and promotion for business and enterprise (F/508/5120) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Price</p> <p>Learners will know about the concept of price elasticity of demand (PED), the different pricing strategies available to a business/enterprise and the advantages and disadvantages of each:</p> <ul style="list-style-type: none">• price elastic demand and price inelastic demand to include:<ul style="list-style-type: none">– the factors that determine a product's price elasticity of demand– how price elasticity of demand is calculated– how price elasticity of demand affects pricing decisions• penetration pricing• price skimming• cost-plus pricing• promotional pricing• competition-based pricing.
<p>USP and Added Value</p> <p>Learners will understand the concepts of a USP and added value, and how a USP adds value to a product/service through branding, excellent customer service, product features and benefits, convenience etc.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• leaflet• poster• presentation• report.

Unit 03 Marketing and promotion for business and enterprise (F/508/5120) (cont'd)**Learning outcome 2**

The learner will:

Understand how a business/enterprise creates a promotional campaign

The learner must know about:

- planning a campaign
- promotional objectives
- above- and below-the-line promotional methods
- promotional mix
- promotional budget
- measuring success

Grading descriptors	Example
<p>Pass: Uses technical terms consistently to explain knowledge, theories and concepts.</p>	<p>Learners will explain, using business/enterprise terminology:</p> <ul style="list-style-type: none"> • how a promotional campaign is planned and prepared taking account of the objectives • other influences on the promotional mix and budget limitations • the different above- and below-the-line methods of promotion and how the success of a campaign can be measured. <p>Some areas may lack detail.</p> <p>eg a learner may provide a simple explanation of the concept of the promotional budget, identifying only one or two of the costs and factors that determine the limit on costs.</p>
<p>Merit: Uses technical terms consistently to explain <u>a wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, using business/enterprise terminology:</p> <ul style="list-style-type: none"> • how a promotional campaign is planned and prepared taking account of the objectives • other influences on the promotional mix and budget limitations • the different above- and below-the-line methods of promotion and how the success of a campaign can be measured. <p>eg a learner may provide a detailed explanation of the concept of the promotional budget, identifying and explaining the relevance of a number of the costs and factors that determine the limit on costs.</p>

Unit 03 Marketing and promotion for business and enterprise (F/508/5120) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors	Example
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, consistently using business/enterprise terminology:</p> <ul style="list-style-type: none"> • how a promotional campaign is planned and prepared taking account of the objectives • other influences on the promotional mix and budget limitations • the different above- and below-the-line methods of promotion and how the success of a campaign can be measured. <p>Learners will also discuss the possible interrelationships between the elements.</p> <p>eg a learner may provide a detailed explanation of the concept of the promotional budget, identifying and explaining both the relevance of a number of the costs, the factors that determine the limit on costs and their possible interrelationships. This could be the constraints placed on the frequency and coverage of a linked television and billboard advertising campaign due to cost and affordability.</p>
Delivery and assessment	
<p>Planning a campaign Learners will know the different steps a business/enterprise takes to create a promotional campaign:</p> <ul style="list-style-type: none"> • decide on the target market for the campaign • decide on the promotional objectives • decide on a promotional budget • determine the promotional mix • determine how success will be measured. <p>Promotional objectives Learners will know about the objectives of promotion:</p> <ul style="list-style-type: none"> • inform current and potential customers about the existence of products • explain the potential benefits of using the product • persuade customers to buy the product • help differentiate a product from the competition • develop and sustain a brand • reassure customers that they have made the right choice. 	

Unit 03 Marketing and promotion for business and enterprise (F/508/5120) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd)****Above- and below-the-line promotional methods**

Learners will know about the advantages and disadvantages of above- and below-the-line promotional methods and will know about the different methods used:

- advertising – eg newspapers, magazines, radio, TV, poster, banners, online, social media
- personal selling – eg cold calling, door-to-door, exhibitions
- public relations – eg press release, sponsorship, social media
- direct marketing – eg letter, emails, text
- sales promotion – eg in store displays, vouchers, competitions, loyalty schemes, merchandising.

Promotional mix

Learners will understand which method(s) to use depending on:

- the stage of the product lifecycle
- push vs pull strategy
- competitor promotional activity/activities
- the budget/cost of promotion
- the target market
- legal issues eg Trades Description Act
- other elements of the marketing mix ie price, product, place
- application of AIDA (attention, interest, desire, action) model.

Promotional budget

Learners will understand that a business/enterprise has to:

- break down the costs of a promotional mix
- set limits on spending depending on a number of factors eg per cent of sales, per cent of profit, affordability.

Measuring success

Learners will understand the different ways a business/enterprise can measure the success of a promotional campaign eg percentage increase in sales, additional clicks on website.

Types of evidence

Evidence could include:

- report
- a promotional campaign for a product or service
- an analysis of an existing promotional campaign
- a guide on how to devise a promotional campaign.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Unit 04 Management of people and operations for business and enterprise (J/508/4499)

Unit summary	In this unit learners will understand how businesses and enterprises manage their people and operations. Learners will also understand how recruitment is planned, advertised and undertaken and how staff retention is achieved through motivation.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the organisation and management of people and operations for business/enterprise

The learner must know about:

- mission statements; vision statements; company values
- organisational culture
- leadership and management
- motivation
- organisational structures and features
- operational considerations

Grading descriptors	Example
Pass: Uses technical terms consistently to explain knowledge, theories and concepts.	<p>Learners will explain all of the following concepts using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • mission statements • vision statements • company values • organisational culture. <p>Learners will also explain:</p> <ul style="list-style-type: none"> • leadership, management and motivation theories • the different types of organisation structures and features, and operational considerations. <p>Some areas may lack detail.</p> <p>eg a learner may provide a simple explanation of the concept of different leadership styles with only one advantage and disadvantage of each. The explanation may lack detail.</p>

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Merit: Uses technical terms consistently to explain a <u>wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>The learner will explain, in detail, all of the following concepts, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • mission statements • vision statements • company values • organisational culture. <p>Learners will also explain:</p> <ul style="list-style-type: none"> • leadership, management and motivation theories • the different types of organisation structures and features, and operational considerations. <p>eg a learner may provide a detailed explanation of the concept of different leadership styles, including a number of advantages and disadvantages of each. Examples of situations when a particular style might be appropriate could be included to enhance the explanation; this could be the most appropriate style when speedy decision making is required.</p>
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain, in detail, all of the following concepts, consistently using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • mission statements • vision statements • company values • organisational culture. <p>Learners will also explain:</p> <ul style="list-style-type: none"> • leadership, management and motivation theories • the different types of organisation structures and features, and operational considerations. <p>Learners will also discuss the possible interrelationships between the various elements.</p> <p>eg a learner may provide a detailed explanation of the concept of the different leadership styles and organisational structures. Their possible interrelationships, including their advantages and disadvantages will be explained in depth. This could be the link between moving from a tall structure to a flatter structure and the potential need for a change in management style as spans of control change.</p>

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment****Mission statements, vision statements, company values**

Learners will know about and understand the purpose of:

- mission statements eg the purpose of the organisation/reason for existence, provides the framework to guide company strategy
- vision statements eg long-term aspirational statement, helps provide inspiration
- company values eg their top priorities/core beliefs, which support the vision, shape the culture

Organisational culture

Learners will know about:

- the importance of culture eg recruitment, retention, implementing change, maintaining quality
- Charles Handy's organisational culture model

Leadership and management

Learners will know about leadership and management styles and their advantages and disadvantages, and the Tannenbaum and Schmidt model of leadership:

- styles; autocratic, democratic, laissez faire, paternalistic, consultative
- Tannenbaum and Schmidt (degree of authority and delegated freedom).

Motivation

Learners will know about motivation theories, their application in the work place and the importance of motivation.

Motivational theories:

- Maslow
- Herzberg
- Hackman and Oldham's job characteristic model.

Methods of motivation:

- financial – wages/piece of rate/commission, profit sharing, performance-related pay, fringe benefits
- non-financial – job rotation, job enrichment, job enlargement, team working, empowerment, training (induction, on the job, off the job)
- intrinsic – meaningfulness, choice, sense of competence and progress, challenge
- extrinsic – money, other rewards.

Importance of motivation for:

- staff retention
- productivity
- generation of ideas.

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Organisational structures and features Learners will know about different organisational structures, their characteristics, and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • structures <ul style="list-style-type: none"> – tall and flat – hierarchical and matrix – centralised and de-centralised • characteristics <ul style="list-style-type: none"> – chain of command – levels of hierarchy – channels of communication • span of control <ul style="list-style-type: none"> – wide – narrow • level of delegation • restructuring (including delayering and redundancy). <p>Operational considerations Learners will understand the methods organisations use to achieve efficiency and quality and the advantages and disadvantages of each:</p> <ul style="list-style-type: none"> • lean production eg just in time, cell production, Kaizen • quality eg inspection, TQM, benchmarking, quality assurance and quality control.
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • PowerPoint presentation • report • booklet.

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 2**

The learner will:

Understand staff recruitment

The learner must know about:

- types of employment
- methods of remuneration
- legal considerations

Grading descriptors	Example
Pass: Describes issues of current practice.	<p>Learners will describe:</p> <ul style="list-style-type: none"> • the different types of employment contracts • the different ways that employees can be remunerated and any legislation related to recruitment and selection of candidates. <p>Some of the language used may be of a general nature rather than specialist business/enterprise language.</p> <p>eg the learner may describe the different types of employment with little or no context. When business terms are used it may be inconsistently and not in context.</p>
Merit: Describes issues of current practice, <u>using appropriate specialist language</u> in context.	<p>Learners will describe, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • the different types of employment contracts • the different ways that employees can be remunerated and any legislation related to recruitment and selection of candidates. <p>eg the learner may describe the different types of employment, consistently using appropriate business/enterprise terminology, supporting some of their answer with contextualised examples. Examples might include situations where a business/enterprise might choose to use part-time workers.</p>
Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context.	<p>Learners will describe, consistently and correctly using business/enterprise terminology in context:</p> <ul style="list-style-type: none"> • the different types of employment contracts • the different ways that employees can be remunerated and any legislation related to recruitment and selection of candidates. <p>eg the learner may describe the different types of employment, consistently and correctly using appropriate business/enterprise terminology, supporting their answer with fully contextualised examples. In this case, examples will include at least one situation of when and why each type of employment would be considered suitable.</p>

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 2 (cont'd)**

Delivery and assessment
<p>Types of employment Learners will know about the different types of employment contracts available to a business/enterprise and the advantages and disadvantages of each:</p> <ul style="list-style-type: none">• permanent• temporary/fixed term• part time• full time• zero hours.
<p>Methods of remuneration Learners will know about the different methods of remuneration that can be used by a business/enterprise, their advantages and disadvantages:</p> <ul style="list-style-type: none">• wages/piece rate• salaries• fringe benefits• bonuses• profit share• commission• performance-related pay.
<p>Legal considerations Learners will know about relevant current legislation when recruiting and selecting for a role within a business/enterprise eg protected characteristics, direct and indirect discrimination, equal pay.</p>
<p>Types of evidence Evidence could include:</p> <ul style="list-style-type: none">• report• presentation.

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 3**

The learner will:

Understand the stages in the recruitment process

The learner must know about:

- recruiting for a business or enterprise

Grading descriptors	Example
<p>Pass: Describes issues of current practice.</p>	<p>Learners will describe the stages in the recruitment process, which may include:</p> <ul style="list-style-type: none"> how to implement the different stages in the recruitment process, including identifying a vacancy writing a job description and person specification leading to the writing of the advert the different methods of recruitment and selection of candidates, as well as the methods of applying and the types of interview questions that might be asked. <p>eg the learner may describe the method a business/enterprise chooses to recruit for a vacancy with little or no contextualisation. Some of the language used may be of a general nature rather than specialist business/enterprise language. When business terms are used it may be inconsistently and not in context.</p>
<p>Merit: Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p>	<p>Learners will describe the stages in the recruitment process, consistently using appropriate business/enterprise terminology, which may include:</p> <ul style="list-style-type: none"> how to implement the different stages in the recruitment process, including identifying a vacancy writing a job description and person specification leading to the writing of the advert the different methods of recruitment and selection of candidates, as well as the methods of applying and the types of interview questions that might be asked. <p>Descriptions will be in context where fitting.</p> <p>eg the learner may describe the method a business/enterprise chooses to recruit for a vacancy, consistently using appropriate business/enterprise terminology and supporting some of their answer with contextualised examples. Examples might include situations in which a business/enterprise may choose to recruit internally rather than externally.</p>

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 3 (cont'd)**

Grading descriptors	Example
<p>Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context</p>	<p>Learners will describe the stages in the recruitment process, consistently and correctly using business/enterprise terminology in context, which may include:</p> <ul style="list-style-type: none"> • how to implement the different stages in the recruitment process, including identifying a vacancy • writing a job description and person specification leading to the writing of the advert • the different methods of recruitment and selection of candidates, as well as the methods of applying and the types of interview questions that might be asked. <p>eg the learner may describe the different methods a business/enterprise chooses to recruit for a vacancy, consistently and correctly using appropriate business/enterprise terminology and supporting their answer with fully contextualised examples. In this case examples will include at least one situation about when and why each method of recruitment would be considered suitable.</p>
<p>Delivery and assessment</p>	
<p>Learners will know about the stages involved in the recruitment and selection process, the different recruitment methods available to a business/enterprise, how roles can be advertised and applied for, and the shortlisting and selection process.</p> <p>Stages in the recruitment process:</p> <p>Identify vacancy eg resignation, retirement, growth.</p> <p>Job descriptions What is usually included in a job description:</p> <ul style="list-style-type: none"> • job title • main duties • remuneration • location • information about the business/enterprise. <p>Person specifications What is usually included in a person specification:</p> <ul style="list-style-type: none"> • essential and desirable competencies • experience required • qualifications/education/training requirements • desired personal attributes. 	

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd)****Writing the advertisement**

What is usually included in a job advertisement:

- the company name
- location of role
- company information
- brief job description
- brief person specification
- how to apply
- the deadline.

Recruitment methods

Learners will know about the methods a business/enterprise can use when recruiting candidates and the advantages and disadvantages of each:

- internal eg company website, notice board, newsletter
- external eg headhunting, newspapers, trade journals, careers fairs, shop windows, recruitment agencies, web based.

Managing the application process (methods of applying)

- CV, application form, covering letter, personal statements.

Methods for selecting candidates

Learners will know about the methods a business/enterprise can use when recruiting candidates and the advantages and disadvantages of each:

- selection methods: online screening, interviews (on and offline), psychometric testing, personality profiling, selection days/assessment centres, activity (task/role play/presentation)
- selection techniques: scoring formats, performance in interview.

Interview questions

Types of questions:

- knowledge
- competence
- open
- closed.

Appoint eg job offer, references.

Reject eg feedback.

Unit 04 Management of people and operations for business and enterprise (J/508/4499) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence
Evidence could include: <ul style="list-style-type: none">• report• recruitment pack• presentation and briefing notes.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Unit 05 Finance for business and enterprise (F/508/4498)

Unit summary	In this unit, learners will understand the sources of finance available when starting a business/enterprise; the costs involved when starting and running a business/enterprise; how to create break-even charts, cash flow forecasts and how internal and external influences affect a business/enterprise.
Guided learning hours	65
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the main financial considerations when starting and running a business/enterprise

The learner must know about:

- sources of finance
- revenue
- start-up and running costs
- break-even
- assets, liabilities and capital
- cash flow
- accounting regulations (HMRC)

Grading descriptors	Example
Pass: Uses technical terms consistently to explain knowledge, theories and concepts.	<p>Learners will explain all of the following concepts using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • sources of finance for a business/enterprise • revenue • start-up and running costs • break-even. <p>Learners will also explain:</p> <ul style="list-style-type: none"> • assets • liabilities • capital • the concept of cash flow • the financial information required by HMRC. <p>Some areas may lack detail.</p> <p>eg a learner may provide a description of a cash flow problem and an explanation of a solution, including an advantage and a disadvantage of the solution.</p>

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Merit: Uses technical terms consistently to explain <u>a wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain all of the following concepts, in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • sources of finance for a business/enterprise • revenue • start-up and running costs • break-even. <p>Learners will also explain:</p> <ul style="list-style-type: none"> • assets • liabilities • capital • the concept of cash flow • the financial information required by HMRC. <p>eg a learner may provide a description of a cash flow problem, with a detailed discussion of a wide range of possible solutions with their advantages and disadvantages.</p>
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain all of the following concepts in detail, consistently using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • sources of finance for a business/enterprise • revenue • start-up and running costs • break-even. <p>Learners will also explain:</p> <ul style="list-style-type: none"> • assets • liabilities • capital • the concept of cash flow • the financial information required by HMRC. <p>Learners will also discuss the possible interrelationships between the various elements.</p> <p>eg a learner may provide a description of a cash flow problem, with a detailed discussion of a wide range of possible solutions. Both the possible positive and negative impact of these solutions on cash flow and other financial aspects of the business will be discussed.</p>

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment****Sources of finance**

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

- internal: management of working capital, sale of fixed assets, retained profit, owner's funds
- external: overdraft, trade credit, factoring, credit card, bank loan, leasing, business/enterprise angel/venture capital/crowd funding, government grants, share capital.

Revenue

Learners will know what revenue is and how it can be calculated.

Start-up costs

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

Running costs (fixed, variable)

Learners will know about the fixed and variable costs associated with running a business/enterprise:

- fixed eg rent and rates, salaries, accountant fees, interest on loans, advertising, insurance
- variable eg inventory(stock), production (power for the factory), delivery, packaging.

Break-even

Learners will understand the concept of break-even and how it is calculated using the contribution formula. They will understand why it is used and will understand the advantages/disadvantages of break-even analysis.

Assets

Learners will know about business/enterprise assets (non-current and current):

- non-current eg premises, fixtures and fittings, equipment
- current eg inventory (stock), trade receivables (debtors), cash in the bank.

Liabilities

Learners will know about business/enterprise liabilities (non-current and current):

- non-current eg mortgage, bank loans, debentures
- current eg trade payables (creditors), overdraft, proposed dividend.

Capital

Learners will know about funding provided by capital:

- funds provided by owners: savings (sole trader, partnership), share capital (Ltd, PLC)
- profit: all types of business/enterprise.

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Cash flow Learners will understand the importance of managing cash flow for the successful running of a business/enterprise. Learners will know the actions, including their advantages and disadvantages, that a business/enterprise can take to deal with cash flow problems eg increase sales, delay payments to suppliers, improved credit control, reduce costs.</p>
<p>Accounting regulations (HMRC) Learners will know about the financial information needed for HMRC and the implications of not complying with these requirements. eg VAT, income tax, company tax return.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• report• leaflet• presentation• briefing notes• web page.

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 2**

The learner will:

Understand the financial documents to include in a business plan

The learner must know how to prepare:

- a projected income statement (profit and loss account)
- a projected statement of financial position (balance sheet)
- financial ratios (profitability and liquidity)
- cash flow forecasts
- break-even charts

Grading descriptors	Example
<p>Pass: Makes <u>reasoned conclusions</u> based on appropriate information.</p>	<p>Learners will make reasoned conclusions after drawing up and calculating any relevant ratios:</p> <ul style="list-style-type: none"> • projected income statements • statements of financial position • cash flow forecasts • break-even charts. <p>eg the learner may illustrate, with examples, how a business/enterprise may choose to set a sales target for a year having calculated the break-even level of output and levels of profit at different levels of output.</p>
<p>Merit: Makes <u>reasoned and balanced conclusions</u> based on appropriate information ie weighs up pros and cons and then makes a decision and explains why.</p>	<p>Learners will make reasoned and balanced conclusions after drawing up and calculating any relevant ratios:</p> <ul style="list-style-type: none"> • projected income statements • statements of financial position • cash flow forecasts • break-even charts. <p>eg the learner may illustrate, with examples, how a business/enterprise may choose to set a sales target for a year having calculated the break-even level of output and levels of profit at different levels of output. The illustration will include the relative importance of both the pros and cons behind the reasoning in making the decision.</p>

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors	Example
<p>Distinction: Makes <u>well-reasoned and balanced conclusions</u> which inform future developments.</p>	<p>Learners will make well-reasoned and balanced conclusions. These will be based on appropriate information after drawing up and calculating any relevant ratios. The conclusions will inform future development:</p> <ul style="list-style-type: none"> • projected income statements • statements of financial position • cash flow forecasts • break-even charts. <p>eg the learner may illustrate, with examples, how a business/enterprise may choose to set a sales target for a year having calculated the break-even level of output and levels of profit at different levels of output. The illustration will include the relative importance of both the pros and cons behind the reasoning in making the decision and the possible impact on any future developments.</p>
Delivery and assessment	
<p>Learners must understand how income statements are compiled and the significance of each part.</p> <p>Any data required for this unit can be provided by the Teacher. Learners are then required to draw up and calculate any relevant ratios.</p> <p>Prepare a projected income statement (profit and loss account) Learners will know how to prepare a projected income statement (profit and loss account) for a business/enterprise, including:</p> <ul style="list-style-type: none"> • income from sales/turnover/revenue • cost of sales • gross profit • expenses/overheads • net profit. <p>Prepare a projected statement of financial position (balance sheet) Learners will know how to prepare a projected statement of financial position (balance sheet) for a business/enterprise including:</p> <ul style="list-style-type: none"> • assets (non-current and current) • liabilities (non-current and current) • capital. 	

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd)****Ratios**

Learners will be able to calculate profitability and liquidity ratios and understand the significance of their results.

- Profitability ratios: return on capital employed (ROCE), gross profit margin, net profit margin
- Liquidity ratios: current ratio, acid test ratio
- Financial ratios: gearing ratio.

Cash flow forecasts

Learners will know how to:

- create a cash flow forecast including; identification of incomings and outgoings, calculation of opening balance, closing balance and net cash flow.
- interpret a cash flow forecast to identify possible cash flow problems.

Break-even

Learners will know how to construct a break-even chart and conduct a break-even analysis and use this to set sales targets to achieve a target level of profit:

- calculate break-even point using the contribution method
- construct and analyse break-even charts including:
 - break-even output
 - margin of safety
 - profit or loss at different levels of output
- calculate and/or illustrate on a break-even chart the effects of changes in price, variable costs and fixed costs on the break-even point and profit/loss
- understand the advantages and disadvantages of break-even analysis.

Types of evidence

Evidence could include:

- guide for new businesses/enterprises
- financial plan
- report.

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 3**

The learner will:

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

The learner must know about:

- internal influences
- external influences
- the impact of internal and external influences

Grading descriptors	Example
<p>Pass: Uses technical terms consistently to explain knowledge, theories and concepts.</p>	<p>Learners will explain using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • both the internal and external influences on a business/enterprise • their possible impact. <p>Some areas may lack detail.</p> <p>eg a learner may provide a simple explanation of internal influences illustrating the answer with one or two examples.</p>
<p>Merit: Uses technical terms consistently to explain <u>a wide range</u> of sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain in detail, using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • both the internal and external influences on a business/enterprise • their possible impact. <p>eg a learner may provide a detailed explanation of a wide range of internal influences.</p>
<p>Distinction: Uses technical terms consistently to explain and discuss <u>the interrelationships</u> in a wide range of complex and sophisticated knowledge, theories and concepts.</p>	<p>Learners will explain all areas in detail, consistently using accepted business/enterprise terminology:</p> <ul style="list-style-type: none"> • both the internal and external influences on a business/enterprise • their possible impact. <p>Learners will also discuss the possible interrelationships between the various elements.</p> <p>eg the learner may explain, in detail, the concepts of internal and external influences and go on to discuss the interrelationship between the financial position of a business/enterprise and its ability to compete in a highly competitive labour market.</p>

Unit 05 Finance for business and enterprise (F/508/4498) (cont'd)**Learning outcome 3 (cont'd)**

Delivery and assessment
<p>Internal influences Learners will know about possible internal influences and how these may affect a business/enterprise idea: eg its aims and objectives, the financial position of the business/enterprise (profitability, cash flow, liquidity), human resources (motivation, staff training), operational issues (quality, productivity), business/enterprise culture (role culture, task culture).</p> <p>External influences Learners will know about possible external influences and how these may affect a business/enterprise idea, eg state of the economy, interest rates, changes in living wage, changes in taste, changes in the competitive environment, level of employment, availability of skills locally, changes to legislation.</p> <p>Impact of internal and external influences Learners will know about the possible impacts that internal and external factors can have on a business/enterprise idea eg the break-even point may change, marketing and promotional plan may need to be amended, the aims and objectives for the business/enterprise may need to alter, desired levels of sales may need to change, may need to arrange additional finance such as an overdraft, may need to make staff redundant.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentation • report.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Unit 06 Produce a business plan for a business/enterprise (M/508/4500)

Unit summary	In this unit learners will come up with an idea for a business/enterprise and develop a business plan for this idea, to include company description, market analysis, marketing, operations and people, financial plan and forecasts.
Guided learning hours	90
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally assessed

Learning outcome 1

The learner will:

Produce a business plan for an idea

The learner must demonstrate:

- selection of a business/enterprise idea
- selection of aims and objectives for a business/enterprise
- research skills
- analysis skills
- collection of data
- calculating and interpreting financial data

Grading descriptors	Example
<p>Pass: Completes a series of complex task(s) with <u>some degree</u> of accuracy following a complex brief.</p> <p><u>Recognises</u> the value of research from <u>at least 2</u> types of sources and uses relevant information to inform actions.</p>	<p>Learners will select a business/enterprise idea and complete the sections of the business plan with some degree of accuracy, based on the collection and analysis of relevant primary and secondary data.</p> <p>Some sections may lack detail, and there may be some inaccuracies in the calculations.</p> <p>eg inaccuracies in calculations such as incorrectly calculating the variable costs which will make the whole calculation incorrect.</p>
<p>Merit: Completes a series of complex tasks <u>mostly accurately</u> following a complex brief.</p> <p><u>Differentiates</u> the value of research from <u>at least 2</u> types of sources and uses relevant information to inform actions.</p>	<p>Learners will select a business/enterprise idea and complete all sections of the business plan in detail based on the collection and analysis of relevant primary and secondary data.</p> <p>There may be some minor inaccuracies in the calculations.</p> <p>eg minor inaccuracies might be one simple arithmetic error which still has a significant impact, such as incorrectly adding outgoings in a cash flow forecast or arriving at an incorrect margin of safety through an error of subtraction. Generally speaking the rest of the calculations will be accurate.</p>

Unit 06 Produce a business plan for a business/enterprise (M/508/4500) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Distinction: Completes a series of complex tasks <u>accurately</u> and meets <u>all of the requirements</u> of a complex brief.</p> <p><u>Differentiates</u> the value of research from a <u>wide range of different types</u> of sources and uses relevant information to inform actions.</p>	<p>Learners will select a business/enterprise idea and complete all sections of the business plan in detail based on the collection and in-depth analysis of primary and secondary data from a wide range of relevant, reliable research.</p> <p>The calculations will be accurate.</p>
Delivery and assessment	
<p>This unit is an opportunity for learners to apply the knowledge they have developed in units 01–05.</p> <p>This unit focuses on the skills learners will demonstrate. The skills which they will demonstrate are written as the assessment points and are in bold in the guidance to highlight where the opportunities to demonstrate them are.</p> <p>Selection of a business/enterprise idea Learners will select an idea for a business/enterprise ie the product/service they would like to sell. They will prepare a business plan, giving reason(s) for their choice.</p> <p>Produce a business plan Learners must produce a business plan for their chosen idea. The business plan must include the following 5 sections: company description, analysis and research, marketing, people and operations, financial plan.</p> <p>1. Company description</p> <ul style="list-style-type: none"> • business/enterprise name (learners will choose a name for their business/enterprise and research the legal issues relating to choice of name) • outline/summary of the business/enterprise idea eg what product/service the business/enterprise will provide and the needs it intends to satisfy • selection of the aims and objectives for their business/enterprise (short term, long term, financial, non-financial) • choice of legal status • choice of location/distribution channel. <p>2. Research and analysis Learners will use primary and secondary research methods to collect and analyse data on:</p> <ul style="list-style-type: none"> • the target market eg socio-economic group, age, lifestyle, gender, location, what prompts the customer to buy a product • industry profile eg growth or decline, threat of new entrants, power of suppliers, power of customers • the competitor profile eg location, size, pricing, point of difference • the potential suppliers eg cost, reliability, length of time established. 	

Unit 06 Produce a business plan for a business/enterprise (M/508/4500) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd)****3. Marketing plan**

Learners will use the market **analysis** and other relevant **research and data analysis** to produce a marketing plan.

- Product/service
 - what it does, how it satisfies customer need
 - whether it is tangible/intangible
 - its Unique Selling Point (USP).
- Place
 - where the product/service will be sold
 - the distribution channel to be used.
- Price
 - what price will be charged for the product/service
 - which pricing strategy/strategies will be used.
- Promotion
 - how the product/service will be promoted.

4. People and operations plan

Learners will produce a people and operations plan:

- people considerations eg organisational structure, leadership style, cultural strategy, type of employment, method(s) of remuneration
- operational considerations eg managing quality, storage space, logistics, skills and number of staff required.

5. Financial plan

Learners will use primary and secondary **research methods** to **collect data** on the costs for launching their business/enterprise:

- start-up costs eg inventory, fixtures, fittings, premises, machinery, equipment, tools
- running costs eg rent and rates, insurance, staff, promotion, transport

Using their **research**, learners will identify break-even through **calculation** and drawing a break-even chart and decide on target level of sales.

Learners will:

- calculate break-even
- draw a fully labelled break-even chart
- extract information from the break-even chart ie break-even output, margin of safety, target level of sales with associated costs and revenues
- **analyse** the impact that any possible change in costs and price may have on the break-even or targeted profit eg increase in cost of raw materials, a drop in price to promote product/service

Unit 06 Produce a business plan for a business/enterprise (M/508/4500) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
Learners will analyse the financial data to complete the following for either the first year or life of their business/enterprise idea: <ul style="list-style-type: none">• cash flow forecast• projected income statement (profit and loss account)• projected statement of financial position (balance sheet).
Types of evidence
Evidence must include: <ul style="list-style-type: none">• a business plan.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Unit 07 Evaluate a business plan for a business/enterprise (T/508/4501)

Unit summary	In this unit learners will evaluate the process they went through in creating their business plan.
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally assessed

Learning outcome 1

The learner will:

Review a business plan

The learner must evaluate:

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

Grading descriptors	Example
<p>Pass: Describes the effectiveness of the processes and practices and <u>links these to success or otherwise of the overall outcome.</u></p> <p>Makes reasoned conclusions based on appropriate information.</p>	<p>Learners will describe:</p> <ul style="list-style-type: none"> • how effectively their business plan is presented • the strengths and weaknesses of their market research methodology • the application of theories and techniques and how these will contribute to the success of the idea. <p>Learners will make reasoned conclusions on the feasibility of their idea based on information in the business plan.</p> <p>eg a learner may make reasoned conclusions on the effectiveness of their primary research with reference to its appropriateness for their chosen product/service.</p>
<p>Merit: Describes the effectiveness of the processes and practices and <u>justifies their use.</u></p> <p>Makes reasoned <u>and balanced</u> conclusions based on the information.</p>	<p>Learners will describe:</p> <ul style="list-style-type: none"> • how effectively their business plan is presented • the strengths and weaknesses of their market research methodology • the application of theories and techniques and how these will contribute to the success of the idea. <p>Learners will make reasoned and balanced conclusions on the feasibility of their idea based on information in the business plan.</p> <p>eg a learner may describe the effectiveness of their primary research with reference to its appropriateness for their chosen product/service. The relative importance of advantages and disadvantages may be discussed and a reasoned and balanced conclusion made as to its effectiveness.</p>

Unit 07 Evaluate a business plan for a business/enterprise (T/508/4501) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors	Example
<p>Distinction: Describes the effectiveness of the processes and practices, <u>justifies their use and suggests improvements.</u></p> <p>Makes <u>well-reasoned</u> and <u>balanced conclusions which inform future developments.</u></p>	<p>Learners will describe the following points, including why they have been used and suggesting improvements:</p> <ul style="list-style-type: none"> • how effectively their business plan is presented • the strengths and weaknesses of their market research methodology • the application of theories and techniques and how these will contribute to the success of the idea. <p>Learners will make well-reasoned and balanced conclusions on the feasibility of their idea to inform future developments.</p> <p>eg a learner may describe the effectiveness of their primary research with reference to its appropriateness for their chosen product/service. The relative importance of advantages and disadvantages may be discussed and a conclusion made as to its effectiveness and make suggestions for improvements for the future.</p>
Delivery and assessment	
<p>The presentation of the business plan</p> <ul style="list-style-type: none"> • presentation of plan eg clarity, neatness, quality of language • organisation of plan eg logic of plan, easy to follow and understand, all components present and properly addressed • how might the presentation of the plan be improved? <p>Strengths and weaknesses of the market research methodology</p> <ul style="list-style-type: none"> • range of research eg use of primary and secondary resources; qualitative and quantitative • primary <ul style="list-style-type: none"> – strengths eg suitable sample size, sample is representative of target market, lacks bias and subjectivity – weaknesses eg sample too small, does not represent target market, subjective and biased, lack of experience/skills • secondary research <ul style="list-style-type: none"> – strengths eg up to date, relevant, wide range of sources – weaknesses eg out of date, small range of sources, not relevant. <p>Application of appropriate theories and techniques</p> <ul style="list-style-type: none"> • Theories – have theories been applied appropriately and relevant conclusions made? Eg price elasticity of demand. • Techniques – have techniques been applied appropriately and relevant conclusions made? Eg break-even analysis. 	

Unit 07 Evaluate a business plan for a business/enterprise (T/508/4501) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Feasibility of the idea</p> <ul style="list-style-type: none"> • Is there a real demand, eg does the idea satisfy the need or solve a problem? Is the current market big enough for your proposed business/enterprise idea? Is it an emerging market or a mature one? • Is the business/enterprise scalable, eg is the idea just satisfying a short-lived trend, can it last? Does the business/enterprise have growth potential? • Is it financially viable, eg does the projected profit give a sufficient return on investment? Is there sufficient cash flow to see the business/enterprise through its start-up period? • Is it competitive, eg are there so many other competitors offering a similar product/service that it is unrealistic that you will be able to compete? Are competitors so dominant they can always undercut you on price/be better at marketing? • Competence of learner, eg do you have the necessary negotiating/research/financial/marketing skills, the motivation, the commitment, flexibility to launch and run the business/enterprise?
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3.

Section 3

Assessment and Quality Assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the Level 3 Applied General Certificate in Business and Enterprise consists of 2 types of assessment:

- internal assessment – each unit is internally assessed and externally quality assured by NCFE
- external assessment – 1 question paper. This will assess the application of knowledge and skills acquired from units 01-05 in the qualification
 - there is also pre-release material issued 4 weeks before the assessment start date.

The external assessment accounts for 50% of the final grade in order to meet the requirements of an Applied General.

The external assessment components are set and marked by NCFE.

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

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

Cognitive Processes

To reflect their applied nature, we have put 3 essential cognitive processes at the heart of these qualifications. These processes are know, do and review.

Assessment objectives

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

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

The AOs for this qualification are:

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

Learning outcomes and assessment points

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

Internal assessment

NCFE has created a set of sample tasks for each unit, which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 17).

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

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

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

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score. These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance and grading descriptors). Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website.

Supervision of learners and your role as an Assessor

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

Feedback to learners

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

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

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

Venue: School hall

Audience: Teachers, parents and friends

Band 1:

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

Drummer – Diana Nisbett

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

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

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

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

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

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

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

Late submissions

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

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

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

Submitting unit grades

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

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

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

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

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

The highest banked grade for a unit will contribute to the overall qualification grade.

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

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

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills sampled from units 01–05 of this qualification.

Learners must be taught the unit content prior to sitting the external assessment.

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

The external assessment is administered under specified assessment conditions and will last for 2 hours. The external assessment for this qualification consists of 1 question paper.

There are levels of control that need to be applied:

- 2 hour invigilated external assessment – there will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions and must be invigilated in accordance with the [Regulations for Conduct of External Assessment](#).
 - Pre-release material is issued on the NCFE website 4 weeks before the assessment date. Centres can use the information in the pre-release material to help familiarise learners with the theme of the external assessment.

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

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

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on the NCFE website for the specific dates.

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

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries will be considered on a case by case basis and will incur a late entry fee.

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

Pre-release material is issued to the NCFE website 4 weeks before the assessment start date. Centres can use the information below to help familiarise learners with the theme of the external assessment.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Any late returns will incur a fee. Please refer to the assessment arrangements document on the NCFE website for confirmation of this date.

Learners are entitled to one resit for each of the external assessment components, which will be chargeable. This means that learners can have a total of 2 attempts at each of the external assessments. Resits of the external assessment will be different from the original assessment. 'Did Not Attend', will not be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry. The highest banked grade for the external assessment will contribute to the overall qualification grade.

This qualification is approved in the Key Stage 5 Performance Tables.

The DfE have confirmed that the additional retake opportunity in place for the 2018/19 academic year for all Tech Levels and Applied General qualifications will continue to be offered while the moratorium for 16–18 performance tables is in place. This includes Tech Levels and Applied General qualifications which will be counted in performance tables.

For guidance on conducting external assessments, please refer to the [External Assessment Regulations](#), or contact the Quality Assurance team on 0191 239 8000.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

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

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

To support Assessors in making accurate grading decisions, NCFE has included examples alongside the grading descriptor. Sample portfolios can also be used to help set the standard of work and provide guidance on what additional evidence would be required to gain a higher grade. A sample portfolio is available on our website. External Quality Assurers can also provide support visits to centres to assist centres in understanding the grading descriptors and applying them to the learning outcomes consistently.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the learning outcome. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 93).

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

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

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

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

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

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Marking the external assessment

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

The weighting of the external assessment and the use of numerical mark schemes will allow for compensation. This will then be converted to a Uniform Mark Scheme (UMS), the following table represents the percentage UMS associated with each awarded grade:

L3 Pass UMS %	L3 Merit UMS %	L3 Distinction UMS %
45%	55%	65%

Awarding the final grade

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

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

	Max	P	M	D	D*
UMS	700	315	385	455	560

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

Overall qualification grading descriptors

Level 3 standard

At Level 3 learners will take responsibility for completing complex tasks, often with a commercial brief, and for analysis and evaluation. They will exercise autonomy and judgement in selecting and using relevant knowledge, ideas, skills and procedures and must be able to identify how effective actions have been and create action plans for improvement.

Learners will consistently and correctly apply appropriate technical language and demonstrate the use of appropriate technical skills. They will be aware of different perspectives or approaches to tasks and use appropriate investigation to inform actions. An understanding of underlying theories and concepts is evident as is an awareness of current issues relating to the vocational area. They should be able to evaluate how effective methods and actions have been.

Tasks

At Level 3 tasks should be well defined but may be complex and non-routine, requiring a technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. They should need some specialist skills or understanding for their completion.

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade. Please refer to the Levelling Grading Descriptors document on our website for a table summarising Level 1, 2 and 3 standards.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.
Level 3 Pass
The learners will have a detailed understanding of the key concepts and will show awareness of different approaches within an area of study. They will use some sophisticated examples to support their work and demonstrate some application of specialist processes, resources, techniques and materials relevant to the vocational area and their level of study. Learners will take responsibility, where relevant, for monitoring others (watching what they are doing and reporting to someone).
Tasks will be completed to a minimum standard with some errors and learners will be able to link the effectiveness of the processes and practices they used to the success or otherwise of the overall outcome.
Level 3 Merit
The learners will have a detailed understanding of the key concepts and will be able to apply different approaches within an area of study. They will use sophisticated examples, and make some appropriate comparisons, to support their work. They will be able to select and effectively apply specialist processes, resources, techniques and materials relevant to the vocational area and their level of study. Learners will take responsibility, where relevant, for supervising others (watching what they are doing, making sure they follow the rules given by someone else).
Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will be able to critically evaluate the processes they used and the outcomes of their tasks, using this to inform an action plan to improve or extend the outcome.
Level 3 Distinction
The learners will have a detailed understanding of the key concepts and will be able to apply different approaches within an area of study. They will use sophisticated examples, and make appropriate comparisons, to support their work. They will consistently select and effectively apply specialist processes, resources, techniques and materials relevant to the vocational area and their level of study, justifying their choices. Learners will take responsibility, where relevant, for supervising and guiding others (giving advice about how to do something/put something right).
Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will be able to critically evaluate the processes they used and the outcomes of their tasks, using this to clearly inform an action plan to improve or extend the outcome.
Level 3 Distinction*
To be awarded a Distinction* grade, the learner will have achieved within the top 20% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in the external assessment.

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Glossary of terms

Grading glossary

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.

Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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