



Award

Specification

BUSINESS

From September 2012

Pearson BTEC Level 1/Level 2 First Award in Business

Issue 3

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

First teaching September 2012

Issue 3

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome to your BTEC First 2012 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.

BTECs are evolving

Informed by recent policy developments, including the *Review of Vocational Education – The Wolf Report* (March 2011), we have designed this new suite of BTEC Firsts to:

- ensure high quality and rigorous standards
- conform to quality criteria for non-GCSE qualifications
- be fit for purpose for learners, pre- or post-16, in schools and in colleges.

We conducted in-depth, independent consultations with schools, colleges, higher education, employers, the Association of Colleges and other professional organisations. This new suite builds on the qualities – such as a clear vocational context for learning and teacher-led assessment based on centre-devised assignments – that you told us make BTECs so effective and engaging.

This new suite introduces features to meet the needs of educators, employers and the external environment. They are fully aligned with requirements for progression – to further study at level 3, into an apprenticeship or into the workplace. We believe these features will make BTEC even stronger and more highly valued.

What are the key principles of the new suite of BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations with you and embedded four key design principles into the new BTEC Firsts.

1 Standards: a common core and external assessment

Each new Level 2 BTEC First Award 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, we have further developed our quality-assurance model to ensure 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 core; contextualised English and mathematics

The **essential core**, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

The **optional units** provide a closer focus on a vocational area, supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector. The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

4 Recognising achievement: opportunity to achieve at level 1

The new BTEC Firsts are a level 2 qualification, graded at Pass, Merit, Distinction and Distinction*.

However, we recognise that some learners may fail to achieve a full Pass at Level 2, so we have included the opportunity for learners to gain a level 1 qualification.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.

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Purpose of this specification

This specification sets 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.

Source: Ofqual – *General conditions of recognition May 2011*

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 the *Information Manual* on our website, qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the business sector, learners would be aiming to move into entry-level roles, such as assistants in business administration, marketing, finance, human resources, sales and customer service.

These qualifications are intended primarily for learners in the 14–19 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 an apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage 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; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The new BTEC Firsts continue to reflect this ethos and build on the recommendations outlined in the *Review of Vocational Education – The Wolf Report* (March 2011). That report confirmed the importance of a broad and balanced curriculum for all learners.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite for first teaching from September 2012:

- Application of Science
- Art and Design
- Business
- Engineering
- Health and Social Care
- Information and Creative Technology
- Performing Arts
- Principles of Applied Science
- Sport.

Additional qualifications in larger sizes and in different vocational sectors will be available from 2012.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as schools, colleges 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 learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with 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
- provide learners with a route through education that has clear progression pathways into 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 within 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.

2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified
- is for learners aged 14 years and over
- is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core units and optional units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the Issue 3 – June 2016 © Pearson Education Limited 2016
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional units. See *Annexe D* for more detailed information.

Learners can register for this BTEC Level 1/Level 2 First Award qualification from April 2012. The first certification opportunity for this qualification will be 2014.

Types of units within the qualification

The BTEC First qualifications have core and optional units. See *Section 4* for more detailed information.

Core units

- Each qualification has core units totalling 60 guided learning hours.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- There are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

Optional units

The remainder of the qualification consists of specialist units. Specialist units are sector specific and focus on a particular area within that sector.

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 sizes for BTEC Firsts in the Business sector

This suite of BTEC Firsts for the Business sector is available in the following sizes:

| | GLH | TQT |
|-----------------------------------|-----|-----|
| First award | 120 | 160 |
| First certificate | 240 | 320 |
| First extended certificate | 360 | 480 |
| First diploma | 480 | 640 |

Pearson BTEC Level 1/ Level 2 First Award in Business

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

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

The Pearson BTEC Level 1/Level 2 First Award in Business has been developed in the business sector to:

- encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units
- encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for employees in the business sector
- give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Business
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Pearson BTEC Level 1/Level 2 First Award in Business has been designed to provide an engaging and stimulating introduction to the world of business. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. It also provides a good introduction to business for learners in post-16 education, as well as bringing together learning at levels 1 and 2 to ensure that every learner taking the qualification completes it with a level of understanding and skill on which to build at a later date.

The core units cover the essential knowledge and skills required in the business sector. The optional specialist units, covering branding and promotion, customer service, sales, retail business, recruitment and career development, and business support, provide your centre with the opportunity to develop assignments and activities to meet the needs of both local employers and learners.

In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the business sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

The Pearson BTEC Level 1/Level 2 First Award in Business could provide a starting point of a route into employment in many of the diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

In the two core units, learners will have the opportunity to develop the key enterprise and financial skills and knowledge necessary to enable them to understand how businesses recognise opportunities, and build on them to succeed. Learners will understand how a business makes and manages its money, and plans for the future.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Business includes an externally assessed finance unit in the core to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning, or to related academic qualifications such as GCEs and GCSEs.

The assessment approach taken in internally assessed units of the Pearson BTEC Level 1/Level 2 First Award in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment criteria. Evidence for assessment may be generated through a range of diverse activities, including assignment and project work, case studies, workplace assessment, role play and presentations. Delivery strategies should reflect the nature of work within 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 business 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 the industry standards for behaviour and performance.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Business provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.

Achievement at level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at level 3, such as the Pearson BTEC Level 3 Nationals in Business. The underpinning knowledge and practical and vocational skills learnt will also enhance and support the progression to a relevant competency-based course, such as the Pearson BTEC NVQ Level 2 in either Business Administration or Team Leading, or the Pearson BTEC NVQ Level 3 in either Business Administration or Management, or their corresponding apprenticeships.

Learners who achieve the qualification at level 1 may progress to level 2 or onto a competency-based qualification, such as the Level 2 NVQ in either Business Administration or Team Leading. Alternatively learners may also consider progression to general qualifications such as GCSE Business or GCSE Applied Business.

Stakeholder support

The Pearson BTEC Level 1/Level 2 First Award in Business reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted throughout the development of this qualification, including representatives from schools, colleges and employers in the UK.

4 Qualification structure

The Pearson BTEC Level 1/Level 2 First Award in Business is taught over 120 guided learning hours (GLH). It has core and optional specialist units.

Learners must complete the two core units, and a choice of optional units to reach a total of 120 GLH.

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

| Pearson BTEC Level 1/Level 2 First Award in Business | | | |
|---|---------------------------------------|--------------------------|------------|
| Unit | Core units | Assessment method | GLH |
| 1 | Enterprise in the Business World | Internal | 30 |
| 2 | Finance for Business | External | 30 |
| | Optional specialist | | |
| 3 | Promoting a Brand | Internal | 30 |
| 4 | Principles of Customer Service | Internal | 30 |
| 5 | Sales and Personal Selling | Internal | 30 |
| 6 | Introducing Retail Business | Internal | 30 |
| 7 | Providing Business Support | Internal | 30 |
| 8 | 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. As such, those already employed in the business sector could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

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. This is particularly important for learners studying for the qualification through open or distance learning.

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 relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings where this is feasible. For example, you could use promotional materials that have been developed by local businesses.
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace. For example, you could ask them to reflect on the central importance of planning and managing finances.
- including employers in the delivery of the programme and, where appropriate, in the assessment. You may, for example, wish to seek the cooperation of local employers to provide examples of current work procedures and practices within local businesses.
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employer help in stressing the importance of the place of English and mathematics skills, and of wider skills in the business world.

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

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

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces
- asking a local employer to set learners a problem-solving activity to be carried out in groups.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. 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 (*), *Annexe B* for mapping to GCSE English subject criteria (including functional elements) and *Annexe C* for mapping to the GCSE Mathematics subject criteria (including functional elements).

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 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 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.

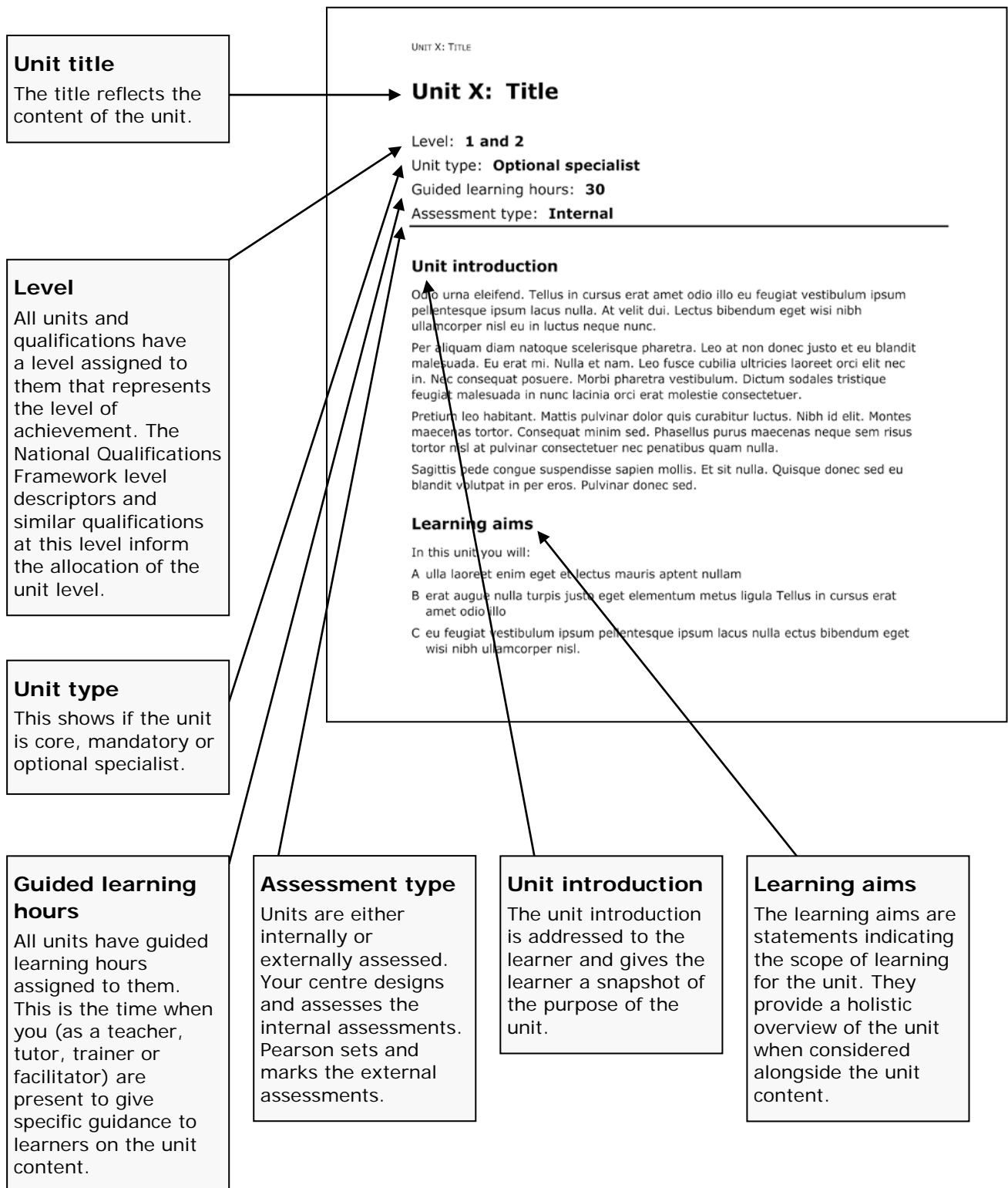
We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) 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.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access arrangements, reasonable adjustments and special considerations*, which is on our website, qualifications.pearson.com

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below uses placeholder text and 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: 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 dui 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 dui adipiscing. |
| 1A.2 Iorem in nullam amet interdum commodo. empur sed facilisis. | 2A.P2 Nostra pretium non ellis 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 | | | |
| 1B.3 Felis non ut libero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. # | 2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. # | 2B.M3 Unteger erat dignissim eros sed ornare condimentum quis risus dui ulputate magnis pede dui nibh aliquam. # | 2B.D2 Neque magna consectetur scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla. |
| 1B.4 Per aliquam diam scelerisque pharetra. | 2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in. | | |

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
Tellus in cursus erat amet odio illo:

- sem risus
- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empur sed.

Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et.

Assessment guidance
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Assessment guidance – 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. |
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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 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.

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 Regional Quality Manager 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 within 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 provide learners with 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. 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 assessment guidance 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 assessment guidance 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 assessment guidance, 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 a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved 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 10 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

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

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 must be completed by the learner and provided for work submitted for assessment.

| | | | |
|---------------------------------|------------------|----------------|--|
| Learner name: | | Assessor name: | |
| Date issued: | Completion date: | Submitted on: | |
| Qualification: | | | |
| Assessment 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).

| Task ref. | Evidence submitted | Page numbers or description |
|------------------------------------|--------------------|-----------------------------|
| | | |
| | | |
| | | |
| | | |
| Comments for note by the assessor: | | |

| |
|---|
| <p>Learner declaration</p> <p>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.</p> <p>Learner signature: _____ Date: _____</p> |
|---|

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 1 hour. |
| No. of marks | 50 |
| Assessment availability | On demand |
| First assessment availability | November 2013 |
| | |

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 domains:

- 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 units are assessed using a marks-based scheme. 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 will be able to recall and apply knowledge of finance in familiar situations including simple business applications. They will have a sound understanding of key terms, methods, purposes and cost factors related to business. They will be able to interpret information in order to select and apply knowledge of costs, profit, breakeven and cash flow. They will be able to define and describe the processes associated with business finance and perform simple calculations to demonstrate they can select appropriate actions in simple and familiar contexts. They will be able to relate knowledge of business finance to vocational and realistic situations and relate the use of business techniques to planning for success.

Level 2 Distinction

For the externally assessed unit, learners will be able to synthesise knowledge of business finance and how it is used, bringing together skills in using financial methods in realistic contexts. They will be able to analyse how businesses respond to changes, calculating impacts and deducing appropriate reactions. They will be able to apply knowledge to sometimes complex contexts including multiple-stage tasks. They will show depth of knowledge and understanding of how finances affect businesses in different situations, and be able to make effective judgements based on analysis of given information such as costs, sales and prices. They will be able to explore and evaluate potential effects on businesses of financial decisions, and make valid recommendations. They will be able to make judgements from data provided and recommend solutions, controls, plans and actions. They will be able to compare methods and approaches used by different businesses to plan, measure and control finances and 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 2 qualification, and the certification may show a grade of Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. If these are not achieved, a Level 1 or Unclassified grade may be awarded.

Each individual unit will be awarded a grade of Level 2 Pass, Merit or Distinction, Level 1 or Unclassified. Distinction* is not available at unit level.

Award of Distinction* (D*)

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

To achieve a level 2 qualification learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core 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 core 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 | Level 2 Merit | Level 2 Distinction |
| 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, therefore 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 |

The tables below give examples of how the overall grade is determined.

Unit numbering is for illustrative purposes only.

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 | Core unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 2 | Core unit | 30 | 3 | Level 2 Pass | 4 | 12 |
| Unit 3 | Optional 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 more than sufficient points across the core units to be considered for a Level 2.

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 | Core unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 2 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 3 | Optional 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 across the core units to be considered for a Level 2.

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

Example 3: Achievement of an Award at Level 1 but a Level 2 Pass grade points total

| | | GLH | Weighting (GLH/10) | Grade | Grade points | Points per unit (weighting × grade points) |
|--------|-----------------------------------|------------|--------------------|----------------|--------------|--|
| Unit 1 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 2 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 3 | Optional 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 not achieved sufficient points across the core units to achieve a Level 2 but has sufficient points to be considered for a Level 1.

Although the learner has gained enough points overall for a Level 2, they will get a Level 1 qualification as they did not achieve sufficient points across the core units.

Example 4: The learner has not achieved sufficient points in the core 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 | Core unit | 30 | 3 | Unclassified | 0 | 0 |
| Unit 2 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 3 | Optional unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 4 | Optional unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| | Qualification grade totals | 120 | 12 | Unclassified | | 42 |

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

Although the learner has gained enough points overall for a Level 1, they will receive an Unclassified grade as they did not achieve sufficient points across the core units.

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).
 - Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com

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 www.btec.co.uk/2012 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

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. 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: www.btec.co.uk/training

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. Call **0844 576 0027** to contact 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 the new Pearson BTEC Level 1/Level 2 First Award
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/subjectadvisors
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query

Units

Unit 1: Enterprise in the Business World

Level: **1 and 2**

Unit type: **Core**

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. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success.

You will explore different types of business ownership and how these relate to the size and scale of a business, as well as how the type of ownership impacts on the responsibilities of the owners of a business. Combined with looking at types of business model, you can begin to understand how diverse the world of business is.

You will use your understanding of business language to investigate what businesses do by examining the aims and objectives they set, the importance of knowing their market and understanding the influence of their stakeholders.

You will plan an idea for a realistic business start-up in your local area, based on your research, select a format and then present the business model and plan.

This unit should be incorporated throughout the programme of study as the content is synoptic and links to, and underpins, all the other units in the specification.

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 |
|---|
| <p>Learning aim A: Know how trends and the current business environment may impact on a business</p> |
| <p>Topic A.1 Finding information</p> <ul style="list-style-type: none"> ● Sources of information, e.g. broadsheet and local newspapers, professional and trade journals, websites, business networking organisations ● Reliability of sources and bias and currency of information |
| <p>Topic A.2 Factors to consider in the current business environment</p> <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 |
| <p>Topic A.3 Trends affecting business</p> <ul style="list-style-type: none"> ● Social trends, e.g.: <ul style="list-style-type: none"> ○ population changes, increasing life expectancy ○ households and families, e.g. more couples cohabiting ○ education, e.g. increasing achievements at GCSE ○ labour market, e.g. increase in flexible working ○ increasing travel for work, e.g. longer commutes to work ● Technology trends, e.g. increasing use of information technology, telephony and web developments ● Environmental trends, e.g. increase in renewable energy and recycling ● Ethical trends – ethical concerns of potential customers, e.g. carbon footprint, sources of timber, child labour, inadequate pay, animal welfare, identification of values of an organisation and ethical codes to address ethical concerns, contribution of business to the community |
| <p>Topic A.4 Size of business and type</p> <ul style="list-style-type: none"> ● Micro business – up to 9 staff ● SMEs (small and medium enterprises): <ul style="list-style-type: none"> ○ small enterprises – between 10 and 49 staff ○ medium enterprises – between 50 and 249 staff ● Large business – more than 250 staff ● Start-ups and existing businesses |

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, 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, e.g. possible customers, possible routes to market, strategy for dealing with competitors, ideas for financing, ideas for implementation

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
 - 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
 - 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 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 for a business, explaining how the format and supporting evidence justifies the initial business idea. # |
| 1C.6 Present, with guidance, a business model for a business start-up. # | 2C.P6 Present a realistic business model 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.

Assessment guidance

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, rather than becoming knowledgeable about all aspects of the business environment, learners instead 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 is synoptic and it would be advisable to deliver it over the period 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. 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. 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. | Leaflet, presentation, discussion |
| 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 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, who your stakeholders are and a justification of why you think your business will be successful. | Presentation with explanatory notes, of idea, format and business model |

Unit 2: Finance for Business

Level: **1 and 2**

Unit type: **Core**

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 break-even point – the point at which sales equal costs (fixed and variable). All sales over the break-even point produce profits, while any drop in sales below that point will produce losses. You will be introduced to the benefits of break-even 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

Learning aim A: Understand the costs involved in business and how businesses make a profit

Topic A.1 Understand the costs involved in business

Learners should:

- understand and identify costs of a business, including:
 - 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, define and identify the differences between fixed and variable costs, direct and indirect costs, total costs
- calculate total costs (formula will not be given in the assessment)

$$\text{total costs} = \text{fixed costs} + \text{variable costs}$$

Topic A.2 Understand how businesses make a profit

Learners should:

- understand and identify how businesses make money (generate revenue) – from selling their products or services
- identify sources of revenue for a business
- calculate revenue (formula will not be given in the assessment)

$$\text{revenue} = \text{number of sales} \times \text{price per unit}$$

- describe how businesses have to spend money (expenditure) in order to succeed
- identify 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:
 - made a profit
 - made a loss
- define:
 - profit – revenue is more than expenditure
 - loss – expenditure is more than revenue
- calculate profit (formula will not be given in the assessment)

$$\text{profit} = \text{revenue} - \text{expenditure}$$

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)
- be able to interpret from a break-even chart:
 - break-even point
 - profit
 - loss
 - variable costs
 - fixed costs
 - total revenue
 - total costs
 - margin of safety
- calculate the breakeven (formula will be given in the assessment)

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

- analyse and explain the value and importance of breakeven analysis to businesses when planning for success
- analyse and explain the associated risks to businesses of not completing a breakeven analysis
- present given information graphically on a break-even chart
- analyse the effect on the break-even point if sales or (fixed and variable) costs change, and explain 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:

- know the purpose of a cash flow forecast – to identify the money that should be coming into a business (inflows) and the money going out of the business (outflows) over a period of time
- be able to identify inflows and outflows
- explain the purpose of a cash flow forecast, including that it identifies the flow of cash through a business over a period of time
- understand the sources of cash coming into the business (inflows)
- understand the sources and destination of cash leaving the business (outflows)
- identify the impact of timings of inflows and outflows

continued

What needs to be learnt

- understand the benefits of using a cash flow forecast to plan for success in a business (e.g. to produce new goods/services, invest in new resources, expand/reduce activities) and explain the associated risks to businesses of not completing a cash flow forecast
- complete a cash flow forecast from given information, showing individual and total inflows, individual and total outflows, net inflows and outflows, and opening and closing balances
- analyse a business' finances based on cash flow information and identify possible issues for the business from any cash surplus or deficit

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:

- define cost of sales – the cost of producing a product
- define gross profit – the money made from selling a product (revenue) after the cost of producing the product (cost of sales) has been deducted
- calculate gross profit (formula will not be given in the assessment)

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

- explain the impact of positive and negative gross profit on businesses
- define net profit – the money made from selling a product after all costs (expenditure) have been deducted (formula will not be given in the assessment)
- calculate net profit

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

- explain 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:

- identify the purpose of a income statement (profit and loss account) – to show how the business performed financially over a period of time (usually one year)
- 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 and calculates the amount of gross profit
 - expenses/overheads (bottom section of the income statement)
 - calculating net profit

continued

What needs to be learnt

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

- identify the purpose of a statement of financial position (balance sheet) – to show the financial position of a business at a point in time
- understand the format of a statement of financial position (balance sheet)
- categorise total assets and liabilities using a statement of financial position (balance sheet)
- understand that a statement of financial position (balance sheet) shows at a point in time:
 - how a business is funded (capital)
 - how a business is using these funds (net assets)
- complete a statement of financial position (balance sheet) with given figures for a small business (such as a sole trader or partnership), identifying:
 - net assets – what the business owns, or is owed (debtors/trade receivables), including fixed assets and short-term assets
 - liabilities – what the business owes to others (creditors/trade payables), including current liabilities and long-term liabilities
 - capital – how the business is funded (money invested in the business to generate revenue) from:
 - internal sources – money from shareholders (share capital) or retained profits
 - external sources – bank loans or other forms of finance that have to be repaid
 - working capital – the amount of capital used to run day-to-day activities (current assets minus current liabilities): if this figure is negative, the business may have problems financing its day-to-day activities

Topic C.2 Understand how businesses can be more successful

Learners should:

- identify ways in which a business can increase profits
- analyse financial statements for a small business (such as a sole trader or partnership) and suggest appropriate actions the business can take to succeed

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

It is advisable for centres to teach the content of this unit towards the beginning of the course as the content of other units builds on the content of this one.

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and is worth 50 marks. The assessment is available on demand.

Learners will complete an onscreen test that has different types of questions including objective and short-answer questions. Where appropriate, questions contain graphics, photos, animations or videos. An onscreen calculator is available for questions requiring calculations. An onscreen notepad is available for making notes. Each item will have an accessibility panel that allows a learner to zoom in and out, and apply a colour filter.

Unit 3: 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 <ul style="list-style-type: none"> ○ methods, e.g. exhibitions, sponsorship, press releases <p style="text-align: right;"><i>continued</i></p> |

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.

Assessment guidance

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 4: 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 |
| <i>continued</i> |

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.

Assessment guidance

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 5: Sales and Personal Selling

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Did you know that personal selling has many advantages over other methods? It is a direct method of dealing with customers, where each customer receives a relatively high level of personal attention. Personal selling usually involves meeting customers face to face or speaking to them on the telephone. However, new technologies also allow personal contact to take place over the internet, via video conferencing for example. Personal selling is flexible so that sales staff can respond to customer questions.

Businesses have always relied on sales staff to sell goods and services in person and, in doing so, promote the business and its purposes. Sales staff need to know about the products and services they are selling so they can give customers any relevant information that may influence the purchasing decision. The selling process attempts to inform and educate prospective customers and to persuade them to purchase. For example, if you are selling television sets, you will need to know about display technologies, the features of the different products and whether each product is future-proofed against changes in broadcasting technology.

Sales staff are governed by a number of rules and regulations which range from the national legal framework to organisations' own policies. If you are involved in personal selling, you will need a good knowledge of customers' rights and your obligations as a seller.

Successful selling will meet the needs and expectations of customers, while also meeting the organisation's business objectives. In order to achieve this, sales staff need a combination of excellent communication and interpersonal skills, product knowledge, and customer awareness. This unit will introduce you to the methods of selling. You will develop techniques to sell successfully – including effective handling of customer queries and problems – and learn to apply them in different situations. You will also have a chance to put your personal selling skills into practice (for example, demonstrating knowledge of product features and benefits and showing the ability to create awareness, handle objections, and close a sale).

Learning aims

In this unit you will:

- A explore the role of sales staff
- B demonstrate personal selling skills and processes.

Learning aims and unit content

| What needs to be learnt |
|--|
| <p>Learning aim A: Explore the role of sales staff</p> <p>Topic A.1 The functions of the role of sales staff, including:</p> <ul style="list-style-type: none"> ● selling (goods, services, product surround) ● providing information ● dealing with routine enquiries ● representing the organisation. <p>Topic A.2 The skills that sales staff should have, including:</p> <ul style="list-style-type: none"> ● understanding potential customers, e.g. diversity, disability, ethnicity, age ● sales preparation skills, e.g. appearance, subject knowledge, communication skills ● sales techniques, e.g. cold calling, face to face, drop-in visits, telemarketing ● closing a sale, e.g. techniques, timing <p>Topic A.3 The knowledge that sales staff should have, including:</p> <ul style="list-style-type: none"> ● product knowledge, e.g. sizes, functions, colours, capability, compatibility ● sales motivation, e.g. bonuses, discounts, benefits, targets ● legislation affecting personal selling organisational policies, e.g. price matching, discounting, guarantees, after-sales service, customer care, dealing with problems and complaints ● reflective practice, e.g. Gibbs' cycle of reflection <p>Topic A.4 The process of personal selling and additional aspects of the role of sales staff, including:</p> <ul style="list-style-type: none"> ● helping businesses remain competitive ● establishing customer requirements ● matching goods/services to customer requirements ● complying with the law, e.g. for both product and pricing and customer care requirements ● developing customer care and building relationships, e.g. handling queries and dealing with complaints ● gathering feedback ● first point of contact ● promoting the product by informing, reminding and/or persuading. |

What needs to be learnt**Learning aim B: Demonstrate personal selling skills and processes****Topic B.1 Demonstrate personal selling skills, including:**

- preparing for the sales process, including researching appropriate product knowledge, identifying features and benefits of products and knowing how to present this information to customers
- maintaining an appropriate appearance, e.g. personal hygiene, dress
- maintaining an appropriate attitude, e.g. manners, courtesy, consideration, language, positivity
- communicating with customers, e.g. spoken, written, listening, answering routine questions/enquiries, non-verbal, face to face, remote, eye contact, knowing limits of authority
- using different types of communication with customers, e.g. greetings, introductions, attracting customers' attention and interest, identifying and meeting customers' needs, presenting products/product information
- closing techniques, e.g. direct close, silent close, alternative close, presumptive close
- preparing the sales area, including complying with relevant health and safety legislation
- an awareness of personal space

Topic B.2 Demonstrate personal selling processes, including:

- sales – initiate, make, close (greeting and introduction, attracting customers' attention and interest, presenting product information, persuading customers to buy)
- recording information, e.g. sales, payments, customer information
- closing techniques, e.g. direct close, silent close, alternative close, presumptive close
- customer care and after-sales service, e.g. delivery, warranty, satisfaction, follow up, feedback
- dealing with enquiries
- handling complaints or problems
- overcoming barriers to closing the sale, e.g. reinforcing features and benefits, adapting behaviour to audience requirements, showing respect for customers, understanding and empathising with customer views
- repeat sales
- up-selling
- liaison with other departments, e.g. customer collection, despatch, accounts, service
- methods of recording, e.g. in an organised and concise manner, using ranking systems

Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|--|---|--|
| Learning aim A: Explore the role of sales staff | | | |
| 1A.1 Identify two functions of sales staff in a selected business. | 2A.P1 Describe, using examples, four functions of sales staff in a selected business. | 2A.M1 Compare the functions of the sales staff and the different sales skills used in two selected businesses. | 2A.D1 Assess the effectiveness of sales skills and knowledge used by sales staff in two selected businesses. |
| 1A.2 Identify the sales skills used by sales staff in a selected business. | 2A.P2 Describe the sales skills used by sales staff in three different selling situations. | | |
| 1A.3 Outline the importance of product knowledge when making sales. | 2A.P3 Explain the knowledge and skills needed to sell two selected products. | | |
| 1A.4 Outline legislation which affects personal selling in a selected business. | 2A.P4 Explain the legislation which affects personal selling in a selected business. | 2A.M2 Assess the importance of complying with the legal requirements for customer care and selling products in a selected business. | |

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| Learning aim B: Demonstrate personal selling skills and processes | | | |
| 1B.5 Identify product knowledge required to make personal sales. | 2B.P5 Prepare for the sales process for making personal sales to two different types of customer. | 2B.M3 Demonstrate handling a customer problem or complaint. # 2B.M4 Assess the effectiveness of the selling skills and processes used in two different situations. | 2B.D2 Demonstrate the confident use of personal selling skills when making sales in at least three different personal sales situations. # 2B.D3 Evaluate the preparation, skills and processes used in two different personal sales situations and recommend improvements. |
| 1B.6 Answer two routine customer enquiries in a personal sales situation. # | 2B.P6 Demonstrate handling two different types of customer enquiry. # | | |
| 1B.7 Use selling skills in two personal sales situations. # | 2B.P7 Demonstrate effective customer care skills in two personal sales situations. # | | |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

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

Evidence for this unit will require learners to show their knowledge and understanding of the role and importance of personal selling activities to businesses and their customers. This will involve developing and using personal selling skills to make sales to customers. Evidence could include a presentation or written account describing the role of sales personnel and the knowledge, understanding and skills required. Learners should also provide records showing how they have used techniques to demonstrate personal selling skills.

Level 2

To achieve all the pass assessment criteria, learners must have access to a suitable business to carry out their investigations. For 2A.P1, learners need to provide a description, using examples, of four functions of sales staff in a selected business. Selling involves matching the customers' requirements to a product or service and then closing the sale.

For 2A.P2, learners need to describe the sales skills used by sales staff in three different selling situations. For example, someone working on the cosmetics counter in a department store will use different methods to secure a sale when compared to someone who works in a call centre, selling holidays. One scenario involves face-to-face contact with the customer, while the other does not. In the first situation, the sales person must consider the impact of their personal physical presentation, while the sales person in the second scenario must be aware of the impact of vocal presentation.

For 2A.P3, learners need to explain the knowledge and skills needed to sell two selected products. This should include a requirement to know technical information about two products. For example, a television set can have a plasma or LCD display, so sales staff should know the relative merits of each display type. Learners could use evidence from their observations of sales staff in 2A.P1 to help them achieve this criterion.

For 2A.P4, learners must explain the legislation which affects personal selling in a selected business. They need to understand the broad principles of the legislation only and should be able to show understanding by application of these principles to the specific business, using relevant examples. It is important that the learner does not copy verbatim large chunks of text without any application or understanding. Learners should also be aware that many organisations have their own policies and procedures, which complement the legal requirements. These extra policies are often accompanied by a rider to indicate that the customer's statutory rights are not affected.

Learners can develop evidence for 2A.P4 into evidence for 2A.M2, which requires them to assess the importance of complying with the legal requirements for selling products and customer care in a selected business. It is not necessary for the assessment to cover all legal requirements, just those specifically relevant to the business and their particular products or customers.

Learners could combine their evidence for 2A.P1, 2A.P2, 2A.P3, 2A.P4 and 2A.M2 to create an induction pack for new sales staff.

For 2A.M1, learners will extend their comparison of the functions of sales staff and the different sales skills they use in two selected businesses, to examine the responsibility of sales staff in promoting the business and the contribution they make to a business' goals. Learners should understand that personal selling is about more than simply meeting customer needs. Sales staff are the public face of the business, so they have a role in promoting it. This involves being presentable, polite and friendly, and ensuring that the customer has a positive experience and would be happy to provide repeat business. Sales staff must be well informed and able to provide information to customers about products and services. Learners should know that, by providing good customer care, promoting products and services, selling product surround and gathering customer data, sales staff can increase sales, profitability and customer loyalty, thus contributing to business objectives. Work for 2A.M1 can be developed in 2A.D1; to achieve the latter outcome, learners should assess the effectiveness of the sales skills and knowledge used by sales staff in the two businesses they have selected to research. Evidence for 2A.M1 and 2A.D1 could be in the form of a case study to add to the induction pack produced for 2A.P1, 2A.P2, 2A.P3, 2A.P4 and 2A.M2 to illustrate the impact of different sales skills and knowledge in different selling situations.

To achieve learning aim B, learners will need to demonstrate their own personal selling skills. For 2B.P5, learners must make the necessary preparations to sell, including preparing the sales area, self-preparation and ensuring they have the necessary product knowledge to answer customer questions. They should have practised the techniques they will use to elicit information from customers and increase the likelihood of a successful sale. It is important for learners to understand that assessors will not be able to give feedback on these preparations until all criteria for the learning aim have been submitted. Learners should be prepared to deal with two different types of customer, including those with special requirements (e.g. customers for whom English is not a first language, customers with physical disabilities, families with young children).

For 2B.P6, 2B.P7 and 2B.M3, learners must demonstrate their selling skills in a sheltered or real work environment. They will need to show sales and communication skills that create a positive impression of the learner personally, of the products and services being sold, and of the organisation as a whole. Learners will show that they can sell goods in ways that demonstrate good customer care in two different situations. Although these should be routine sales situations, there must be some objections that have to be overcome (e.g. price, features); for 2B.M3, learners should demonstrate their skills in handling a customer problem or complaint.

For 2B.D2, learners must show confidence in selling goods and services and in following associated sales processes. For example, learners should know how to prepare the work area prior to making sales and should be fully informed about products and services. In addition, they should use all the procedures associated with making personal sales to ensure that customers receive a good service and that their requirements are met in full. Learners may role play different scenarios, and these role plays can be videoed to provide assessment evidence. Centres must ensure that learners record a personal statement from a log or diary explaining how they demonstrated their skills. In addition, teachers should provide a written observation record of each learner's performance.

For 2B.M4, learners need to reflect on their performance for 2B.P5, 2B.P6, 2B.P7 and 2B.M3 to assess the effectiveness of the selling skills used in two different situations. For example, sales staff working in a dispensing pharmacy will need a different skill set from sales staff in a clothes store. In a pharmacy, the legal constraints are stronger and customers may be in some distress, seeking advice. In a clothes store, the purchases represent discretionary spending. The legal and regulatory requirements are much more modest and sales staff may need less training.

For 2B.D3, learners should use reflective practice to evaluate the preparation, skills and processes used by sales staff in two different situations. They may draw on their own experiences (as customers) of sales staff. Alternatively, learners may choose to evaluate their own work for other outcomes in learning aim B, using feedback from customers and witnesses (e.g. teachers, peers) and giving their own opinions. Evidence can be in the form of a personal statement from the learner using examples from their demonstration of their selling skills.

Level 1

To achieve the assessment criteria, learners will need access to a suitable business to carry out their investigations. To achieve 1A.1, learners need to identify two functions of sales staff in a selected business. Selling involves matching each customer's requirements to a product or service and then closing the sale. This leads to 1A.2 where learners must identify the sales skills used by the sales staff they observed for 1A.1. Evidence could be provided in the form of a short presentation or a poster.

For 1A.3, learners must outline the importance of product knowledge when making sales, in terms of giving confidence to the sales personnel as well as securing a sale. Learners may draw on their own experience of purchasing a product or service when completing this outcome.

For 1A.4 learners need to outline legislation which affects personal selling in a selected business. They need to outline two broad principles, for example one relating to customer care and one relating to the product. It is important that the learner does not copy verbatim large chunks of text without showing understanding. Learners should be aware that many organisations have their own policies and procedures, which complement the legal requirements. These extra policies are often accompanied by a rider to indicate that the customer's statutory rights are not affected.

For 1B.5, learners need to identify the product knowledge they will require in order to make personal sales. Evidence could involve learners identifying the products they will be selling, researching each one and identifying the features they will present to customers. Learners could submit the notes (including stating the sources of their research) as part of their portfolio of evidence.

For 1B.6 and 1B.7, learners need to demonstrate their personal selling skills through role-play scenarios; video recordings of these role plays may be provided as assessment evidence. Scenarios could be developed from learners' own experiences of customer service or based on case studies, internet research, or examples given on visits or by visiting speakers. It is important at this level that the skills assessed are based on routine customer enquiries. Learners should demonstrate effective presentation, communication and interpersonal skills in at least two different personal selling situations. Centres must ensure that learners record a personal statement from a log or diary describing how they demonstrated the skills. In addition, teachers should provide a written observation record of each learner's performance.

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.D1 | New Starter Induction | You are working in a department store as a sales advisor. You have been given the task of assisting your manager to prepare training materials for new sales staff. To do this, you will need to investigate how other sales staff in the store use their skills and knowledge to sell products to customers. You will then use your research to create training materials for new staff to learn about the role and function of sales staff in the business, and which offer guidance on how to sell products effectively to customers. | Induction pack |
| 1B.5, 1B.6, 1B.7, 2B.P5, 2B.P6, 2B.P7, 2B.M3, 2B.M4, 2B.D2, 2B.D3 | Making Sales | <p>You are working in a department store as a sales advisor. You need to prepare to sell products to customers. You will demonstrate personal selling skills and processes, and also effective customer care skills in different selling situations. This will include dealing with customer enquiries and problems or complaints. You will reflect on your personal selling skills and suggest improvements that you could make in the future.</p> <p>When demonstrating your personal selling 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.</p> | <p>Observation records</p> <p>Portfolio of evidence and records (e.g. sales diary)</p> |

Unit 6: Introducing Retail Business

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Did you know that over three million people (around 11 per cent of the total UK workforce) are employed in retail in the UK? Would you be surprised to find out that there are an estimated 290,000 retail units in the UK and that UK retail sales run to approximately £290 billion annually?

More than a third of retail spending is conducted through retail outlets. However, internet shopping has become increasingly popular in recent years and there are now more than 150,000 online retail businesses. You may be interested to learn that more than 600,000 British jobs are in, or supporting, e-retail in the UK. Retail business is a very dynamic sector to work in, constantly changing in order to appeal to customers and keep up with the competition.

In this unit, you will gain an understanding of the ways in which retailing has developed in the UK. You will learn about the structure and organisation of the retail sector and current trends in the industry. You will have the opportunity to research the variety of job roles available in retail operations and explore the progression routes for those jobs. You will gain an understanding of the links between retailing and the wider political and economic environment and investigate important issues that affect the retail sector.

Learning aims

In this unit you will:

- A explore the structure and organisation of retail business
- B investigate the relationship between retail business and the external environment.

Learning aims and unit content

| What needs to be learnt |
|---|
| <p>Learning aim A: Explore the structure and organisation of retail business</p> |
| <p>Topic A.1 The nature of retailing, including:</p> <ul style="list-style-type: none"> • definitions • the relationship between wholesaling and manufacturing • the supply chain • retail channels (the routes that retailers use to get products and services to market), e.g. shops/stores, showrooms, e-tailing, mobile technology, catalogues, home shopping, market stalls <p>Topic A.2 Retail sub-sectors</p> <ul style="list-style-type: none"> • Product-related sub-divisions of the retail industry, e.g. automotive, clothing, electrical goods, food and grocery, footwear, DIY, electrical goods, homewares, music and video, specialised stores, personal care, second-hand goods <p>Topic A.3 Retail business ownership</p> <ul style="list-style-type: none"> • Types of ownership of different-sized businesses in different retail sub-sectors, e.g. sole traders, partnerships, limited companies, public limited companies, franchises <p>Topic A.4 Retail outlets</p> <ul style="list-style-type: none"> • Types and sizes, including micro, small and medium enterprises (SMEs) and large outlets, e.g. independent traders, convenience stores, symbol groups, specialist outlets, market stalls, kiosks, multiple/chain stores, discount stores, cooperatives, franchising, superstores, hypermarkets, department stores <p>Topic A.5 Non-outlet retailing</p> <ul style="list-style-type: none"> • Types of non-outlet retailing, e.g. mail order, e-tailing, catalogues, telephone selling, vending machines, shopping channels <p>Topic A.6 Location</p> <ul style="list-style-type: none"> • Locations of retail businesses, e.g. city/town, out of town, district, retail parks, primary locations, secondary locations <p>Topic A.7 Jobs in retail business</p> <ul style="list-style-type: none"> • Roles in store operations and their progression routes, e.g. cashier, customer service, retail assistant, sales floor assistant, sales floor supervisor, stockroom assistant, stockroom supervisor, receptionist, shop assistant <p>Topic A.8 Supporting retail businesses</p> <ul style="list-style-type: none"> • The importance of businesses that support the retail sector, e.g. transport and delivery companies, suppliers and manufacturers, computing and financial services, tradespeople, shop fitters, marketing and advertising agencies, legal and accountancy firms (accountancy services include preparing financial statements, conducting audits of the business, providing financial advice) <p style="text-align: right;"><i>continued</i></p> |

What needs to be learnt**Topic A.9 Aims and objectives**

- The types and purpose of aims and objectives used by retail businesses
- How aims and objectives are used in retail businesses, including use of SMART (specific, measurable, achievable, realistic and time-related) targets

Topic A.10 Measuring performance

- How retail businesses use Key Performance Indicators (KPIs), e.g.:
 - sales
 - profit
 - sales/profit per square metre
 - sales per employee
 - average revenue per customer
 - service level
 - customer satisfaction
 - stock holding
 - returns
 - complaints
 - environmental performance targets

What needs to be learnt**Learning aim B: Investigate the relationship between retail business and the external environment****Topic B.1 Retail business in the UK**

- Issues linked to relationships between developments in UK retail businesses and the external environment, including:
 - environmental issues, e.g. increased traffic, carbon footprint, packaging issues, food miles, green site developments
 - ethical issues, e.g. Fairtrade products, child labour, corporate responsibility, genetically modified foods, organic foods, healthy living, processed foods, products tested on animals
 - community concerns, e.g. impact on town centres of out-of-town developments, impact on small retailers, increased traffic, new road developments, pressure on local infrastructures, transport systems and cost
 - political issues, e.g. competition between the large supermarkets, competition commission, out-of-town retail developments, advertising campaigns
- The benefits of retail developments to communities and customers, including:
 - economic benefits, e.g. providing employment, donations and sponsorship, supporting local charities and voluntary bodies, attracting new businesses, attracting new customers, attracting new people to live in the area
 - social benefits, e.g. providing meeting places, cafés and restaurants in store, providing additional facilities and community spaces
 - customer benefits, e.g. disability and mobility benefits, ease of access to channels, free parking, cheap petrol

Topic B.2 Doing business with the rest of the world

- Issues linked to relationships between UK retail businesses and international markets, e.g. factors to consider when exporting UK retail models to other countries, customs, styles, lifestyles, tastes, self-entry, acquisition, franchising, joint ventures, location issues, economic and legislative environments, cultural considerations

Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|--|---|---|
| Learning aim A: Explore the structure and organisation of retail business | | | |
| 1A.1 Identify the sub-sector, channels, format, size and location of a retail business. | 2A.P1 Describe the sub-sector, channels, format, size, ownership and location of two retail businesses operating in different sub-sectors. | 2A.M1 Assess two different types of ownership of selected retail businesses. 2A.M2 Explain how and why two retail businesses operating in different sub-sectors use aims and objectives. | 2A.D1 Evaluate how two retail businesses operating in different sub-sectors measure their performance, with reference to Key Performance Indicators (KPIs). |
| 1A.2 Outline the functions of two job roles in store operations. | 2A.P2 Describe the functions of two job roles in store operations and their progression routes. | | |
| 1A.3 Identify two types of business that support retail businesses. | 2A.P3 Explain, using examples, the role of two businesses that support retail businesses. | | |
| 1A.4 Identify types of non-outlet retailing used by two retail businesses. | 2A.P4 Describe how two retail businesses operating in different sub-sectors make use of non-outlet retailing. | | |
| 1A.5 Outline one aim and one objective of a retail business. | 2A.P5 Describe the aims and objectives of two retail businesses operating in different sub-sectors. | | |

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|--|--|--|---|
| Learning aim B: Investigate the relationship between retail business and the external environment | | | |
| 1B.6 Outline two issues of concern and two benefits that can arise from two retail developments in the UK. | 2B.P6 Explain, using examples, two issues of concern and two benefits that can arise from retail developments in the UK. | 2B.M3 Assess the benefits for the local community of a retail development in the UK. | 2B.D2 Evaluate the impact of a retail development in the UK on the local community. |
| 1B.7 Identify three issues UK businesses must consider when they decide to operate in another country. | 2B.P7 Explain, using examples, three issues facing UK retail businesses when they decide to operate in another country. | | |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

No special resources are needed for this unit.

Assessment guidance

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

To achieve 2A.P1, learners should demonstrate their awareness of the structure of retail businesses. They should choose two retail businesses operating in different sub-sectors (for example, Next and an independent baker) and, for each one, describe the sub-sector, channels, format, size, ownership and location. For 2A.P2, learners should describe the functions of two job roles in store operations and the progression routes of each role. For 2A.P3, learners must understand that, in order to operate effectively, retailers need support from a range of different businesses. Learners should use real examples to explain the role of two businesses that support retail businesses. They can use their evidence from 2A.P1, 2A.P2, 2A.P3 to develop their response to 2A.M1 where they must assess two different types of ownership of selected retail businesses, looking at the benefits of the type of ownership for the businesses chosen.

For 2A.P4, learners will need to research non-outlet retailing and describe how it is used by two retail businesses operating in different sub-sectors. To achieve 2A.P5, learners will need to research the aims and objectives of retail businesses. Using their own words (rather than downloading information directly from the internet), learners must describe the aims and objectives of two retail businesses operating in different sub-sectors. This evidence leads to 2A.M2 where learners must explain how and why these two retail businesses use aims and objectives. Learners can develop this further in 2A.D1 where they must evaluate how two retail businesses operating in different sub-sectors measure their performance, with reference to Key Performance Indicators (KPIs). This can involve looking at how KPIs are used to help these businesses achieve their aims and objectives. For 2A.M2 and 2A.D1, learners may focus on the same retail businesses as in 2A.P4 and 2A.P5, or select different ones.

To meet the requirements of 2B.P6, learners need to identify at least two proposed, under construction or completed retail developments. They should then explain, using examples, two issues of concern and two benefits that can arise from these developments. For 2B.M3, learners need to assess the benefits for the local community of the retail development by looking at factors such as increased job opportunities and regeneration of the local area. For 2B.D2, learners will need to evaluate the impact of the retail development on the local community, taking into account factors such as environmental, ethical and political issues that may affect the community.

For 2B.P7, learners will need some knowledge of international developments such as Tesco's expansion overseas. They should use real examples in explaining three issues facing UK retailers when they decide to operate in other countries. Evidence could be in the form of a leaflet aimed at decision makers for the business.

Level 1

To meet the requirements for 1A.1, learners should show that they understand the nature of the retail sector. They should select a real retail business and identify the sub-sector, channels, format, size and location. In order to achieve 1A.2, learners could draw on their own experience to outline the functions of two job roles in store operations. To achieve 1A.3, learners should identify two types of business that support two retail businesses. For 1A.4, learners should provide examples of non-outlet retailing used by two retail businesses. These examples should not be limited to internet retailers but should include other forms of non-outlet retailing, such as catalogues. For 1A.5, learners need to outline one aim and one objective of a retail business.

Learning aim B asks learners to look at the wider implications of retail business. For 1B.6, learners will need to identify two proposed, under construction or completed retail developments and outline two issues of concern and two benefits that may arise from these developments. For 1B.7, learners need to identify three issues retail businesses face when considering operating in another country. Evidence could be in the form of a leaflet aimed at decision makers for 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 |
|--|-----------------------------|--|---|
| 1A.1, 1A.2, 1A.3, 1A.4, 1A.5, 2A.P1, 2A.P2, 2A.P3, 2A.P4, 2A.P5, 2A.M1, 2A.M2, 2A.D1 | What is Retail Business? | You are working on behalf of the British Retail Consortium to provide information for an article for a local newspaper on raising the awareness of retail businesses in the area. To do this, you will need to research retail businesses in the local area, looking at sizes and sub-sectors. Your article must contain examples of real businesses. | Presentation Teacher/peer reviews |
| 1B.6, 1B.7, 2B.P6, 2B.P7, 2B.M3, 2B.D2 | Development for the Better? | Continuing your work for the British Retail Consortium, you will examine the relationship between developments in retail business and the effect on the local community. You will be presenting your findings to representatives of the local retail business community (these could be real members of the local retail business community or peers and teachers taking on these roles). Finally, you will look at factors a retail business would need to consider if it decided to operate in another country. You will use your research to produce some guidance for retail businesses considering operating in another country. | Presentation or discussion Video recording of discussion Teacher/peer reviews |

Unit 7: Providing Business Support

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

All businesses need a range of functions to be carried out to support their successful operation. Large businesses often have a separate department to carry out support tasks such as reception, centralised filing, printing services and diary management. Smaller businesses may just have one role which covers all the support functions required. This unit will introduce the overarching purpose of providing business support, irrespective of the size of the business concerned. You will investigate a range of office equipment, its purpose and how to use it safely.

You will have the opportunity to develop skills in organising and providing support for meetings. This will include activities such as the practical considerations of booking rooms or venues and equipment, and other preparatory work, including sending information to attendees and organising resources.

You will explore the support tasks involved during a meeting including setting up the meeting room, meeting health and safety requirements, assisting meeting delegates or visitors and taking accurate records. You should be encouraged to develop these skills in practical situations.

Learning aims

In this unit you will:

- A understand the purpose of providing business support
- B use office equipment safely for different purposes
- C organise and provide support for meetings.

Learning aims and unit content

| What needs to be learnt |
|--|
| <p>Learning aim A: Understand the purpose of providing business support</p> <p>Topic A.1 Types of support, including:</p> <ul style="list-style-type: none"> • dealing with visitors • organising travel and accommodation • managing diaries • using telephone systems to make, receive and transfer calls • organising and supporting meetings • producing documents • processing and storing information, both manually and electronically <p>Topic A.2 The purpose of providing business support, including:</p> <ul style="list-style-type: none"> • ensuring consistency • making effective use of time • providing support for managers, teams, colleagues and departmental processes • providing effective service to internal and external customers |
| <p>Learning aim B: Use office equipment safely for different purposes</p> <p>Topic B.1 Office equipment</p> <ul style="list-style-type: none"> • Types, e.g. computer, printer, photocopier, telephone system, office chair • Features and functions • Instruction manuals • Training in usage of equipment • Problem solving • Meeting different business requirements <p>Topic B.2 Working safely</p> <ul style="list-style-type: none"> • Health and safety issues when using office equipment, e.g. correct seating and posture, positioning and distance of monitor, mouse and keyboard • Following relevant health and safety legislation for working safely • Safe lifting techniques, e.g. when lifting stationery to refill printer or piles of meeting documents • Following instructions, including technical instructions (e.g. from equipment manuals) and business' own instructions for using equipment (e.g. training manual) |

What needs to be learnt**Learning aim C: Organise and provide support for meetings****Topic C.1 Types of meeting, including:**

- different sizes
- internal and external
- formal and informal
- confidential, e.g. concerning human resource (HR) issues or company strategy
- team meetings

Topic C.2 Organising meetings, including:

- meeting brief and agenda
- checking dates
- confirming budget
- choosing and booking venues
- sending meeting invitations with date and time of meeting, meeting agenda and any other relevant documentation, e.g. minutes of previous meeting
- arranging catering, equipment and resources
- sending delegates the venue address and map, details of transport links, local accommodation
- keeping a record of those people who have said they will attend the meeting and those who have sent their apologies in advance
- identifying any special requirements, e.g. dietary, mobility

Topic C.3 Supporting meetings, including:

- documentation for attendees, e.g. additional copies of agenda and other papers such as minutes of previous meeting
- attendance list
- checking room is set out correctly
- checking equipment is working
- serving refreshments
- preparing an accurate list of those present at the meeting
- noting apologies for absence
- agreeing minutes of last meeting if appropriate
- taking accurate minutes of the meeting, including agreed actions

Topic C.4 Follow-up activities, including:

- clearing the venue – ensuring that the venue or room is cleared and tidied and left in a presentable state after the meeting, e.g. clearing coffee cups, clearing papers away, tidying tables and chairs
- writing up minutes after the meeting, including agreed actions
- circulating documents to attendees within agreed timescales, e.g. minutes and any other documentation requested for circulation at the meeting
- monitoring completion of agreed actions

Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|--|--|---|--|
| Learning aim A: Understand the purpose of providing business support | | | |
| 1A.1 Identify types of business support in two contrasting businesses. | 2A.P1 Explain the purpose of different types of business support in two contrasting businesses. | | |
| Learning aim B: Use office equipment safely for different purposes | | | |
| 1B.2 Identify office equipment to meet different business requirements. | 2B.P2 Describe the use of office equipment to meet different business requirements. | 2B.M1 Explain the appropriate uses of office equipment types, features and functions to suit different business purposes. | 2B.D1 Analyse the contribution that office equipment makes to the provision of business support. |
| 1B.3 Demonstrate using different types of office equipment safely, with guidance and in accordance with health and safety legislation. | 2B.P3 Demonstrate using office equipment safely, in accordance with health and safety legislation. | 2B.M2 Demonstrate understanding of the application of safe lifting techniques when using office equipment. | |

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|--|--|
| Learning aim C: Organise and provide support for meetings | | | |
| 1C.4 Draw up a checklist for organising and supporting either an internal or an external meeting. | 2C.P4 Organise a meeting according to specified requirements using a checklist. | 2C.M3 Explain the organisation and support required for different types of meeting. | 2C.D2 Evaluate own contribution to providing support before, during and after the meeting, and suggest improvements. |
| 1C.5 Produce a meeting brief and agenda for either an internal or an external meeting. # | 2C.P5 Produce accurate documents required prior to a meeting and take notes during the meeting. # | 2C.M4 Produce accurate and detailed post-meeting documentation (including minutes) prepared from notes taken during meeting discussions. # | |
| 1C.6 Provide some support at either an internal or an external meeting and assist in clearing the venue after the meeting has finished. | 2C.P6 Provide all required support for a meeting, including follow-up activities. | | |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resource required for this unit is access to suitable office equipment.

Assessment guidance

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

Evidence for this unit will require learners to show that they have an understanding of the purpose of business support, demonstrate how to use office equipment safely, and organise and provide support for a meeting.

For 2A.P1, learners must investigate two contrasting businesses; examples could be from any type of business. A presentation, leaflet or report explaining the purpose of different types of support in two different businesses, the organisation and support required for different types of meeting, and the use of office equipment (including features and functions) could cover 2A.P1, 2B.P2, 2B.M1 and 2C.M3. Learners could draw on their knowledge of businesses, gained through visits, work placements and case studies, to develop their explanation. Their evidence should show a clear link between the purpose of support and the type of support being delivered. Learners should present at least two examples that are sufficiently different to show a recognisable contrast. Presentations should be supported by learner research and presentation notes/slides/handouts and witness statements for verification purposes. Presentations could be delivered to an invited audience, which may include appropriate specialists, such as human resources managers, as well as local business operators. These guests should be briefed about their role in the assessment process and how they can contribute to assessing learners' work.

For 2B.P3, learners need to demonstrate that they can follow instructions accurately when using office equipment in a correct and safe manner, complying with relevant health and safety legislation. For 2B.M2, learners will need to demonstrate understanding of the application of safe lifting techniques when using office equipment, for example when refilling the printer with paper. The evidence will be records of the equipment used together with a witness testimony stating that the learner has used the equipment safely and correctly and demonstrated knowledge of safe lifting techniques. As a minimum, learners must use a computer, a printer, a telephone and an office chair. Learner evidence can include records of the learner using office equipment and ensuring that safety and security procedures are followed while carrying out different administrative tasks (for example asking visitors to sign in and issuing visitor badges). Evidence could be an observation report that identifies and confirms correct and safe use of the equipment, for example using the computer safely and ensuring that seating and posture are correct.

2B.M1 can also be evidenced through discussions with the learner (instead of through a presentation or report as suggested above). Much will depend on the capabilities of the equipment they have used. If using advanced equipment, learners can explain how the facilities suited the purposes they were required to meet. If equipment facilities are limited, learners can explain what additional facilities they would have used had they been available. Learners must demonstrate appropriate knowledge of modern equipment, regardless of whether or not it was available for them to use in practical circumstances.

For 2C.P4, 2C.P5 and 2C.P6, learners need to organise and provide all the required support for a meeting, producing all pre-meeting documentation and completing follow-up activities. To offer scope to achieve these assessment criteria and address all the requirements of the unit content, learners should aim to cover the majority of the components of Topics C.2, C.3 and C.4. It is recommended that the meeting is larger than a small team meeting and involves using equipment (such as a laptop and LitePro). Learners need to present their own evidence for these assessment criteria, so it is important that they are clear about how to present their evidence. Much of the evidence generated will be through the documentation learners prepare to support a meeting, such as notification of the time and date of the meeting, the agenda and minutes from the last meeting. Learners should also gather appropriate witness testimonies and/or teacher observation records to supplement the evidence they have generated for themselves.

For 2C.M4, learners should provide accurate post-meeting documents, including the minutes taken, the action points and documents circulated after the meeting has taken place. In addition, they should monitor completion of any required actions if appropriate.

For 2B.D1, learners should analyse the contribution that office equipment makes to the provision of business support. They should provide two examples – one from their own experience of supporting a meeting and one from their research.

Learners can use their evidence from 2B.D1 to help achieve 2C.D2, where they will evaluate their contribution to providing support for the meeting they organised and suggest improvements.

Level 1

Evidence for this unit will require learners to show they have an understanding of the types of business support required in businesses, demonstrate how to use office equipment safely and provide support for a meeting.

For 1A.1, learners must investigate two contrasting businesses; examples could be from any type of business. A presentation, poster or leaflet identifying different types of business support required in those businesses, and the support required at meetings they may hold, could cover 1A.1. Presentations and posters should be supported by learner research and presentation notes/slides/handouts and witness statements must be made available for verification purposes. Presentations could be delivered to an invited audience which may include appropriate specialists, such as human resources managers, as well as local business operators. These guests should be briefed about their role in the assessment process and how they can contribute to assessing learners' work.

For 1B.2, learners need to identify office equipment to meet different business requirements and for 1B.3, demonstrate that they can use office equipment in a correct and safe manner, following relevant health and safety legislation. Evidence for this learning outcome will include records of the equipment used together with a witness testimony that the learner has used it correctly. As a minimum, learners must use a computer, a printer, a telephone and an office chair. Evidence could be an observation report that identifies and confirms correct and safe use of the equipment, for example using the computer safely and ensuring that seating and posture are correct.

For 1C.4, 1C.5 and 1C.6, learners need to draw up a checklist of activities to complete when organising and supporting either an internal or an external meeting. These activities include producing a meeting brief and agenda for that meeting and providing support at the meeting, including clearing or tidying the venue/room.

Evidence will need to include records (such as a witness testimony or observation record) of learners providing support for the meeting.

Evidence for 1B.2 can be combined with that produced for 1C.3, 1C.4 and 1C.5, with an observation report being generated that identifies and confirms correct and safe use of office equipment when the learner is producing documentation to support a meeting.

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, 1B.2, 1B.3, 2A.P1, 2B.P2, 2B.P3, 2B.M1, 2C.M2, 2B.D1 | Supporting Business | You work for a business consultancy that has been asked to audit the efficiency of business support in two contrasting businesses. You will need to explain the purpose of the different business support used in these businesses, including how the features and functions of office equipment meet different business requirements. You will also need to explain the organisation and support required for different types of meeting in these two businesses. You will also demonstrate the correct use office equipment in a safe manner that meets current health and safety legislation. | Leaflet, presentation or report |
| 1C.4, 1C.5, 1C.6, 2C.P4, 2C.P5, 2C.P6, 2C.M42C.D2 | Meeting Support | You will organise and provide business support for a meeting, and all follow-up activities. This will include booking a room or venue, booking equipment, and all other preparatory work, including sending information to attendees, organising resources, and all follow-up activities such as clearing the room afterwards. You will set up the meeting room, assist meeting delegates, provide accurate documents and records both prior to, during and after the meeting, including taking accurate notes during the meeting. | Demonstration of skills, meeting documentation, witness testimonies, teacher observation report and reflective report |

Unit 8: 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.

Assessment guidance

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 |
|---|--|--|--|
| <p>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</p> | <p>Recruitment and Job Application & Career planning</p> | <p>For this assignment you will take on two roles. 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> | <p>Completion of required documents Detailed witness testimony/observation record from interviews required Individual plan</p> |

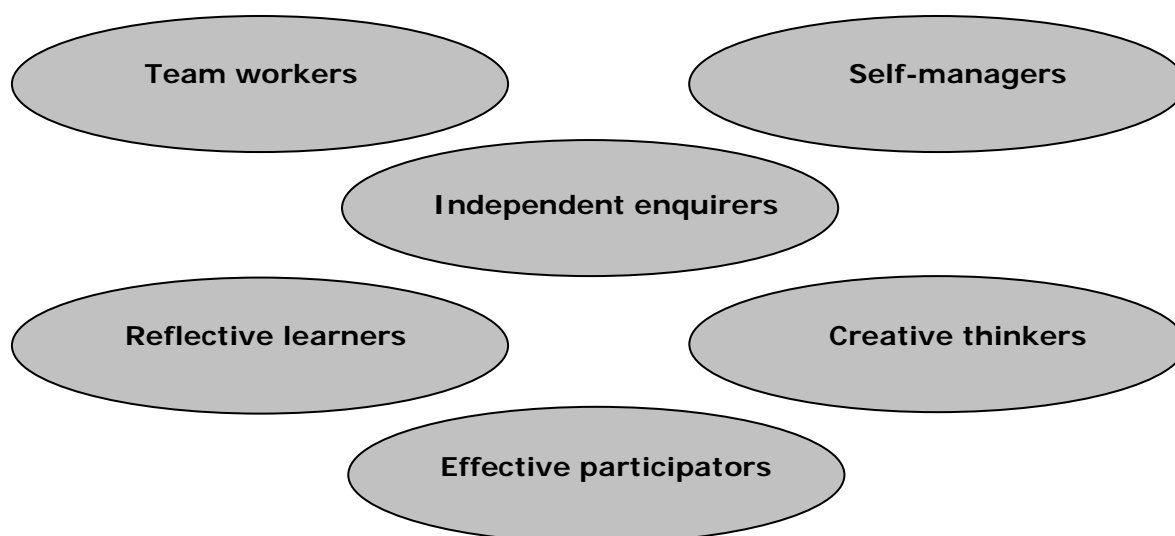
Annexe A

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 | ✓ | ✓ | | | | ✓ |
| 7 | | ✓ | ✓ | ✓ | ✓ | |
| 8 | ✓ | ✓ | ✓ | | ✓ | |

Annexe B

English knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria (including functional elements).

| Unit number and title | Learning aim | Assessment criterion reference | Subject content area from the GCSE subject criteria (details of the content area can be found below) |
|---|--------------|--|--|
| Unit 1: Enterprise in the Business World | B | 1B.4, 2B.P4 | 2, 5, 15 |
| | C | 1C.6, 2C.P6, 2C.M5, 2C.D3 | 2, 7, 15, 16 |
| Unit 2: Finance for Business (External) | N/A | N/A | N/A |
| Unit 3: Promoting a Brand | B | 2B.P5 | 2, 7, 15 |
| Unit 4: Principles of Customer Service | B | 1B.7, 2B.P7, 2B.M4, 2B.D2 | 2, 5, 9–12 |
| Unit 5: Sales and Personal Selling | B | 1B.6, 1B.7, 2B.P6, 2B.P7, 2B.M3, 2B.D2 | 2, 5, 9–12 |
| Unit 6: Introducing Retail Business | N/A | N/A | N/A |
| Unit 7: Providing Business Support | C | 1C.5, 2C.P5, 2C.M4 | 2, 4, 15 |
| Unit 8: Recruitment, Selection and Employment | B | 1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2 | 2, 4, 15 |
| | C | 1C.5, 2C.P5, 2C.M4 | 2, 5, 9–12 |
| | | 1C.6, 2C.P6, 2C.M5 | 2, 4, 5, 15 |

GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

Learners should:

- 1 analyse spoken and written language, exploring impact and how it is achieved
- 2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- 3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- 4 understand and use the conventions of written language, including grammar, spelling and punctuation
- 5 explore questions, solve problems and develop ideas
- 6 engage with and make fresh connections between ideas, texts and words
- 7 experiment with language to create effects to engage the audience
- 8 reflect and comment critically on their own and others' use of language.

In speaking and listening, learners should:

- 9 present and listen to information and ideas
- 10 respond appropriately to the questions and views of others
- 11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- 12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

In reading, learners should:

- 13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- 14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

In writing, learners should write accurately and fluently:

- 15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- 16 adapting form to a wide range of styles and genres.

Annexe C

Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE Mathematics subject criteria (including functional elements).

| Unit number and title | Learning aim | Assessment criterion reference | Subject content area from the GCSE subject criteria (details of the content area can be found below) |
|---|--------------|--------------------------------|--|
| Unit 1: Enterprise in the Business World | A | 2A.P2, 2A.M2, 2A.D1 | 1–8, 12–17, 21, 24 |
| | B | 1B.4 | 1–8, 12–17, 21 |
| | B | 2B.P4, 2B.M4, 2B.D2 | 1–8, 12–17, 21, 24 |
| Unit 2: Finance for business (External) | A | N/A | 1–8, 12–17, 21, 24 |
| | B | | |
| | C | | |
| Unit 3: Promoting a brand | N/A | N/A | N/A |
| Unit 4: Principles of customer service | N/A | N/A | N/A |
| Unit 5: Sales and personal selling | N/A | N/A | N/A |
| Unit 6: Introducing retail business | N/A | N/A | N/A |
| Unit 7: Providing business support | N/A | N/A | N/A |
| Unit 8: Recruitment, selection and employment | N/A | N/A | N/A |

GCSE Mathematics subject content area

The topic areas below are drawn from the GCSE Mathematics subject criteria.

Learners should be able to:

- 1 understand number size and scale and the quantitative relationship between units
- 2 understand when and how to use estimation
- 3 carry out calculations involving $+$, $-$, \times , \div , either singly or in combination, decimals, fractions, percentages and positive whole number powers
- 4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
- 5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
- 6 understand and use the symbols $=$, $<$, $>$, \sim
- 7 understand and use direct proportion and simple ratios
- 8 calculate arithmetic means
- 9 understand and use common measures and simple compound measures such as speed
- 10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
- 11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
- 12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes
- 13 substitute numerical values into simple formulae and equations using appropriate units
- 14 translate information between graphical and numerical form
- 15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
- 16 extract and interpret information from charts, graphs and tables
- 17 understand the idea of probability
- 18 calculate area and perimeters of shapes made from triangles and rectangles
- 19 calculate volumes of right prisms and of shapes made from cubes and cuboids
- 20 use Pythagoras' theorem in 2-D
- 21 use calculators effectively and efficiently

In addition, level 2 learners should be able to:

- 22 interpret, order and calculate with numbers written in standard form
- 23 carry out calculations involving negative powers (only -1 for rate of change)
- 24 change the subject of an equation
- 25 understand and use inverse proportion
- 26 understand and use percentiles and deciles
- 27 use Pythagoras' theorem in 2-D and 3-D
- 28 use trigonometric ratios to solve 2-D and 3-D problems.

Annexe D

Synoptic assessment

Synoptic assessment in business is embedded throughout the assessment criteria across the units of study. The core units provide the essential knowledge, understanding and skills required in business, and underpin the content of the optional specialist units.

Learners studying the Pearson BTEC Level 1/Level 2 First Award in Business are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria, these includes:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their knowledge of specific specialist areas of business, such as finance, selling and customer care
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another and how each may contribute to different business contexts/situations
- making and applying connections to particular business contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence presented
- being able to suggest or apply different approaches to contexts or situations
- synthesising information gained from studying a number of different business activities
- applying knowledge, understanding and skills from across different units to a particular business situation, issue or case study
- using specialist terminology where appropriate
- demonstrating use of transferable skills
- developing an appreciation and awareness of the use of different techniques, methods or approaches to investigate and/or address specific client/performer needs, issues or situations
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

For example, *Unit 1: Enterprise in the Business World* gives learners the opportunity 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 4: Principles of Customer Service* and *Unit 5: Sales and Personal Selling*, as well as the two core units. For this reason it is advisable for centres to deliver Unit 1 throughout the programme of study.

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