



Pearson
BTEC

Award

Specification

BTEC FIRST BUSINESS

From September 2018

BTEC Level 1/Level 2 First Award in Business

Issue 8

Pearson BTEC Level 1/Level 2 First Award in Business

Specification

First teaching September 2018

Issue 8

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 8. We will inform centres of any changes to this Issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 First Award in Business specification Issue 8 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in <i>Section 8 Internal assessment</i> subsection <i>Dealing with malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Page 29
The wording under <i>Section 10 Awarding and reporting for the qualifications</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 35

Summary of Pearson BTEC Level 1/Level 2 First Award in Business specification Issue 7 changes

Summary of changes made between Issue 6 and Issue 7	Page number
Correction to <i>Annexe B</i> Example corrected from Unit 4 to Unit 5 and from two mandatory units to three.	Page 105

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com

Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

What are the key principles of BTEC Firsts?

To support young people to succeed and progress in their education, BTEC Firsts have four key design principles embedded.

1 Standards: a common core and external assessment

Each Level 1/Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, our quality-assurance model ensures robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units; contextualised English and mathematics

Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. Where appropriate to the sector, learners will practise these essential skills in naturally occurring and meaningful contexts.

4 Recognising achievement: opportunity to achieve at Level 1

BTEC Firsts provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners, achieving this standard in all units within one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications, with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

We asked what kind of guidance you, as teachers and tutors, need. As a result, we streamlined the specification to make the units easier to navigate and have provided you with enhanced support in an accompanying Delivery Guide.

Thank you

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Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

Qualification title and Qualification Number

Qualification title	Pearson BTEC Level 1/Level 2 First Award in Business
Qualification Number (QN)	600/4786/0

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in our *UK Information Manual* on our website, qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First Awards are primarily designed for use in schools as an introductory Level 1/Level 2 course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and, in due course, prepare learners to enter the workplace.

These qualifications are intended primarily for learners in the 14–16 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or Apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression to further study and responsibility in the workplace.

Objectives of the BTEC First Awards

The BTEC First Awards will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so that learners in the 14–16 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- give learners opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills
- give learners a route through education that has clear progression pathways to further study or an Apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways in a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

This qualification has been designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Introductory Certificate in Business
- Pearson BTEC Level 1 Introductory Diploma in Business.

See our website, [qualifications.pearson.com](https://www.pearson.com/qualifications), for more details.

2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is for learners aged 14 years and over
- is a Level 1/Level 2 qualification; the grades range from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result
- is a 120-guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the Regulated Qualifications Framework (RQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, relevant contexts
- provides opportunities for synoptic assessment, see *Annexe B* for more detailed information.

Learners can register for the BTEC Level 1/Level 2 First Award in Business from September 2018. The first certification opportunity for this qualification will be 2019.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification size for BTEC First Award in the Business sector

The BTEC Level 1/Level 2 First Award for the Business sector has the following values:

	GLH	TQT
First Award	120	160

Types of units within this qualification

This BTEC First qualification may have mandatory and optional specialist units, see *Section 4 Qualification Structure* for more detailed information.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–16-year-old learners. They support the remainder of the learning needed for this qualification. There will be both internal and external assessment.

Optional specialist units

The remainder of this qualification is formed of optional specialist units that are sector specific. These focus on a particular area within the vocational sector, and provide an opportunity for learners to demonstrate knowledge, skills and understanding.

Pearson BTEC Level 1/ Level 2 First Award in Business

3 Pearson BTEC Level 1/Level 2 First Award in Business

What does the qualification cover?

This course allows you to study the world of business, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of setting up a new business and its financial management. You will also develop key skills, such as analysis and review of key financial statements.

The qualification is 120 GLH, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about business.

This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages you to explore the range of business types and understand the factors that influence success through analysing business models. It enables you to develop, enhance and apply your research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in your local area. You will study finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business.

You will study three mandatory units, covering key aspects that underpin all business and the development of business models:

- Mandatory units
- Unit 1: Introduction to Business
- Unit 2: Finance for Business (External)
- Unit 3: Enterprise in the Business World (Synoptic)

You will choose a further unit from three optional units, covering marketing, customer services, and business recruitment:

- Optional units – learners pick 1
- Unit 4: Promoting a Brand
- Unit 5: Principles of Customer Service
- Unit 6: Recruitment, Selection and Employment.

How will I be assessed?

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. Unit 2 is externally assessed via a test set and marked by Pearson.

For the assessment for Unit 3 you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

Where will this take me?

The knowledge and skills you will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational, for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics.

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It can be complementary learning for a wide range of subjects. You can take this qualification alongside GCSEs in EBacc subjects (such as mathematics), practical subjects (such as computer science, design & technology, PE) and/or another level 2 vocational qualification (for example, digital media production) to provide both curriculum breadth and the skills you need to make informed choices about study post-16.

How does this relate to other BTEC qualifications?

The Pearson BTEC Level 1/ Level 2 First Award in Business provides a broad introduction to the sector and enables you to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

Pearson also offers larger sizes of the BTEC Level 1/Level 2 First in Business, aimed at post-16 students.

These qualifications include BTEC Certificate, Extended Certificate and Diploma in Business, and allow you to explore in greater depth the marketing principles for business, customer service related activities, online business and retail specific business, as well as a potential to complete a work placement.

Where can I find out more?

Further information about this qualification can also be accessed at:

<https://qualifications.pearson.com>

Provision for study in the Pearson BTEC Level 1/Level 2 First Award in Business

Mandatory units

The mandatory units in this qualification ensure that all learners will develop:

- knowledge that underpins learning in other units in the qualification – *Unit 1: Introduction to Business* and *Unit 2: Finance for Business*
- practical and vocational skills – *Unit 3: Enterprise in the Business World*.

Optional specialist units

The optional specialist units give centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- extend knowledge and understanding developed in mandatory units:
 - for example, in *Unit 4: Promoting a Brand*, learners explore the importance of branding and promotion to business and elements of the promotional mix in order to develop and promote a brand for a business
- deepen and enhance practical application of vocational skills:
 - for example, in *Unit 5: Principles of Customer Service*, learners will explore ways that businesses provide consistent and reliable customer service and will demonstrate customer service skills in different situations
- develop general work-related skills:
 - for example, in *Unit 6: Recruitment, Selection and Employment*, learners look at organisation structures, functional areas and job roles in businesses, and recruitment and application processes.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Business includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work in the business sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of industry standards for behaviour and performance.

Synoptic assessment

There is one internal unit, Unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation.

Unit 3: Enterprise in the Business World requires learners to apply their learning about types of business, business aims, business finance, market research and the marketing mix to plan and present a business model for a business start up idea.

The design of the assessment criteria ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory units in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

Examples of this include presenting a business model for a business start up that includes details of the business idea and business aims and objectives, the results of market research, potential customers and competitors and stakeholders, ways of marketing goods or services to the customer, and finances and costs for start up.

This assessment is assessed internally according to the regulations in *Section 8*. Additional guidance is provided in *Annexe B*.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Business provides the knowledge, understanding and skills for Level 2 learners to progress to:

- other Level 2 vocational qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Business
- related academic qualifications.

Learners who achieve the qualification at Level 1 may progress to related Level 2 vocational or academic qualifications, such as BTECs and GCSEs.

English and mathematics

English and mathematics are essential for progression to further education and employment. The Pearson BTEC Level 1/Level 2 First Award in Business supports the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. This will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring, relevant contexts.

Developing employability skills

The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Business, learners will develop a range of employability skills, engage with employers and carry out work-related activities. Opportunities for learners to develop these skills are signposted in the suggested assessment task outlines at the end of each unit.

For example, across the optional specialist units learners develop:

- research and independent learning skills, through units such as *Unit 4: Promoting a Brand*
- communication skills, through units such as *Unit 6: Recruitment, Selection and Employment* where learners produce a job description for a specific job, and produce their own curriculum vitae, letter of application and career development plan and develop interview skills.
- customer awareness, through units such as *Unit 5: Principles of Customer Service*, in which learners demonstrate customer service skills including verbal and non-verbal communication skills, in a range of customer service situations.

Stakeholder support

This qualification reflects the needs of employers, further education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

4 Qualification structure

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These units include:

- three mandatory units (totalling 90 GLH)
- one optional specialist unit (totalling 30 GLH).

This BTEC First Award has units that your centre assesses (internal) and an examination that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Business			
Unit	Mandatory units	Assessment method	GLH
1	Introduction to Business	Internal	30
2	Finance for Business	External	30
3	Enterprise in the Business World	Internal Synoptic	30
Optional specialist units			
4	Promoting a Brand	Internal	30
5	Principles of Customer Service	Internal	30
6	Recruitment, Selection and Employment	Internal	30

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by the business
- giving learners the opportunity to apply their learning through practical activities that they will encounter in the future in the workplace, for example by practising working skills through teamwork activities
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employers' help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector.

Maximum use should be made of the learners' experience where relevant, for example, by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil in those learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally-specific, workplace case-study materials
- visiting speakers and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to speak to learners about their involvement in the Business at different levels and in different ways
- visits to employers in the business sector
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines and newspaper articles relevant to the sector.

Supporting the synoptic approach

Unit 3: Enterprise in the Business World provides the main synoptic assessment of this qualification. We propose that this unit is delivered towards the end of the qualification. Teachers and tutors must draw links between this unit and the content of the other units in the qualification, this is so that learners are able to select and integrate knowledge, understanding and skills in their response to assessment. To help teachers and tutors to make these links, the synoptic unit includes a section showing the relationship between that unit and other units in the qualification.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in a sector-related context. Please see *Annexe A* for detailed information about PLTS and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*).

6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

This is a qualification aimed at Level 1/Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

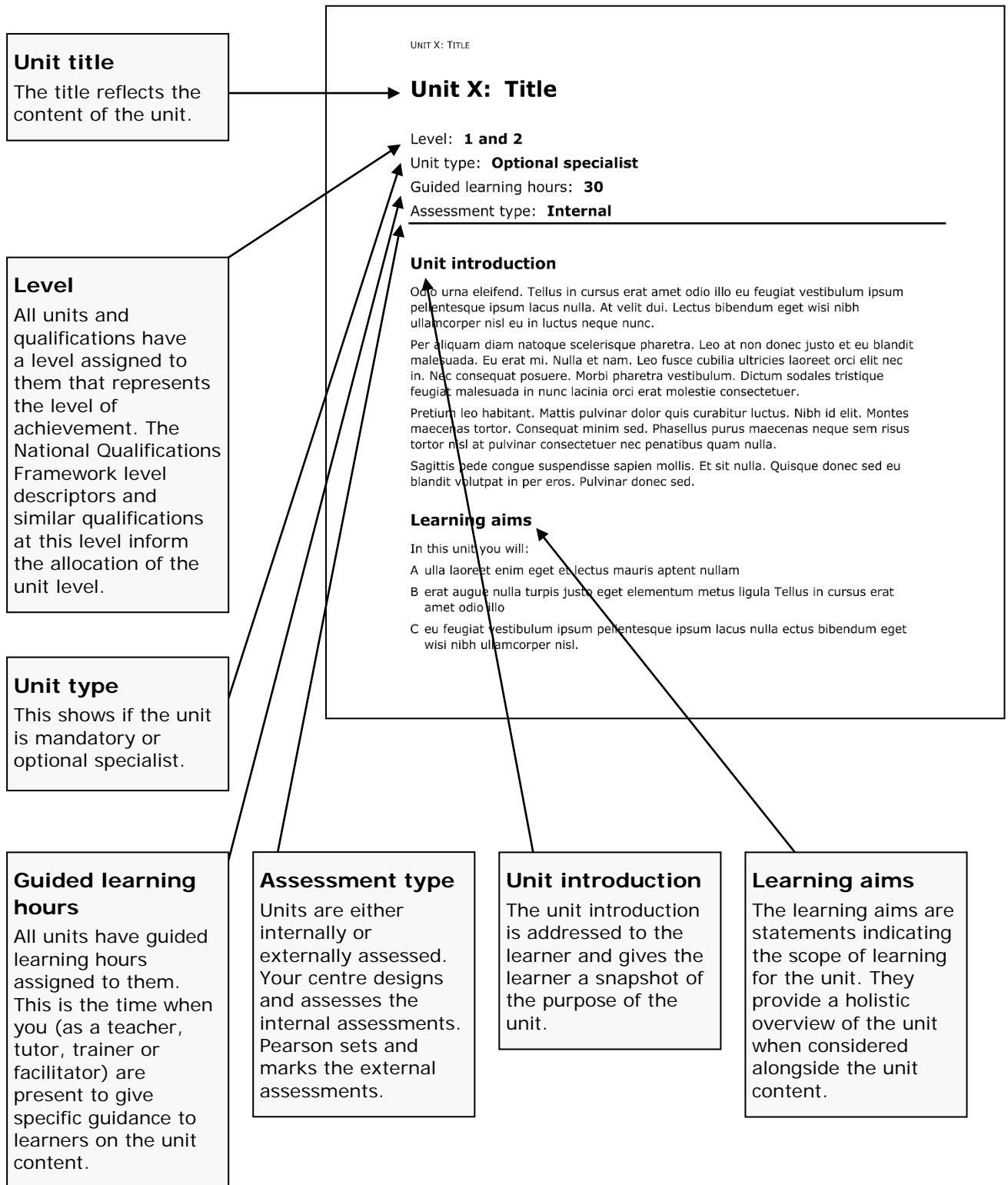
- learners with a protected characteristic (as defined by equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.



UNIT X: TITLE

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Elit elit libero felis ligula ut</p> <p>Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu:</p> <p>In cursus ac sem in urna:</p> <ul style="list-style-type: none"> erat dignissim eros sed ornare condimentum condimentum quis risus duis lutate magnis pede dui nibh aliquam scelerisque nec in ut orci arcu. <p>Elit elit libero felis ligula ut:</p> <ul style="list-style-type: none"> ac sem in urna assa in a mauris mattis dui interdum vitae aptent etiam nec nullam dum duis adipiscing adipiscing tellus at orci ut orem in nullam amet interdum commodo. <p>Vulputate magnis pede:</p> <ul style="list-style-type: none"> dolor quis curabitur luctus ibh id elit ontes maecenas tortor onsequat minim sed hasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur magnis pede dui nibh aliquam. <p>Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur:</p> <ul style="list-style-type: none"> eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these or bring in additional material as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam duis adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empur sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
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Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

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Essential information for assessment

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Essential information for assessment – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.

UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus dui.	Pulvinar donec.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3	Massa in a mauris mattis dui amet interdum	In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum dui adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos.	Felis mauris porttitor. Velit malesuada volutpat non ut volutpat. Massa bibendum nullas. Interdum.

8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and which relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

For the synoptically assessed unit, planned assignments must allow learners to select and apply their learning from across the qualification.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Vocational Quality Advisor or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers in your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. The unit that contains synoptic assessment must be assessed at the end of the course of study to enable learners to draw across the qualification. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the essential information for assessment within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit essential information for assessment and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments

- audio-visual recordings of portfolio, sketchbook, a working logbook, etc.
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the essential information for assessment, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given.

A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction, a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit, a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass, a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally-assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given full opportunity to show how they have achieved the learning aims covered by a final assessment. This is done by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Learner Malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre Malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist. Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration	
I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	Date:

9 External assessment

Externally-assessed units have the same grades as internally-assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 2: Finance for Business	
Type of external assessment	This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be one hour 15 minutes.
No. of marks	60
Assessment availability	On demand
First assessment availability	The updated assessment for Unit 1 (for the 2018 specification) is available from Jan 2020. The version for the legacy 2012 specification, approved for 2019 tables, is available until Dec 2019.
Resit opportunities	All learners registered from Sept 2018 can resit the external assessment once.

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: qualifications.pearson.com

Grade descriptors for the internal and external units

Internal units

Each internally-assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally-assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally-assessed unit is assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

Level 2 Pass

Learners are able to recall and apply knowledge in familiar situations, including the groupings in the sector and the purpose and role of organisations in delivering Business. Learners are able to interpret information to select and apply knowledge of the Business and their work. They are able to define and communicate key aspects of the Business, including how the services are organised and the different delivery models for Business, with their advantages and disadvantages. Learners are able to select appropriate actions that the Business would take in simple and familiar contexts. They are able to relate knowledge of the Business and how the services work in vocational and realistic situations, making some decisions about valid applications and impact. Learners understand the impact funding has on business provision, and why, how and to whom the Business are accountable for the services they provide.

Level 2 Distinction

Learners are able to synthesise learning to make connections between principles, such as concepts of accountability, and the impact this has on organisations and customers. They are able to apply understanding of sometimes complex contexts, such as organisations adjusting to funding levels and services, and discuss the impact in given contexts and scenarios. They will show depth of knowledge about the application of service delivery models, and assess the importance of business partnership working, such as the different types of partnership working, including their suitability for given contexts and scenarios. They are able to make effective judgements, based on analysis of given information, to recommend solutions, assess consequences and suggest actions. Learners are able to compare methods and approaches used by different business sector organisations, and they are able to evaluate alternatives against defined criteria.

10 Awarding and reporting for the qualification

The awarding and certification of this qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the *Calculation of qualification grade* table for the full list of grades.

If these grades are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit.

Award of Distinction* (D*)

D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 12 points
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award (120 GLH)	
Grade	Minimum points required
U	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 4 Qualification structures*.

Example 1: Achievement of an Award with a Level 2 Merit grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 2	Mandatory unit	30	3	Level 2 Pass	4	12
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Level 2 Merit		66

The learner has sufficient points for a Level 2 Merit grade.

Example 2: Achievement of an Award with a Level 2 Pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 2	Mandatory unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 1	2	6
	Qualification grade totals	120	12	Level 2 Pass		48

The learner has sufficient points for a Level 2 Pass grade.

Example 3: Achievement of a Level 2 Pass grade points total

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Level 1	2	6
Unit 2	Mandatory unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Level 1		48

The learner has gained enough points overall for a Level 2.

Example 4: The learner has not achieved sufficient points in the mandatory units to gain a Level 2 or Level 1 qualification

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Unclassified	0	0
Unit 2	Mandatory unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Pass	4	12
Unit 4	Optional unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Unclassified		36

The learner has not achieved sufficient points across the mandatory units to achieve a Level 2 or Level 1.

11 Quality assurance of centres

Pearson will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website (qualifications.pearson.com).

Related information and publications include:

- Equality Policy
- *Information Manual* (updated annually)
- Access Arrangements, Reasonable Adjustments and Special Considerations
- *Quality Assurance Handbook* (updated annually), other publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/resources

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to Getting Started with BTEC
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit qualifications.pearson.com for more information.

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website qualifications.pearson.com/en/support/published-resources.html

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at qualifications.pearson.com/en/support/training-from-pearson-uk.html. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: qualifications.pearson.com/en/contact-us

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Email Pearson through qualifications.pearson.com/en/contact-us to reach the curriculum team for your centre.

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/en/contact-us
- Ask the Expert: submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: Introduction to Business

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

What is a business and what does it do? The term 'business' can cover anything from a sole trader in a local market to a multinational corporation selling products to millions of people all over the world.

This unit introduces you to the language and terminology used in business. You will explore different types of business ownership and how they relate to the size and scale of a business. You will also explore how the type of ownership impacts on the responsibilities of the owners of a business. By combining all this with looking at different types of business model, you will begin to understand how diverse the world of business is.

You will use your understanding of business language to investigate what businesses do. You will examine their aims and objectives, how important it is that they know their market and their understanding of the influence of their stakeholders.

You will gain an understanding of how and why businesses carry out market research to gain a better understanding of the market. You will have the opportunity to review the marketing mix of a selected business and make suggestions for improvement.

Learning aims

In this unit you will:

- A explore how businesses operate
- B consider how market research helps a business to understand the market
- C investigate the use of the marketing mix (the 4Ps).

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Explore how businesses operate</p> <p>Topic A.1 Types of business</p> <ul style="list-style-type: none"> ● Private sector, for-profit businesses operated by: <ul style="list-style-type: none"> ○ sole traders ○ partnerships ○ limited companies (Ltd) ○ public limited companies (PLC). ● Not-for-profit businesses, e.g. <ul style="list-style-type: none"> ○ charities ○ social enterprises ○ community interest companies (CICs) ○ voluntary and community organisations. ● Liability: limited, unlimited. ● Business size: <ul style="list-style-type: none"> ○ micro – up to 10 people ○ small – between 11–49 staff ○ medium – between 50–249 staff ○ large – more than 250 staff. <p>Topic A.2 The purpose of business</p> <ul style="list-style-type: none"> ● Business purpose: supply of goods or provision of services. ● Business aims – what the business wants to achieve: <ul style="list-style-type: none"> ○ private, e.g. surviving, making profits, growth, maximising sales revenue, market leadership, being environmentally friendly, being ethical ○ public, e.g. providing services, social well-being, meeting government standards ○ not-for-profit, e.g. alleviating poverty, helping the vulnerable, supporting communities. ● Setting SMART objectives: specific, measurable, achievable, relevant, time-bound. <p>Topic A.3 Measuring business success</p> <ul style="list-style-type: none"> ● Success: meeting business aims. ● Financial key performance indicators (KPIs), e.g.: <ul style="list-style-type: none"> ○ sales revenue ○ profit ○ sales/profit per square metre (retail businesses) ○ average cost of production. ● Non-financial key performance indicators (KPIs), e.g.: <ul style="list-style-type: none"> ○ corporate image ○ customer satisfaction ○ environmental performance targets.

What needs to be learnt**Learning aim B: Consider how market research helps a business to understand the market****Topic B.1 Use of market research data to understand the market**

- Purpose of market research: to reduce risk through understanding the market:
 - the market – where buyers and sellers come together to buy and sell, e.g. size, structure, trends
 - target market, e.g. identification of current and potential customers, needs and wants, buying behaviour
 - competitors and their activities.

Topic B.2 Methods for gathering market research data

- Qualitative research to gather opinions, views and attitudes.
- Quantitative research to gather numerical and statistical data.
- Primary research: new research.
- Types of primary research activities, physical and digital, e.g.:
 - questionnaires – using a set of qualitative and quantitative questions, e.g. face to face, telephone, post, on a website/social media site
 - visits or observation – looking at and recording in a structured way how people behave in situations
 - interviews or focus groups – talking to people to find out their views and experiences
 - surveys or polls – a quantitative method that involves asking people to fill in questionnaires.
- Secondary research: using existing research from third parties.
- Sources of secondary research data, physical and digital, e.g.:
 - internal data, e.g. sales data, customer profiles
 - articles, journals, books, newspapers, trade magazines, websites/social media sites, forums, blogs/vlogs
 - business materials
 - market reports and purchased report materials
 - government publications and statistics.
- Advantages and disadvantages of primary and secondary research methods, e.g.:
 - bias
 - control
 - cost
 - currency of information
 - ease of access
 - time taken to collect
 - reliability of sources.

What needs to be learnt**Learning aim C: Investigate the use of the marketing mix (the 4Ps)****Topic C.1 The 4Ps of the marketing mix**

- Product, e.g.:
 - appearance
 - features
 - benefits
 - packaging.
- Price – pricing strategies, e.g.:
 - penetration
 - skimming
 - competitor based
 - cost-plus
 - premium
 - psychological.
- Promotion – the promotional mix to include digital and offline/traditional promotion, e.g.:
 - advertising – print, ambient, digital, audio
 - public relations (PR) activities: sponsorship, trade shows, exhibitions, events
 - sales promotions – providing incentives to customers, loyalty programmes, coupons
 - direct marketing – direct mail, mail order catalogues, magazines, telemarketing.
- Place, e.g.:
 - physical stores (bricks)
 - online stores (clicks)
 - physical and online stores (bricks and clicks).

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore how businesses operate			
1A.1 Outline the purpose, activities and aims of a for-profit and a not-for-profit business.	2A.P1 Explain the purpose, activities and aims of a for-profit and a not-for-profit business.	2A.M1 Compare the purpose, activities and aims of a for-profit and a not-for-profit business.	2A.D1 Evaluate how successful a selected business has been in achieving its main purpose and aims.
1A.2 State ways in which a for-profit and a not-for-profit businesses can measure success.	2A.P2 Explain ways in which a for-profit and a not-for-profit businesses can measure success.	2A.M2 Analyse the importance to a for-profit and a not-for-profit business of measuring success.	
Learning aim B: Explore how market research helps a business to understand the market			
1B.3 Outline how a selected business uses primary research to gather data.	2B.P3 Explain, using examples, how a selected business uses primary market research to gather information on its market.	2B.M3 Discuss the advantages and disadvantages of the market research methods used by a selected business to gather information on its market.	2B.D2 Assess the effectiveness of the market research methods used by a selected business to gather sufficient information on its market.
1B.4 Outline how a selected business uses secondary research to gather data.	2B.P4 Explain, using examples, how a selected business uses secondary market research to gather information on its market.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Investigate the use of the marketing mix (the 4Ps)			
1C.4 Outline how a selected business uses the marketing mix.	2C.P5 Explain how a selected business uses the marketing mix.	2C.M4 Analyse how the marketing mix of a business meets the need of its market.-	2C.D3 Evaluate the marketing mix of a business, justifying any improvements that could be made to meet the needs of its market.

Teacher guidance

Resources

No special resources are needed for this unit.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Level 2

Learners must choose real businesses to investigate. They must ensure that the businesses they select allow them to gather appropriate and sufficient information for each learning aim.

Learning aim A: learners will choose **one** for-profit and **one** not-for-profit business to research and report on.

For 2A.P1, learners will give clear details of the purpose, activities and aims of a for-profit business, such as a café, cleaning service, vehicle repairs, retailer, and a not-for-profit business such as a charity or voluntary organisation. In 2A.M1, they will build on their findings for the two businesses to make a comparison, showing both similarities and differences.

For 2A.P2, learners will explain ways in which the for-profit and the not-for-profit business can measure success. This will include meeting business aims and financial and non-financial KPIs. This leads to 2A.M2, where learners will give a detailed breakdown of the business aims and the financial and non-financial KPIs and say how meeting each of these contributes to the measurement of success. Learners will use detailed examples to clearly show the importance to the business of measuring success.

For 2A.D1, learners will choose one of the two businesses previously selected and assess how successful this business has been in achieving its main purpose and aims. Learners will make a balanced argument using relevant examples and come to a supported conclusion on its success.

Learning aims B and C: learners will choose **one** business.

For 2B.P3 and 2B.P4, learners will explain, using relevant examples, how a selected business uses primary and secondary research to gather information on the market. This will include size, structure and trends, its target market and its competitors and their activities. This leads to 2B.M3, where learners will discuss the advantages and disadvantages of these research methods, and to 2A.D2 where learners will assess the effectiveness of the market research methods used to gather sufficient information on the market. They will give careful consideration to all factors and come to a supported conclusion.

For 2C.P5, learners will explain how a selected business uses product, price, promotion and place (the 4Ps) in a marketing mix. The explanation will be on the business in general rather than for a selected good or service, but will give relevant examples throughout. For 2C.M4, learners will examine in detail each aspect of the marketing mix for this business, considering how it meets the needs of its market. For 2C.D3, learners will come to a conclusion on the effectiveness of the marketing mix, giving evidence to support their opinion and justifying any improvements that could be made to each aspect to meet the needs of its market.

Level 1

Learners must choose real businesses to investigate.

Learning aim A: learners will choose **one** for-profit and **one** not-for-profit business to research and report on.

For 1A.1, learners will outline the purpose, activities and aims in the context of one for-profit and one not-for-profit business in context.

For 1A.2, learners will state ways in which businesses can measure success. This may be presented as a list or in bulleted form.

Learning aims B and C: learners will choose **one** business.

For 1B.3, learners will outline how a selected business uses primary research to gather data, giving a minimum of two types.

For 1B.3 and 1B.4, learners will outline how a selected business uses secondary research to gather data, giving a minimum of two sources.

For 1C.5, learners will outline how a selected business uses product, price, promotion and place (the 4Ps) to market itself. The explanation may lack detail and exemplification but all 4Ps will be present in the context of the business.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
2A.P1, 2A.M1, 2A.P2, 2A.M2, 2A.D1	Investigating businesses success	You are working as an assistant to a business advisor, and have been asked to prepare an article for a monthly magazine on business success. You will need to research one real for-profit, and one real not-for profit business, and report on the purpose, aims, and objectives of each business, how each business measures success and the importance of this to each business. Your article will conclude with a judgement as to how successful one of these businesses is, using relevant examples.	An individual magazine article.
2B.P3, 2B.P4, 2B.M3, 2B.D2	Looking at the effectiveness of market research	In your role as an assistant, you have been asked to help a real business look at the ways in which it researches the market, and come to a conclusion as to whether its research methods are working or not. You will need to investigate what the business does to carry out research at present and report back to the business on whether its current research is efficient.	An individual report.
2C.P5, 2C.M4, 2C.D3	Suggesting improvements to a marketing mix	You have been asked to help the business further, this time with their marketing mix. You will need to carry out research into each aspect of its marketing mix, to include product, price, promotion and place, clearly showing which aspects are successful in meeting the needs of its market and which are not, and making suggestions for improvements.	An individual report or individual presentation with slides and speaker notes for the business.

Unit 2: Finance for Business

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. In this unit, you will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running the business. You will then explore the ways in which the sale of products and services generates revenue, so that you can develop your understanding of profit.

Next, you will examine how businesses plan for success and learn about the techniques used to assist the planning process. In particular, you will learn how to calculate the breakeven point – the point at which sales equal costs (fixed and variable). All sales over the breakeven point produce profits, while any drop in sales below that point will produce losses. You will be introduced to the benefits of breakeven analysis to ensure that a business knows how and when to prevent losses.

As well as profit, cash is an important factor in business success. It is vital for any business to ensure that it budgets correctly and that it knows what money is coming in to the business and what needs to be paid out, and when. In this unit, you will learn how to use budgets and cash flow forecasts to deal with these important issues.

The final part of the unit explores the ways in which businesses measure success and identify areas for improvement. You will understand how gross profit and net profit are calculated and you will learn about the relationship between sales, cost of sales and gross profit. You will analyse key financial statements (e.g. profit and loss accounts, balance sheets) and review their importance in the successful financial management of a business.

Learning aims

In this unit you will:

- A understand the costs involved in business and how businesses make a profit
- B understand how businesses plan for success
- C understand how businesses measure success and identify areas for improvement.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the costs involved in business and how businesses make a profit</p>
<p>Topic A.1 Understand the costs involved in business</p> <p>Learners should:</p> <ul style="list-style-type: none"> ● understand costs of a business, including: <ul style="list-style-type: none"> ○ start-up costs – the costs incurred when setting up a business ○ operating (running) costs – the costs incurred in the day-to-day running of a business ● understand fixed and variable costs, direct and indirect costs, total costs ● calculate total costs (formula will not be given in the assessment) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> $\text{total costs} = \text{fixed costs} + \text{variable costs}$ </div> <p>Topic A.2 Understand how businesses make a profit</p> <p>Learners should:</p> <ul style="list-style-type: none"> ● understand how businesses make money (generate revenue) ● understand sources of revenue for a business ● calculate revenue (formula will not be given in the assessment) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> $\text{revenue} = \text{number of sales} \times \text{price per unit}$ </div> <ul style="list-style-type: none"> ● understand how businesses have to spend money (expenditure) in order to succeed ● understand types of expenditure (including overheads) businesses may have ● understand that expenditure is anything a business pays out and overheads are the everyday running costs of a business ● understand that businesses must know how much money is coming in (revenue) and going out (expenditure), before they can work out whether the business has: <ul style="list-style-type: none"> ○ made a profit ○ made a loss ● define: <ul style="list-style-type: none"> ○ profit – revenue is more than expenditure ○ loss – expenditure is more than revenue ● calculate profit (formula will not be given in the assessment) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> $\text{profit} = \text{revenue} - \text{expenditure}$ </div>

What needs to be learnt**Learning aim B: Understand how businesses plan for success****Topic B.1 Understand the planning tools businesses use to predict when they will start making a profit**

Learners should:

- define breakeven – when a business has made enough money through product sales to cover the cost of making the product (no profit and no loss)
- understand from a breakeven chart:
 - breakeven point
 - profit
 - loss
 - variable costs
 - fixed costs
 - total revenue
 - total costs
 - margin of safety
- calculate the breakeven (formula will not be given in the assessment)

$$\text{Breakeven} = \frac{\text{fixed costs}}{\text{selling price per unit} - \text{variable cost per unit}}$$

- understand the advantages and disadvantages of breakeven analysis to businesses when planning for success
- understand the effect on the breakeven point if sales or (fixed and variable) costs change, and the impact of these changes on the business

Topic B.2 Understand the tools businesses use to plan for success

Budgeting – learners should understand:

- the purpose of budgeting in setting expenditure and revenue budgets
- the difference between budgeting and budgetary control (checking performance against plan)

Cash flow forecasting – learners should:

- understand the purpose of a cash flow forecast
- understand the sources of cash coming into the business (inflows)
- understand the sources and destination of cash leaving the business (outflows)
- understand the impact of timings of inflows and outflows
- understand the advantages of using a cash flow forecast to plan for success in a business and explain the associated risks to businesses of not completing a cash flow forecast
- understand the disadvantages of cash flow forecasting
- complete a cash flow forecast from given information
- understand business' finances based on cash flow information and possible issues and solutions for the business.

What needs to be learnt**Learning aim C: Understand how businesses measure success and identify areas for improvement****Topic C.1 Understand how businesses measure success****Making a profit** – learners should:

- understand cost of sales
- understand gross profit
- calculate gross profit (formula will not be given in the assessment)

$$\text{gross profit} = \text{revenue} - \text{cost of sales}$$

- understand the impact of positive and negative gross profit on businesses
- understand net profit
- calculate net profit (formula will not be given in the assessment)

$$\text{net profit} = \text{gross profit} - \text{expenditure}$$

- understand the impact of positive and negative net profit on businesses

Measuring success by looking at financial statements – learners should:

- understand what financial statements are – documents that record the financial activities of a business, sometimes required by law, including income statement (profit and loss account) and statement of financial position (balance sheet)

Income statement (profit and loss account) – learners should:

- understand the purpose of a income statement (profit and loss account)
- understand and complete an income statement (profit and loss account) from given figures, including:
 - trading account (top section of the income statement) – includes figures for revenue (turnover) and cost of sales
 - calculates the amount of gross profit
 - expenses/overheads (bottom section of the income statement)
 - calculate net profit.
- understand profitability ratios (formulas will not be given in the assessment)
 - gross profit margin

$$\text{Gross Profit Margin} = \frac{\text{Gross profit}}{\text{Sales}} \times 100$$

- net profit margin

$$\text{Net Profit Margin} = \frac{\text{Net profit}}{\text{Sales}} \times 100$$

continued

What needs to be learnt

Statement of financial position (balance sheet) – learners should:

- understand the purpose and format of a statement of financial position (balance sheet)
- understand assets and liabilities
 - fixed assets
 - current assets
 - long-term liabilities
 - current liabilities.
- understand and complete a statement of financial position (balance sheet) with given figures, including:
 - assets
 - liabilities
 - capital – how the business is funded (money invested in the business to generate revenue) from:
 - internal sources – money from owners/shareholders (share capital) or retained profits
 - external sources – finance raised from outside of the business
 - working capital (formula will not be given in the assessment)

$$\text{Working Capital} = \text{Current assets} - \text{Current liabilities}$$

- understand liquidity ratios (formulas will not be given in the assessment)
 - current ratio

$$\text{Current ratio} = \frac{\text{Current assets}}{\text{Current liabilities}}$$

- liquid capital ratio

$$\frac{\text{Current assets} - \text{Inventory}}{\text{Current liabilities}}$$

Topic C.2 Understand how businesses can be more successful

Learners should:

- understand ways in which a business can increase profits
- understand financial statements and actions that arise from these statements.

Teacher guidance

Resources

There are no special resources needed for this unit.

Essential information for assessment

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The first assessment date for the revised Unit 2 onscreen test for the 2018 specification is Jan 2020. Candidates may access the legacy 2012 onscreen test prior to this date. The assessment lasts for 1 hour 15 minutes and contains 60 marks.

The assessment must be taken by the learner under examination conditions.

All questions in the onscreen test are compulsory. There will be different types of objective, short answer and extended writing questions.

Unit 3: Enterprise in the Business World

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **Internal Synoptic**

Unit introduction

Entrepreneurs succeed through having innovative business ideas and putting them into practice. They are able to plan for the success of their idea including how to harness finances and resources to deliver products to the customer and meet business aims. In this unit you will explore business enterprise ideas including the trends that affect them and the factors that influence their success.

You will draw on knowledge gained throughout the other units to carry out research and assess the suitability of a business idea. You will use this to plan an enterprise idea for a realistic business start-up in your local area, based on your research. You will select a format for your enterprise idea and then present the business model.

This unit has synoptic assessment which will enable you to select and integrate knowledge, understanding and skills from across the qualification when planning an idea and presenting a business model for a new business. This unit should be taken at the end of the course of study.

Learning aims

In this unit you will:

- A know how trends and the current business environment may impact on a business
- B plan an idea for a new business
- C present a business model for a business start-up.

Learning aims and unit content

What needs to be learnt
Learning aim A: Know how trends and the current business environment may impact on a business
Topic A.1 Factors to consider in the current business environment <ul style="list-style-type: none">• National factors – political issues, level and type of government support for business, taxation, the economy, e.g. level of employment, inflation, exchange rates, cost of loans• Local factors – location of business, requirements for resources, e.g. premises, staff, equipment, location of suppliers, competitors and customers• Impact of factors – on a selected target group of customers, relevance to business proposition
Topic A.2 Trends affecting business <ul style="list-style-type: none">• Understand the importance of different influences on business, including:<ul style="list-style-type: none">○ technology○ economic trends○ cultural trends○ social trends○ ethical trends○ political trends.

What needs to be learnt**Learning aim B: Plan an idea for a new business****Topic B.1 How business ideas can be successful**

- Finding innovative solutions, e.g. Dyson
- Meeting customer needs, e.g. products or services, filling a gap, doing it better than competitors
- Identifying new needs, e.g. mentoring and coaching, using digital media (such as social networking websites)
- Continuing to meet established customer needs, e.g. adapt when gap in provision, review and improve provision
- Being entrepreneurial – ideas of recent entrepreneurs, e.g. Tanya Budd, Rose Grimond, Mark Zuckerberg
- Importance of having a strong vision and seeing it through, e.g. Apple
- Measures of success, e.g. financial, social, customer satisfaction

Topic B.2 Business ideas

- Researching the market and identifying gaps or opportunities
- Selecting a product or service
- Targeting customers, e.g. by age, location, interests, concerns
- How a selected product or service will meet the need or demand of targeted customers
- Difference between 'benefits' and 'features' of a product or service

Topic B.3 Assessing the suitability of a business idea

- Estimating resources required to develop ideas, including:
 - own time, others' time
 - human resources – recruitment of staff, employees' skills and areas of expertise
 - personal commitment
 - finance, premises, materials, equipment
- Selecting the most appropriate idea
- Likelihood of success or failure, e.g. access to prospective customers, existing demand, estimating profitability
- Identification of major barriers for a start-up business, e.g. large start-up costs, cash flow, licences, competitors

Topic B.4 Producing an initial plan for a business idea

- Producing a plan, including:
 - a rationale for a realistic idea, including vision and concept
 - supporting evidence, including possible customers, possible routes to market, strategy for dealing with competitors, ideas for financing, and e.g. ideas for implementation such as branding and promoting products and/or services, recruitment of staff, customer service.

What needs to be learnt**Learning aim C: Present a business model for a business start-up****Topic C.1 Choice of format**

- Definition, features, advantages and disadvantages of the following formats:
 - sole trader
 - partnership
 - limited company
 - public limited company (plc)
 - social enterprise

Topic C.2 Sources of help and support in developing a new business

- Sources of help, e.g. finance (bank manager), start-up capital (selling shares to family members, Prince's Trust), research (other businesses), independent advice (Business Link)
- Support networks, e.g. Chambers of Commerce, trade associations, professional bodies, friends and family, charities and voluntary organisations

Topic C.3 Business model

- Definition of a business model – shows how a business aims to generate revenue and make a profit from operations: the model includes the components and functions of business, as well as revenues it generates and expenses it incurs
- Components of a business model, including:
 - results of researching the market, including identifying potential customers (businesses or individual consumers) and competitors
 - goods or services – make or buy
 - use of the marketing mix and means of delivering to customer, e.g. internet only, franchise, direct sales
 - business aims – the long-term visions or goals
 - business objectives – measurable targets to help achieve the overall aims of a business, importance of making objectives SMART (specific, measurable, achievable, realistic and time-related)
 - stakeholders and their influence on the business, e.g. owners, employees, customers, financiers, suppliers, local community
 - finances and costs for start-up
 - other considerations e.g. types of job roles business will have, skills and experience needed by employees, recruitment and selection of employees, how business enterprise idea will be branded, how to provide effective customer service
 - providing evidence to justify why the idea will succeed

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know how trends and the current business environment may impact on a business			
1A.1 Identify factors of the business environment that can impact on a start-up business.	2A.P1 Outline how the business environment can impact on a start-up business.	2A.M1 Explain how changes in the current business environment are likely to impact on a start-up business.	2A.D1 Assess the current risks, opportunities and trends in the business environment for a start-up business. *
1A.2 Identify current trends that may impact on a start-up business.	2A.P2 Explain how current trends will impact on a start-up business. *	2A.M2 Compare how two trends have impacted on a start-up business. *	
Learning aim B: Plan an idea for a new business			
1B.3 Identify the features of successful businesses.	2B.P3 Describe, using relevant examples, the features of successful businesses.	2B.M3 Compare the features, strengths and weaknesses of two successful businesses.	2B.D2 Justify how the initial plan for a business idea has potential for success in relation to existing local businesses. *
1B.4 Prepare an initial plan for a business idea for the local area. *#	2B.P4 Prepare a realistic initial plan for a business idea suitable for the local area. *#	2B.M4 Explain how the initial plan for a business idea has the potential to respond to market needs. *	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Present a business model for a business start-up			
1C.5 Outline the choice of format selected for a business start-up.	2C.P5 Explain the reasons for the choice of format selected for a business start-up.	2C.M5 Present a realistic business model including all components for a business, explaining how the format and business model will enable it to carry out its activities successfully. #	2C.D3 Present a realistic business model including all components for a business, explaining how the format and supporting evidence justifies the initial business idea. #
1C.6 Present, with guidance, a business model including all components for a business start-up. #	2C.P6 Present a realistic business model including all components for a business start-up. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners will need access to local businesses.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Potentially, the unit covers a large amount of ground and the intention is that learners become aware of the need to monitor the business environment and develop the skills to research what they need in order to develop a specific business idea.

This unit has synoptic assessment and requires learners to select and integrate learning from across the qualification. Learners will be able to draw on and apply their knowledge and understanding gained in the other units when planning an idea for a new business. It would be advisable to deliver it towards the end of the course as it links to and underpins all the other units.

An active approach should be taken to delivery, encouraging learners to take responsibility for finding information and applying it to their own business model. The unit gives learners opportunities to explore current affairs and reflect on the impact that changes could have on businesses or social enterprises.

It is recommended that assessment evidence for this unit is presented in a portfolio, with the following sections, under which the learner places their evidence to meet the criteria:

- idea for the start-up business
- research for the start-up business
- initial plan for a business idea
- format of business start-up, reasons for choice
- business model
- presentation
- observation records and/or witness statements.

Work should be broken up into manageable stages. The assessment programme could be presented as a series of interlinked and coordinated tasks from which the outline business plan is derived. It will be necessary to have detailed and well-maintained tracking records so as to track the achievement of individual criteria.

Supporting evidence in the form of presentation materials, learners' notes and peer observations must be retained. Learners need to provide the initial rationale for the choice of development of a business idea and a brief project plan; then later they need to provide the more specific detail in the business plan.

Learners' presentations can be either written or verbal, but presentations need to be supported by completed assessor observation records detailing individual learner achievement against the target criteria. This is particularly important if a group presentation has been made. If learners have worked in groups on an idea for a start-up business, the groups should be no more than three or four learners.

Level 2

For 2A.P1, the learner needs to outline how the business environment can impact on a start-up business.

For 2A.P2, the learner needs to explain how current trends will impact on a start-up business. If they wish, they could focus on trends that have a particular impact on their own idea for a business start-up.

For 2A.M1, the learner needs to explain how changes in the current business environment are likely to impact on a start-up business. This leads to 2A.M2 where the learner will compare how two trends have impacted on a start-up business. If they wish, they could focus their evidence on the impact this will have on their own idea for a business start-up. This evidence could be developed further in 2A.D1, where the learner will assess the current risks, opportunities and trends in the business environment for a start-up business. This should go beyond expressing a hunch or opinion but rather should draw upon relevant data or balance one argument with the opposing argument before coming to a decision.

For 2B.P3, the learner needs to describe, using relevant examples, the features of successful businesses they have individually identified. This could be developed for 2B.M3 where learners need to compare the features, strengths and weaknesses of two of the successful businesses used for 2B.P3.

For 2B.P4, the learner needs to prepare a realistic initial plan for a business idea suitable for the local area. This must include an individual rationale with supporting evidence. The supporting evidence will show appropriate research and detail and be appropriate for the local area. Learners must draw on learning from Unit 1 to support the elements of the model including supporting evidence of routes to market, and Unit 2, finance for the model and its financial viability. For 2B.M4, learners need to provide a full explanation of how their idea has the potential to respond to local market needs and for 2B.D2, justify how their idea has potential for success in relation to specific local businesses.

For 2C.P5, the learner needs to explain the reasons for the choice of format selected for their business start-up, demonstrating an understanding of the characteristics of different types of format available.

For 2C.P6, the learner needs to present a realistic business model for a business start-up. The business model must include the aim and objectives as well as identifying the market and the market research drawn from Unit 1, the finances and costs and the sources of finance drawn from Unit 2. Learners should also draw on their optional unit referencing brand, customer service or recruitment (Units 4, 5 and 6). They can develop this further in 2C.M5 by explaining how the format and business model will enable the business to carry out its activities successfully, based on its potential for success in relation to existing local businesses. This will be detailed and original, showing thorough research and thought. There will be a detailed explanation of how it has the required features to respond to market needs and be successful, giving reasons for suitability and fully explaining the reasons for rejecting other ideas.

For 2C.D3, the learner will explain how their chosen format and supporting evidence justifies the initial business idea. They should explain a vision that traces the steps along the way from the original idea to a plan for a business start-up that could be potentially successful. They will come up with one idea that others have not considered and that responds creatively to market needs and will be able to articulate their thoughts well. They will justify and evaluate the likelihood of success of the development of the business idea. The learner will need to define what success is and use one or more sources of information, such as their business plan, to support judgements on whether the idea is likely to be successful, using comparisons to existing businesses.

Level 1

For 1A.1, the learner needs to identify factors of the business environment that can impact on a start-up business.

For 1A.2, the learner needs to identify current trends that may impact on a start-up business. These should be related to reliable sources of information. It may be useful for the learner to consider the trends that may be relevant to their idea for a new business idea.

For 1B.3, the learner needs to identify the features of successful businesses. A minimum of four features need to be identified.

For 1B.4, the learner needs to prepare an initial plan for a business idea for the local area, including a rationale and supporting evidence. At this stage the idea should be individual. It may be that learners then work together to select the best idea to take forward for the rest of the unit, but if that is the case all criteria must be evidenced individually.

For 1C.5, the learner needs to outline the choice of format selected for a business start-up.

For 1C.6, the learner needs to present a basic business model for a business start-up. The plan may not show that they are fully informed of all the characteristics of a business model and research may be incomplete.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Investigating the Business Environment	You have decided that you would like to set up a business. You will research local businesses to understand the local business market and to see whether there is a gap in the market that you could fill with your new business. To do this, you will need to consider both current trends and the current business environment, and their impact on businesses.	Presentation and written report
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.M4, 2B.D2; 1C.5, 1C.6, 2C.P5, 2C.P6, 2C.M5, 2C.D3	My Business Idea	You will research which businesses in the local area are currently successful, and why. You'll draw on your knowledge of market research from Unit 1 to support your work. You will then plan and decide on a realistic idea for a proposed business start-up, as well as deciding on the format for the ownership of the business. When presenting your realistic business model, you need to include your research, the type of ownership proposed, whether you have chosen to provide services or goods, your aims, objectives and sources of finance for the business (drawing from Unit 2), who your stakeholders are and a justification of why you think your business will be successful, including consideration of ideas for implementation such as recruitment of staff, branding or customer service.	Presentation with written report, of idea, format and business model

Links to other units

The table below illustrates how knowledge, understanding and skills from units across this qualification could be integrated in the delivery of this unit and therefore support learners in making a synoptic response.

Unit	Synoptic links to Unit 3: Enterprise in the Business World
Unit 1: Introduction to Business	<p>When producing a business plan and model for their enterprise idea, learners must include:</p> <ul style="list-style-type: none"> ● evidence of research into business idea ● the format of the business, with advantages of format ● business aims ● business objectives ● finances and costs for start up ● evidence to justify why the idea will succeed ● how marketing mix will be used.
Unit 2: Finance for Business	<p>When producing a business plan and model for their enterprise idea, learners must include:</p> <ul style="list-style-type: none"> ● start up and operating costs ● how planned business will make a profit, including revenues it generates and expenses it incurs ● how the success of the business will be measured.
Unit 4: Promoting a Brand	<p>When producing a business plan and model for their enterprise idea, learners can include consideration of:</p> <ul style="list-style-type: none"> ● how the enterprise idea will be branded and promoted.
Unit 5: Principles of Customer Service	<p>When producing a business plan and model for their enterprise idea, learners can include consideration of:</p> <ul style="list-style-type: none"> ● the different customers the enterprise idea will have ● how they will provide effective customer service to lead to satisfied customers.
Unit 6: Recruitment, Selection and Employment	<p>When producing a business plan and model for their enterprise idea, learners can include consideration of:</p> <ul style="list-style-type: none"> ● types of job role and functional areas their enterprise idea will have ● how staff will be recruited ● the experience, skills and attributes needed by staff.

Unit 4: Promoting a Brand

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

A successful business promotes itself to customers through its brand and image. In this unit, you will find out what it takes to build a brand and what a business has to consider when planning brand development. You will investigate the importance of branding to a business, the types of branding that are available and why businesses need to review and update their brands.

You will consider the important role of promotion and its place within the marketing mix. You will discover that promotion is a communication process, involving the sending and receiving of messages via a particular medium. It is not enough to have excellent products on offer at competitive prices; the benefits of these products must be clearly communicated to customers in order to encourage sales and, ultimately, make a profit.

The total communications programme is called the promotional mix and involves a blend of advertising, direct marketing, personal selling, sales promotion and public relations. You will investigate the different elements of the promotional mix and begin to understand why careful planning of the promotional mix is essential if a brand is to be successful.

You will review branding methods and techniques and consider how businesses promote their brand images. You will be encouraged to think of ideas for a brand and gain skills in developing promotional activities such as objective setting, selecting an appropriate promotional mix and justifying the choices you make when planning a promotional campaign for a brand.

Learning aims

In this unit you will:

- A explore the use of branding and the promotional mix in business
- B develop and promote a brand for a business.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Explore the use of branding and the promotional mix in business</p>
<p>Topic A.1 The importance of branding to businesses</p> <ul style="list-style-type: none"> ● What a brand is, e.g. a strategy, perception of a customer, a logo, a legal instrument, a company, a personality, a vision, an identity, an image ● Why businesses use branding ● Types of branding used by businesses ● Adding value ● Benefits of successful branding, e.g. image, quality, recognition, long-lasting perceptions, trust, marketing multiple products ● Effects of unsuccessful branding, e.g. Dasani water <p>Topic A.2 Promotion in businesses</p> <ul style="list-style-type: none"> ● Why businesses need to promote themselves ● Activities used in the marketing mix – 4 Ps (Product, Price, Place, Promotion) ● Benefits of promotion to businesses <p>Topic A.3 Elements of the promotional mix and their purposes</p> <ul style="list-style-type: none"> ● Advertising: <ul style="list-style-type: none"> ○ definition – any paid-for space used to communicate ideas or products in the prime media ○ purpose – to persuade and inform ○ two basic aspects of advertising – the message (what the communication needs to say) and the medium (how to get the message across) ○ methods, including: <ul style="list-style-type: none"> – moving image, e.g. television, cinema, DVD, video – print, e.g. newspapers, magazines, billboard posters, direct mail, press releases – ambient, e.g. bus and taxi sides, desktop items such as pens – digital, e.g. SMS texts, podcasts, blogs, pop-ups, banners, social networking – audio, e.g. radio, podcasts, public address systems ● Sales promotion – provides incentives to customers or the distribution channel to stimulate demand for a product <ul style="list-style-type: none"> ○ methods, e.g. price promotion, coupons, competitions, money refunds, loyalty incentives ● Personal selling – involves interpersonal interactions between salespeople and individual customers for the purpose of closing a sale; can be more effective than advertising in more complex selling situations <ul style="list-style-type: none"> ○ methods, e.g. face to face, by telephone, via email, through video or web conferencing ● Public relations activities – promotion of a product, brand or business by placing information about it in the media without paying for the time or media space directly

- o methods, e.g. exhibitions, sponsorship, press releases

continued

What needs to be learnt

- Direct marketing – establishing an individual relationship between the business and the customer
 - methods, e.g. direct mail (junk mail), mail order catalogues, magazines, telemarketing

Topic A.4 Promotional activities in business

- How businesses identify which customers their promotions will target, including:
 - types of market, e.g. Business to Business (B2B), Business to Consumer (B2C)
 - different ways of segmenting the market, e.g. by age, family status, gender, income, attitudes, lifestyle
- The use of promotional activities in business, including:
 - setting SMART (specific, measurable, achievable, realistic and time-related) objectives
 - selecting an appropriate promotional mix
 - benefits of selecting an appropriate promotional mix
 - communicating with the selected market segment using the AIDA model (Awareness/Attention, Interest, Desire, Action)

Learning aim B: Develop and promote a brand for a business**Topic B.1 Branding methods and techniques**

- Effective branding methods and techniques in business, including the use of logos, straplines and celebrity endorsements
- Planning ideas for a brand for a business, including:
 - type of brand – concept or commodity
 - considerations, e.g. race, nationality, religion, children, people with disabilities, environmental
 - brand personality
 - brand objectives
 - target market

Topic B.2 Promoting a brand

- How businesses promote their brand image, e.g. use of different types of media
- Planning a promotional campaign for a business, including:
 - promotional objectives, e.g. to raise awareness of product or service, to remind, differentiate, persuade or inform, to create market presence, to increase market share
 - developing the most appropriate promotional mix
 - justifying the choice of promotional mix
 - designing promotional activities

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore the use of branding and the promotional mix in business			
1A.1 Describe the importance of branding for a business.	2A.P1 Explain how branding is used in two businesses.	2A.M1 Compare the use of brand promotion in two businesses.	2A.D1 Evaluate the effectiveness of the promotional mix for a selected branded product.
1A.2 Identify elements of the marketing mix for a selected branded product.	2A.P2 Assess the marketing mix for a selected branded product.	2A.M2 Explain the importance of selecting an appropriate promotional mix for a selected branded product.	
1A.3 Identify elements of the promotional mix used for a selected branded product.	2A.P3 Describe the purpose of elements of the promotional mix used for a selected branded product.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Develop and promote a brand for a business			
1B.4 Outline an idea and select a target market for a brand.	2B.P4 Use branding methods and techniques to recommend a brand personality and a target market for a brand.	2B.M3 Explain how branding methods and techniques were used to recommend a brand personality and a target market for a brand.	2B.D2 Evaluate the effectiveness of a promotional campaign for a brand and recommend improvements.
1B.5 Outline elements of a promotional campaign for a brand.	2B.P5 Plan a promotional campaign for a brand. #	2B.M4 Justify the choice of promotional mix for a brand.	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

No special resources are needed for this unit.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Level 2

For 2A.P1, learners must explain how businesses use branding and investigate two businesses which have a brand or brands. For 2A.P2, learners will apply their knowledge by assessing the marketing mix for a selected branded product. For 2A.P3, learners must describe the purpose of elements of the promotional mix used for the selected branded product used in 2A.P2.

For 2A.M1, learners need to compare the use of brand promotion in two businesses and, in 2A.M2, build on this evidence to explain the importance of selecting an appropriate promotional mix for the branded product used in 2A.P2. In 2A.D1, learners will use all of their evidence generated for the assessment criteria in learning aim A to evaluate the effectiveness of the promotional mix of their selected branded product.

For 2B.P4, learners need to use branding methods and techniques to recommend a brand personality and a target market for a brand. They will then plan a full promotional campaign for this brand in 2B.P5. This will involve selecting appropriate promotional activities to effectively communicate the brand to customers. For 2B.M3, learners should explain how branding methods and techniques were used to recommend a brand personality and target market for their brand, and, for 2B.M4, justify their choice of promotional mix. This will lead to 2B.D2, where learners must evaluate the overall effectiveness of their promotional campaign and recommend improvements.

Level 1

For 1A.1, learners should describe the importance of branding for a business. Learners' descriptions should refer to brand definition, brand personality, types of brand, value-added issues, benefits of branding (e.g. image) and effects of unsuccessful branding. Learners must relate their descriptions to a real brand which they should research in order to generate good evidence for this criterion.

For 1A.2, learners need to identify elements of the marketing mix for a selected product and, for 1A.3, they need to identify elements of the promotional mix used to promote a selected brand. As for 1A.1, evidence should refer to a specific brand which will assist learners with their descriptions. The brand referred to in 1A.3 can be the brand used to promote the selected product in 1A.2.

To achieve 1B.4, learners must outline an idea and select a target market for a brand. These ideas may emerge from the research undertaken for learning aim A. For 1B.5, learners must outline the elements of a promotional campaign for their brand, to indicate how the brand will be communicated to customers. This should include branding methods and techniques (e.g. logos) they would use to promote their brand.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1	Branding and Promotion	<p>You are working for a marketing consultancy business. You have been given the task of producing promotional material that provides information on branding and promotion to potential clients.</p> <p>To do this, you will need to research real brands to investigate the use of branding in businesses. Your research and assessment evidence will need to cover the importance of branding to the business and brand characteristics of the brands researched.</p>	<p>Presentation or written report completed in a promotional style</p> <p>Teacher/peer reviews of presentation</p>
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M3, 2B.M4, 2B.D2	Developing and Promoting My Brand	<p>You are working for a marketing consultancy business. You have been given the task of designing a promotional campaign for a brand in response to a request from a client. To fulfil the client brief, you will need to go through the process of objective setting, applying branding methods and techniques, and promoting the brand image.</p>	<p>Presentation of the plan for a promotional campaign with supporting evidence</p>

Unit 5: Principles of Customer Service

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

In a world of increasing competition, businesses across all sectors realise that their level of customer service can give them a competitive advantage. Keeping customers happy can be key to business success, especially as it costs a great deal more to attract new customers than to keep existing ones. Therefore, building relationships with customers and providing consistent and reliable customer service to meet their needs and expectations is vital. This involves good communication and interpersonal skills, as well as a good knowledge of the product or service provided.

This unit develops and broadens your understanding of customer service in different businesses. You will develop your knowledge and understanding of customer needs and expectations and be given the opportunity to examine a wide range of different types of internal and external customers. It is also important to understand how businesses set internal policies and procedures to ensure that staff maintain customer service standards.

All staff working in customer service situations are expected to present themselves in a professional way, have good interpersonal skills and be able to communicate effectively with their customers. You will look at ways in which this can be achieved, meeting the needs and expectations of customers.

You will have the opportunity to develop your understanding of the importance of delivering consistent and reliable customer service through the development of your own customer service skills. You will also have the opportunity to put these skills into practice.

Learning aims

In this unit you will:

- A understand how businesses provide customer service
- B demonstrate appropriate customer service skills in different situations.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how businesses provide customer service</p> <p>Topic A.1 The meaning of customer service</p> <ul style="list-style-type: none"> • Definition – the ways in which a business meets customer expectations to satisfy customers <p>Topic A.2 Different customer service roles in a business, including:</p> <ul style="list-style-type: none"> • roles dealing directly with customers, e.g. receptionist, contact centre worker, shop assistant, delivery driver • roles that do not involve direct customer service, e.g. cleaners, gardeners, engineers <p>Topic A.3 The different types of customer service businesses have:</p> <ul style="list-style-type: none"> • service deliverer (the person seen by the customer as providing customer service and representing the business) • face-to-face customer service (hotels, restaurants, leisure centres, hospitals, shops) • remote customer service (call centres, online) • customer service teamwork (cooperation between individuals, departments and businesses) <p>Topic A.4 Customer satisfaction</p> <ul style="list-style-type: none"> • What is meant by customer satisfaction, including confidence in service, value for money, repeat custom, word-of-mouth reputation, loyalty • Different ways businesses can satisfy customers, including providing reliable products/services; providing extra services (e.g. free delivery, follow-up services); providing accuracy, reliability and speed of service; providing value for money; providing information and advice; dealing with problems <p>Topic A.5 Different ways that businesses can provide consistent and reliable customer service:</p> <ul style="list-style-type: none"> • through staff knowledge of the scope of job role and products and/or services • through staff attitude and behaviour, e.g. timing, accessibility/availability • meeting specific customer needs • working under pressure • confirming service meets needs and expectations • dealing with problems <p>Topic A.6 The effect of good customer service on the reputation of a business, including:</p> <ul style="list-style-type: none"> • building a good reputation (quality products, value for money, consistency, reliable and trustworthy service) • increased sales, increased profit, retention of existing customers, new customers, word-of-mouth recommendation, competitive advantage, staff job satisfaction and motivation <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic A.7 Different ways of exceeding customer expectations by:**

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

Topic A.8 Providing effective customer service through organisational procedures

- Ways that businesses can provide effective customer service, e.g. by monitoring customer service, following codes of practice (industry, organisational/business, professional), meeting legal and regulatory requirements and having ethical standards:
 - ensuring that correct procedures are followed, e.g. referring to someone in authority, dealing with refunds, dealing with questions you cannot answer, treating customers equally
 - minimising hazards and risks, including identifying where customers could be injured, informing people of dangers (e.g. signs on wet floors), complying with fire regulations (e.g. exits signed, location of fire extinguishers, fire practice, evacuation procedure, meeting points), knowing how to deal with security alerts (e.g. taking messages, evacuation procedure, meeting points)
- The purpose of organisational procedures that contribute to consistent and reliable customer service:
 - meeting or exceeding the customer service offered by rival businesses, thereby gaining a competitive edge
 - ensuring company mission/vision statements are followed
 - ensuring external quality benchmarks are met

Topic A.9 Complying with legislative and regulatory customer service requirements

- Meeting all legal and regulatory requirements, including sale of goods, health and safety, data protection and equal opportunities

Learning aim B: Demonstrate appropriate customer service skills in different situations**Topic B.1 Customers**

- Types of customer, including:
 - internal, e.g. managers, colleagues in own team or other departments, supervisors, staff
 - external, e.g. existing and new customers, individuals, groups, members of the public, business-to-business
 - customers with special requirements, e.g. non-English speaking, different ages, different cultures, gender, families, customers with special needs, e.g. visual, hearing, mobility
- Differences between internal customers and external customers
- Factors that impact on different customer service expectations, e.g. those relating to age, culture, image of the business, public image of the owner, disposable income

continued

What needs to be learnt

Topic B.2 Skills required to deliver consistent and reliable customer service, including:

- being professional and creating a good impression, e.g. good manners, appropriate dress, using appropriate language, good posture/body language, tidy work area
- having a positive attitude, e.g. good timekeeping, being conscientious, being motivated
- effective communication with customers, including:
 - verbal – appropriate greeting, speaking clearly, tone of voice, volume, speaking to people who do not have English as a first language
 - non-verbal – smiling, making eye contact, looking at the customer, open body language, facial expression
- completing communication with the customer, e.g. thanking the customer, appropriate tone of voice, positive body language, appropriate form of address, use of the customer's name, offering further assistance, confirmation of service

Topic B.3 Developing customer service skills, including:

- different situations, e.g. face-to-face, telephone, writing, email
- ways of dealing with customer queries, including being polite, showing empathy with the customer, keeping customers informed, not disagreeing, using appropriate body language
- ways of dealing with customer problems and complaints, e.g. by offering alternatives or exchanging products, escalating issues to management
- customer types, e.g. difficult, abusive, people with disabilities, elderly, those needing technical information
- different situations, e.g. providing information about products and/or services, promoting additional products and/or services, giving advice, taking and relaying messages
- other customer service skills, e.g. keeping records, dealing with problems, handling complaints, remedial measures, emergency situations
- complying with organisational/business policy, e.g. complaints procedure, disclaimers, service specification statements

Topic B.4 Limits of authority

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

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how businesses provide customer service			
1A.1 Define customer service, giving an example of a customer service role in a selected business.	2A.P1 Describe the different types of customer service provided by two selected businesses.	2A.M1 Compare how two selected businesses satisfy customers.	2A.D1 Assess the effect of providing consistent and reliable customer service on the reputation of a selected business.
1A.2 Identify features of consistent and reliable customer service.	2A.P2 Describe the characteristics of consistent and reliable customer service.	2A.M2 Explain how a selected business attempts to exceed customer expectations.	
1A.3 Identify how organisational procedures contribute to consistent and reliable customer service.	2A.P3 Explain how organisational procedures and legislation contribute to consistent and reliable customer service.	2A.M3 Compare the impact of legislative and regulatory requirements affecting customer service on a selected business.	
1A.4 Outline how legislative and regulatory requirements affect customer service in a selected business.	2A.P4 Explain how legislative and regulatory requirements affect customer service in a selected business.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Demonstrate appropriate customer service skills in different situations			
1B.5 Identify different types of internal and external customer in a selected business, giving an example for each type.	2B.P5 Describe how a selected business meets the needs and expectations of three different types of customer.	2B.M4 Demonstrate effective communication skills when responding to customer problems and complaints in three customer service situations. #	2B.D2 Evaluate the effectiveness of own customer service skills, justifying areas for improvement. #
1B.6 Identify when it is necessary to refer a customer service problem to someone in authority.	2B.P6 Describe, using examples, the limits of authority that would apply when delivering customer service.		
1B.7 Demonstrate appropriate communication skills in three customer service situations. #	2B.P7 Demonstrate effective communication skills to meet customer needs when dealing with three different customer types in customer service situations. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

No special resources are needed for this unit.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Level 2

In providing evidence for this unit, learners must show that they have an understanding of how good customer service impacts on a business and ways of exceeding customer expectations. They must also show how they have demonstrated customer service skills in different situations.

To achieve all the assessment criteria, learners should research two different businesses. Examples could be from retail, call centres, leisure centres, etc. A presentation summarising how customer service is provided to different types of customer could provide evidence for 2A.P1, 2A.P2, 2A.M1, 2A.M2 and 2B.P4 if centres wish to combine evidence across learning aims.

For 2A.P1, learners should describe the different types of customer service provided by two selected businesses. For 2A.P2, learners should describe the characteristics of consistent and reliable customer service. This description can be expanded on for 2A.M1 with a comparison of how two selected businesses satisfy customers and further expanded in 2A.M2, with an explanation of the different ways in which one of those businesses can attempt to exceed customer expectations. This explanation can then be further developed for 2A.D1 into an assessment of how good customer service can impact on the reputation of a business. Examples provided for this criterion could be from the businesses learners have researched or from their own experiences.

To meet the assessment requirements for 2A.P3 and 2A.P4, learners could prepare a guidance leaflet designed for new staff. Learners must not download and reiterate large chunks of legislation, but should summarise and briefly explain how the legislation protects the customer and impacts on the delivery of customer service. Learners also need to explain how organisational procedures contribute to consistent and reliable customer service. To support their explanation, learners should provide examples showing application of their understanding, such as responding to problems or complaints. The work for 2A.P3 and 2A.P4 could be expanded upon in 2A.M3, where learners need to compare the impact of legislative and regulatory requirements affecting customer service on a selected business, giving relevant examples.

Learning aim B requires demonstration of customer service skills in different situations and evidence will be through records showing how these skills have been applied. For 2B.P5, learners must describe at least three different types of customer, including examples of internal and external customers, and describe how the needs and expectations of each type of customer are met. Evidence can be drawn from learners' own experience, from research, or from information provided by visiting speakers.

For 2B.P6, learners need to show understanding of the limits of authority when dealing with customer queries, such as offering discounts or free delivery, ways to deal with unusual, extreme or complex requests and when to ask for help from supervisors.

To achieve 2B.P7, learners should demonstrate effective communication skills to meet customer needs when dealing with three different customer types in different situations. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

This can be developed for 2B.M4 where learners need to think beyond the basic provision of customer service in order to respond to problems and handle complaints. Again, work should be supported with observation records and personal statements. When responding to customer service complaints, learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations. Evidence should include the learner's own plan for dealing with the problem or complaint. This could involve their written script for a telephone conversation or their draft notes for a role play. For 2B.D2, learners need to reflect on their performance and evaluate how well they handled the situations, identifying lessons learned and justifying areas for improvement.

Level 1

Evidence for this unit will require learners to show they have an understanding of what is meant by customer service, how it is provided in different contexts and how they have demonstrated customer service skills in different situations.

To achieve all the assessment criteria, learners must investigate two different businesses. Examples could be from retail, call centres, leisure centres, etc. A presentation or poster, summarising how customer service is provided to both internal and external customers, could address 1A.1, 1B.3 and 1B.4 if centres wish to combine evidence across learning aims.

For 1A.1, learners should provide a definition of customer service and draw on their research to identify a customer service role.

For 1A.2, learners need to show understanding of how consistent and reliable customer service contributes to customer satisfaction. This could be provided in the form of an induction booklet for new staff. Examples of consistent and reliable customer service for 1A.2 can be drawn from a learner's own experience as a customer or from research – two examples would suffice, and there must be reference to customer satisfaction. This could be combined with 1A.3 and 1A.4, where learners need to identify how organisational procedures contribute to consistent and reliable customer service and outline how legislative and regulatory requirements affect customer service.

For 1B.5, learners should identify different types of internal and external customers in a selected business, giving an example for each type. For 1B.6, learners should identify situations when they should refer to someone in authority when dealing with customers.

1B.P7 requires a demonstration of customer service skills in three customer service situations. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 1A.4, 2A.P1, 2A.P2, 2A.P3, 2A.P4, 2A.M1, 2A.M2, 2A.M3, 2A.D1	What is Customer Service?	You are working in a business as a customer services advisor. You have been given the task of assisting the customer service manager to prepare training materials for new staff. To do this, you will need to investigate how customer service is provided in other businesses. You will then use your research to create training materials that new staff can use to learn about providing good customer service.	Training handbook for new staff, to include guidance on customer service roles, customer service provision and legislation and regulations that affect customer service work
1B.5, 1B.6, 1B.7, 2B.P5, 2B.P6, 2B.P7, 2B.M4 2B.D2	Handling Customers	You are working in a business as a customer services advisor. You need to develop your skills in providing customer service to a range of different customer types in different customer service situations. You will be observed with three customer types in different customer service situations. You will need to demonstrate effective communication skills and your knowledge of how to meet the needs and expectations of these customers within the limits of your own authority. When demonstrating your customer service skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	Work experience or role play supported with personal statement and observation record

Unit 6: Recruitment, Selection and Employment

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

The success of any business is largely due to the calibre of the people who work for it. A business will strive to ensure that it has the right people in the right place at the right time.

In this unit you will be introduced to the variety of job roles that exist within businesses and the various functions that are performed by individual roles, as well as the types of organisational structures used in businesses.

You will discover that there are a number of important roles in any business which have to be performed effectively for that business to be successful. Businesses use person specifications and job descriptions to ensure that they recruit the best people to fill job vacancies. You will be given the opportunity to complete these important documents for given job roles and will also have the opportunity to complete an application and an interview for a specific job role.

You will also consider how to prepare for interview and employment and the necessary steps for career planning by producing your own career development plan.

Learning aims

In this unit you will:

- A know about job roles and functional areas in business
- B produce documentation for specific job roles
- C demonstrate interview skills and plan career development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about job roles and functional areas in business</p> <p>Topic A.1 Organisational structures and functional areas</p> <ul style="list-style-type: none"> • Different organisational structures e.g. hierarchical, flat, matrix, functional, divisional • Functional areas, e.g. sales, production, purchasing, administration, customer service, distribution, finance, human resources, ICT, marketing, research and development (R&D) • Purposes of functional areas in supporting business aims and objectives • Links between functional areas, including relationships and interactions with other functional areas <p>Topic A.2 Job roles and responsibilities</p> <ul style="list-style-type: none"> • Directors, e.g. looking after interests of shareholders, deciding policy or strategy • Senior managers, e.g. motivating staff, target setting, recruitment and dismissal, allocating work, communicating, planning and decision making, problem solving • Supervisors or team leaders, e.g. managing staff or small teams, motivating, allocating tasks • Operational and support staff/assistants, e.g. day-to-day general work and administration duties • Impact on roles of different organisational structures
<p>Learning aim B: Produce documentation for specific job roles</p> <p>Topic B.1 Recruitment</p> <ul style="list-style-type: none"> • Reasons why a vacancy arises in a business, e.g. employee leaving, high staff turnover, extra work (such as growth of the business), sickness, different job roles required, maternity and paternity cover • Ways of recruiting staff, e.g. job centres, consultants, recruitment agencies, from within the business itself, advertising • Types of recruitment, including: <ul style="list-style-type: none"> ○ internal or external ○ identifying issues with internal and external recruitment • Cost and legal considerations of recruitment, e.g. equal opportunities <p>Topic B.2 Developing a job description and person specification</p> <ul style="list-style-type: none"> • Methods, including: <ul style="list-style-type: none"> ○ developed by relevant department staff, e.g. staff create a description of what the job entails and the qualities required ○ developed by current job holder ○ interviewing current job holder to find out what is involved and qualities required of the new recruit <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Contents of a job description**

- Contents may include:
 - title, location, description of organisation's business
 - purpose of job, main tasks, essential and desirable requirements, lines of reporting
 - pay and benefits, promotion prospects
 - start date
 - basis, e.g. full-/part-time, secondment, maternity cover, fixed-term contract

Topic B.4 Contents of a person specification

- Contents may include:
 - attainments, e.g. qualifications, membership of professional bodies
 - competency profiles, e.g. what the candidate should be able to do
 - special aptitudes or skills, e.g. numeracy, problem solving
 - essential and desirable attributes, e.g. previous relevant experience and product knowledge, relevant interests
 - disposition, e.g. leadership qualities
 - circumstances, e.g. mobile or not

Topic B.5 Applying for jobs

- Requirements may include:
 - application forms
 - curriculum vitae (CV)
 - letters of application
 - other requirements, e.g. copies of qualification certificates, Criminal Records Bureau (CRB) check
 - pre-application tests, e.g. online psychometric tests, physical fitness test, sight test, health checks
- Next steps after applying for a job, e.g. shortlisting, invitation to interview or assessment centre, feedback

What needs to be learnt**Learning aim C: Demonstrate interview skills and plan career development****Topic C.1 Job interviews**

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

Topic C.2 Personal audit

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

Topic C.3 Career development

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

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about job roles and functional areas in business			
1A.1 Describe the purpose of two functional areas in two contrasting businesses.	2A.P1 Explain the purpose of different functional areas in two contrasting businesses.	2A.M1 Compare two job roles and responsibilities from different functional areas in two contrasting businesses.	2A.D1 Analyse the impact of organisational structure on job roles and functional areas in a selected business, using appropriate examples.
1A.2 Identify the responsibilities of two different job roles in a selected business.	2A.P2 Describe the responsibilities of two different job roles in two contrasting businesses.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Produce documentation for specific job roles			
1B.3 Produce a job description for a specific job. #	2B.P3 Produce an appropriate and detailed job description and person specification for a specific job. #	2B.M2 Produce an appropriate and detailed job description and person specification for a specific job, justifying why the documents will encourage effective recruitment. #	2B.D2 Analyse gaps in knowledge and skills that might require further training or development to match the requirements of a given person specification and job description.
1B.4 Produce, with guidance, a curriculum vitae and letter of application to apply for a suitable job role. #	2B.P4 Produce a curriculum vitae, letter of application and completed application form to apply for a suitable job role. #	2B.M3 Justify how current knowledge and skills meet those required in a given person specification and job description.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Demonstrate interview skills and plan career development			
1C.5 Provide some appropriate responses to interview questions for a specific job role. #	2C.P5 Provide appropriate responses to interview questions for a specific job role. #	2C.M4 Demonstrate prior research and preparation when providing appropriate responses to interview questions for a specific job role. #	2C.D3 Evaluate the suitability of a realistic career development plan using interview performance feedback and own reflection.
1C.6 Produce, with guidance, a personal career development plan. #	2C.P6 Produce a realistic personal career development plan. #	2C.M5 Produce a realistic personal career development plan showing independent research and planning. #	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

No special resources are needed for this unit.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Level 2

For 2A.P1, the learner needs to explain the purpose of different functional areas in two contrasting businesses. They should select two businesses that they can access easily to investigate the functional areas and job roles that exist. The learner could be encouraged to approach a business either directly or by writing to them and asking for information. It could be the business where they are already working part-time or their work experience business. Alternatively, the teacher may select suitable businesses for the learner to approach.

For 2A.P2, the learner needs to describe the responsibilities of two different job roles in two contrasting businesses. These can be the same businesses used in 2A.P1. This evidence can lead to 2A.M1, where the learner will compare two job roles and responsibilities from different functional areas in two contrasting businesses. Again, these can be the same businesses used in 2A.P1. For example, a team leader in a small supermarket with a functional structure may perform a very different role from a team leader in a large manufacturing organisation with a matrix or flat structure. The learner should understand that although businesses may have different organisational structures, individual job titles may be similar, but the responsibilities of the job roles may be very different. It is recommended that learners choose at least one small business with a simple organisational structure to facilitate comparisons with a larger business having a different, more complex structure.

For 2A.D1, using their evidence for 2A.P1, 2A.P2 and 2A.M1, learners need to analyse the impact of organisational structure on job roles and functional areas in a selected business, using appropriate examples from their research.

For 2B.P3, the learner needs to produce an appropriate and detailed job description and person specification for a specific job. Evidence may come from a job they may be given to research, or one of their own choice, such as their existing part-time job. The learner should be encouraged to research the job in as much detail as possible, such as arranging discussions with their line manager and other people in the organisation to ensure that accurate and detailed evidence can be produced. In 2B.M2, the learner could develop their evidence from 2B.P3 by justifying why the documents they have produced will encourage effective recruitment.

For 2B.P4, the learner needs to produce a curriculum vitae, letter of application and completed application form to apply for a suitable job role. It is recommended that they carry out a personal audit of their current knowledge and skills, matching the results to suitable potential job opportunities. They should be encouraged to seek advice from appropriate sources (such as the teacher or careers advice services) when completing their personal audit to ensure that the job to which they are matching their abilities to is realistic. It could be either a full-time or part-time opportunity or placement opportunities for work experience. For 2B.M3, the learner can use the results of their personal audit in 2B.P4 to justify in their application how

their current knowledge and skills meet those required in the job description and person specification. They can develop this evidence further in 2B.D2 by analysing gaps in their knowledge and skills that might require further training or development role for which they are applying. This will demonstrate their ability to understand in detail the knowledge and skills required together with the ability to be objective about their own knowledge and skills.

For 2C.P5, the learner needs to provide some appropriate responses to the questions asked at an interview for a specific job role. It can involve a mock interview with the teacher acting as the interviewer, or any other suitable scenario. Actual interviews for work experience positions are acceptable as long as witness testimonies are provided by external interviewers. The assessor must provide a detailed witness testimony/observation record covering the learner's performance at the interview.

For 2C.M4, the learner needs to demonstrate prior research and preparation when providing appropriate responses to interview questions for a specific job role. The responses will be detailed and demonstrate prior research on the business and the role and demonstrate personal preparation (such as rehearsed answers and appropriate attire).

For 2C.P6, the learner needs to produce a realistic personal career development plan for a suitable career. They must select an appropriate career or job, investigate the skills, knowledge and qualifications required and then produce a plan. The plan needs to include measurable targets such as timelines of how they can achieve their goal. For example, if a learner selects a job in human resources, they need to research the qualifications required to enter the profession and the experience required for job roles in that functional area. They will need to identify the professional qualifications required, how long these will take to achieve and where they can study. To achieve 2C.M5, their career plan will show evidence of independent research and planning.

For 2C.D3, the learner needs to reflect on their own performance at the interview they took part in for 2C.P5 and, using this and the interviewer's feedback, evaluate the suitability of their career development plan, and update or improve the plan where appropriate.

Level 1

For 1A.1, the learner needs to describe the purpose of two functional areas in two contrasting businesses. They should select two businesses that they can access easily to investigate the functional areas that exist. The learner could be encouraged to approach a business either directly or by writing to them and asking for information. It could be the business where they are already working part-time or their work experience business. Alternatively, the teacher may select suitable businesses for the learner to approach.

For 1A.2, the learner needs to identify the responsibilities of two different job roles in a selected business. This can be one of the businesses used in 1A.1.

For 1B.3, the learner needs to produce a job description for a specific job they may have been given to research, or one of their own choice, such as an existing part-time job. The learner should be encouraged to research the job in as much detail as possible, such as arranging discussions with the line manager and other people in the business to ensure an accurate, detailed job description can be produced.

For 1B.4, the learner needs to produce a curriculum vitae and letter of application to apply for a suitable job role. The letter can be basic, but the CV should be appropriately detailed and presented in a professional business format. A template or sample CV could be provided to learners as guidance. The job role chosen must be a realistic choice and guidance may be necessary. For example, the teacher may have provided a selection of suitable local adverts. It could be either a full-time or part-time opportunity or placement opportunities for work experience.

For 1C.5, the learner needs to provide some appropriate responses to the questions asked at an interview for a specific job role.

For 1C.6, the learner needs to produce a basic personal career development plan. It is recommended that they complete a personal skills audit to focus their planning and aspirations for the future before completing the evidence requirements of this criterion.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Job Roles and Functions in Business	You are working for a recruitment consultancy. You have been given the task of producing information for potential employees. To do this, you will need to investigate roles and functional areas in two contrasting businesses with different organisational structures. You will need to describe the responsibilities of two job roles and explain the purpose of the different functional areas, comparing these and analysing the impact of the organisational structure on the job roles and functional areas. Your work must include reference to examples of real businesses.	Presentation/leaflet Teacher/peer feedback

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1C.5, 1C.6, 2B.P3, 2B.P4, 2C.P5, 2C.P6, 2B.M2, 2B.M3, 2C.M4, 2C.M5, 2B.D2, 2C.D3	Recruitment and Job Application & Career planning	<p>For this assignment you will take on two roles.</p> <p>In the first role, you are working in the human resources department of a business and are responsible for preparing recruitment documentation. This will include producing a detailed job description and person specification to advertise for a specific job vacancy.</p> <p>In the second role, you will select and apply for a specific role. You will need to produce a curriculum vitae, letter of application and completed application form to apply for a suitable job role. You will also prepare for and participate in an interview for the job vacancy you have applied for.</p> <p>Having participated in the interview process and having had time to consider your future career pathway, you will create a career development plan.</p>	Completion of required documents Detailed witness testimony/observation record from interviews required Individual plan

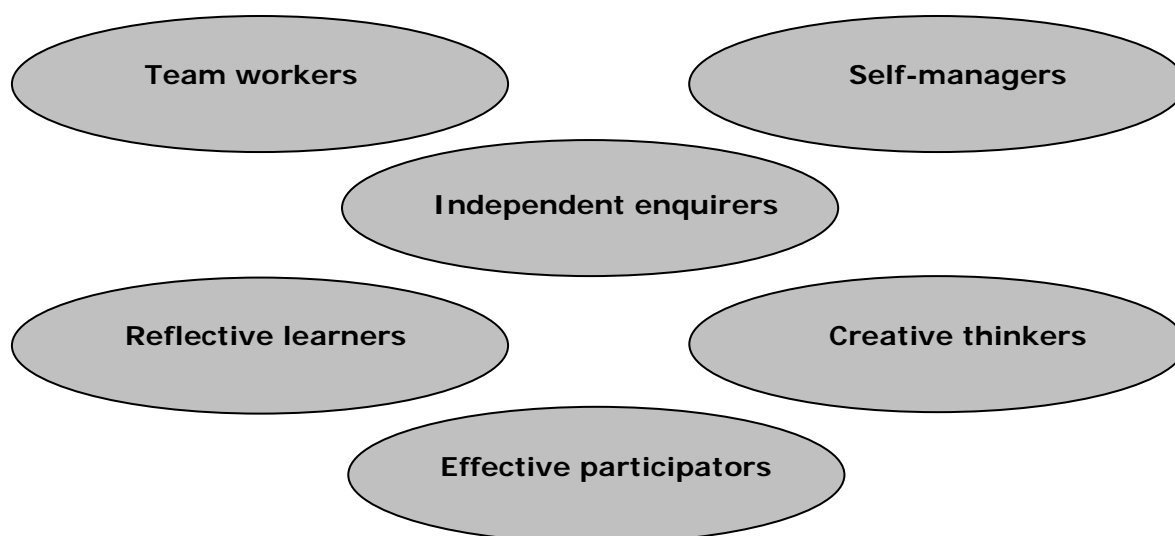
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓		✓		✓	✓
2	✓					
3	✓	✓	✓		✓	✓
4	✓	✓		✓	✓	
5	✓	✓	✓	✓	✓	
6	✓	✓	✓		✓	✓

Annexe B

Synoptic assessment

Unit 3: Enterprise in the Business World provides the synoptic assessment for this qualification. Learners studying this unit will need to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

- being able to interrelate overarching concepts and issues, bringing together their business knowledge in responses to assessment in *Unit 3*
- selecting, drawing together and integrating knowledge, understanding and skills across different units, to develop an appreciation of how topics are coherent and relate to one another and how each may contribute to different business contexts or situations
- being able to make connections by suggesting or applying learning from Units 1 and 2 to contexts or situations in responses to assessment of *Unit 3*
- developing an appreciation and awareness of the use of different techniques, methods or approaches to investigate and/or address specific business needs, issues or situations
- evaluating and justifying their decisions, choices and recommendations, drawing on and integrating knowledge, understanding and skills from across the qualification in their responses to assessment of *Unit 3*
- selecting ideas for the new brand for the business drawing on learning from Unit 4, and the customer service provision that may be required drawing in Unit 5
- an overview of staffing requirements for the planned business drawing in learning from Unit 6.

For example, *Unit 3: Enterprise in the Business World* requires learners to draw together and demonstrate the knowledge and skills developed across the programme of study by the presentation of a business plan for a new business start-up. For example, if a learner considers a new start-up business involving selling products to customers, this would closely link to *Unit 5: Principles of Customer Service* as well as the three mandatory units. For this reason it is advisable for centres to deliver Unit 3 towards the end of the programme of study.

Specification

BTEC FIRST BUSINESS

Award

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