



Qualification Specification

**GA Level 3 Certificate in Business Enterprise and
Entrepreneurship Studies**

603/6331/9

This qualification is subject to the GA Centre Assessment and
Standards Scrutiny and General Moderation policy.

Section 1 - Qualifications Overview

1.1 Introduction: About the Gatehouse Awards Level 3 Certificate in Business Enterprise and Entrepreneurship Studies Qualification.

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 3 Certificate in Business Enterprise and Entrepreneurship Studies Qualification. The qualification has been mapped to the knowledge and understanding requirements in the National Occupational Standards for Business Enterprise. The qualification is aimed at meeting the needs of candidates, employers and institutes of Higher Education.

This document provides centre staff, candidates and employers with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Last Review Date	Next Review Date
GA Level Certificate in Business Enterprise and Entrepreneurship Studies	603/6331/9	24/08/2020	Jan 2025	Jan 2030

1.3 Qualification Aims and Objectives

The aim of this qualification is to provide candidates with a sound foundation to develop their knowledge of enterprise skills and start a career in business, to progress onto further learning or directly into employment in a business or self-employment.

This qualification will provide candidates with knowledge and understanding of a wide range of enterprise, entrepreneurship and business skills, including defining a business idea, business

planning, business finances, marketing and promotion of products/services, human resources, dealing with problems, customer service skills and innovative improvement in business.

This qualification can be relied upon by employers to indicate that an individual has the knowledge and understanding to undertake a specific role in the workplace.

1.4 Qualification Structure and Overview: GLH, TQT, Credit Values and Units

The GA Business Enterprise and Entrepreneurship Studies qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of this qualification is as follows:

GA Level 3 Certificate in Business Enterprise and Entrepreneurship Studies			
GLH*	180	Credit Value	27
TQT**	270	Level	3
Assessment Requirements			
Learners may choose any of the available units to make up the required number of credits.			
Learners are required to build a portfolio of evidence.			
This qualification is internally assessed and internally moderated by the centre. It is subject to external moderation and quality assurance.			

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

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

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification are designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

Units within this qualification

The units within the qualification are listed below. Detailed Unit Specifications are contained within Section 4 of this document.

Unit Title		GLH	Credits	Unit Reference
1	Bidding for Work	15	3	A/618/3492
2	Building Effective Business Relationships	25	4	F/618/3493
3	Business Advertising	20	3	J/618/3494
4	Business Banking	15	3	Y/618/3497
5	Business Legislation	25	4	H/618/3499
6	Carry out a Business Review	30	4	L/618/3500
7	Checking the Likely Success of a Business Idea	25	4	R/618/3501

8	Choosing a Legal Format for a Business	15	3	Y/618/3502
9	Conduct a Workplace Risk Assessment	20	3	D/618/3503
10	Creating a Business Plan	20	3	H/618/3504
11	Developing a Business Website	30	4	A/618/3508
12	Developing Health and Safety Procedures	25	4	F/618/3509
13	Ensuring Customers Pay on Time	20	3	F/618/3512
14	Environmental Awareness in a Business	20	3	L/618/3514
15	Exploring Own Business Motives	15	3	Y/618/3516
16	Financial Records for a Business	20	3	H/618/3518
17	Financing a Business	30	4	D/618/3520
18	Identifying Needs and Suppliers for a Business	20	3	M/618/3523
19	Making a Business Presentation	20	3	F/618/3543
20	Making Changes to Improve a Business	20	3	J/618/3527
21	Managing Cash Flow	20	3	R/618/3546
22	Planning Sales of Business Products and Services	20	3	M/618/3554
23	Putting a Business Plan into Action	30	4	F/618/3557
24	Reviewing the Skills a Business Needs	25	4	L/618/3562
25	Running a Business from Home	30	4	R/618/3563
26	Securing Business Premises	20	3	Y/618/3564
27	Selling Online	30	4	D/618/3565
28	Winning and Keeping Customers	20	3	M/618/3568

1.5 Intended Audience, Age and Entry Requirements

The GA Level 3 Certificate in Business Enterprise and Entrepreneurship Studies qualification is intended for candidates whose current or desired job role requires them to develop knowledge and understanding of business, enterprise and entrepreneurship, and for candidates wishing to start their own business, gain employment in a business or progress to further education and training programmes in a related area, who wish to acquire a formal qualification.

Those involved already in running a business or working within a specific role in a business may consider the GA Level 3 Certificate in Business Enterprise and Entrepreneurship Studies qualification as a refresher, an opportunity to formalise in-work knowledge and skills, or undertake the programme of learning leading to the qualification as a continuing professional development option.

The qualification is available to candidates aged 16 and over.

There are no formal academic entry requirements for this qualification however Candidates should have a minimum of level two in English and maths (e.g. GCSE Grade C / Grade 4 or above) or equivalent.

It is recommended that prior to commencing a programme of study leading to this qualification, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

1.6 Rules of Combination

The Rules of Combination for this qualification are:

- in order to achieve the GA Level 3 Certificate in Business Enterprise and Entrepreneurship Studies qualification, candidates must complete any combination of optional units and achieve a total of 27 credits.

1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of

the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 3 Certificate in Business Enterprise and Entrepreneurship Studies qualification is an ideal qualification to provide the knowledge and understanding of business and enterprise.

Candidates may progress onto further qualifications at a higher level, for example qualifications at Level 3 or above in business administration, business enterprise, leadership and management studies, human resources, business finance or in business continuity management.

1.9 Language of Assessment

This qualification is offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.11 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be accessed by approved GA centres, or upon request.

2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Registering Candidates & Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 2 years. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

Requirements for Tutors and Assessors

Teaching staff ('Tutors') include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in teaching and learning of practical skills.

The primary responsibility of an Assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

All Tutors must:

- hold a minimum of Level 3 qualification in the subject being taught or in a related subject
- have experience of working in an enterprising or senior business management role
- hold, or be working towards, a recognised teaching or training qualification or their equivalent, at Level 3 or higher*, e.g.
 - Level 3 Award in Education and Training
 - Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
 - Level 4 Certificate in Education and Training, Cert. Ed or PGCE
 - Degree in Education
 - Level 3 or 4 NVQ in Training and/or Learning & Development.

All Assessors must:

- hold a minimum of Level 3 qualification in the subject being taught or in a related subject
- have experience of working in an enterprising or senior business management role
- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Candidate Performance Using a Range of Methods
 - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

*In the absence of a regulated teaching qualification, the Tutor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within two years of commencing their role in order to continue to deliver the qualification. Trainee Tutors MUST be mentored by a suitable qualified Tutor.

**Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Further information about supporting staff members working towards the required qualifications, including requirements for mentoring, counter-signatories and record-keeping, along with expectations for participation in centre-led standardisation activities and instructions for increased sampling and internal moderation activities are also detailed in the Centre Handbook.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint IQAs.

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- hold a minimum of Level 3 qualification in the subject being taught or in a related subject
- have experience of working in an enterprising or senior business management role

AND

- hold, or be working towards**, one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process

**Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

Staff may undertake more than one role within the centre, e.g., Tutor, Assessor and Internal Moderator. However, members of staff must NOT IQA their own assessment decisions.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Tutors, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

3.2 Assessment of Candidates

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

3.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements

- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

Equipment which centres may require in order to deliver this qualification includes:

Technology and Hardware:

- Computers or laptops with basic business software (Microsoft Office or equivalent)
- Printer/scanner/photocopier for document handling
- Filing cabinets or storage systems for teaching document organisation
- Basic office phones for practicing business communication etiquette
- Calculators for finance-related units

Software and Digital Tools:

- Word processing software for business documents
- Spreadsheet software for financial records and budgeting
- Email software to practice business communication
- Presentation software for marketing-related units
- Basic accounting software to understand finance concepts

Physical Resources:

- Business document templates (invoices, purchase orders, memos)
- Sample office stationery and supplies
- Filing systems and folders
- Example marketing materials (brochures, flyers, posters)
- Business forms and paperwork examples

3.9 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which allow candidates to adequately prepare for assessment.

Examples of teaching and learning materials suitable for the delivery of this qualification include:

- Case study materials of real businesses
- Sample business plans and financial statements
- Marketing campaign examples
- Employee handbook examples
- Sample CVs and job descriptions
- Role-play scenarios for customer service practice
- Team activity materials for group work exercises

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

When devising teaching and learning materials for this qualification, the centre must:

- ensure materials directly address the learning outcomes and sufficiently prepare candidates for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for candidates to relate teaching and learning content to their own experience and, where applicable, their own clinical practice.
- ensure materials provide any relevant guidance to staff on consistent delivery.

GA provides additional resources for this qualification on the relevant qualification page of the website: www.gatehouseawards.org

Please note, any references to books, journals, websites or other third-party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

3.11 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.12 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.14 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Optional Unit		GLH	Credits	Unit Reference
1	Bidding for Work	15	3	A/618/3492
In this unit, the learner will develop their understanding and skills in creating quotations and bids for products or services. They will develop their understanding of when to use quotations versus more detailed bids, and how these documents help win business. The learner will develop their understanding of how to gather customer requirements effectively, including what questions to ask and what information is essential before preparing a quote. They will develop their skills in basic cost calculations and price setting, learning how to present this information professionally. The learner will also develop their understanding of how to handle quotations securely and professionally, including appropriate storage, validity periods, and follow-up procedures. On completion, learners will be equipped with the fundamental knowledge needed to prepare and manage basic quotations in a small business context.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand the purpose and components of bids and quotations Learners should explore the purpose and differences between bids and quotations, including when each type of document should be used, and how these documents support the sales process in small businesses. Learners should examine the essential components of a quotation, including product/service descriptions, pricing, delivery terms, payment terms, and validity periods, and understand why each component is necessary for a professional quote. Learners should examine the importance of terms and conditions in quotations, including how they protect the business, what basic terms should be included, and how to present them clearly to customers.				
Learning Outcome 2: Understand how to gather and interpret customer requirements Learners should analyse methods of gathering customer requirements, including effective questioning techniques, active listening skills, and the importance of recording information accurately to ensure quotes meet customer needs.				
Learning Outcome 3: Prepare basic quotations and simple bids Learners should investigate basic pricing strategies, including how to calculate costs, determine appropriate profit margins, and present pricing clearly and professionally in quotations.				

Learners should consider the use of digital tools in creating quotations, including basic spreadsheet functions for calculations and word processing features for professional presentation.

Learning Outcome 4: Understand how to finalise and store quotes securely

Learners should explore professional practices in managing quotations, including secure storage methods, appropriate follow-up procedures, and maintaining records of quotes issued.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the purpose and components of bids and quotations	1.1 Explain the difference between a bid and a quotation
	1.2 Describe the essential components that should be included in a quotation
	1.3 Outline why terms and conditions are important in quotations
	1.4 Identify when a detailed bid is needed instead of a simple quotation
	1.5 Analyse the impact of technology on workplace communication
2. Understand how to gather and interpret customer requirements	2.1 Explain appropriate methods to collect customer requirements
	2.2 Summarise key information needed from customers before preparing a quote
	2.3 Propose relevant questions to clarify customer needs

	2.4 Explain how to record customer requirements accurately
3. Prepare quotations and simple bids	3.1 Calculate basic costs for products or services
	3.2 Apply appropriate markup to establish selling prices
	3.3 Present pricing information clearly and professionally
	3.4 Include relevant terms and conditions in quotations
	3.5 Use appropriate digital tools to create professional-looking documents
4. Understand how to finalise and store quotes securely	4.1 Describe appropriate methods for sending quotations to customers
	4.2 Explain why quotes need to be stored securely
	4.3 Outline follow-up procedures after sending a quote
	4.4 State how long quotations should remain valid

Optional Unit		GLH	Credits	Unit Reference
2	Building Effective Business Relationships	25	4	F/618/3493
In this unit, the learner will develop their understanding and skills in building and maintaining effective business relationships. They will develop their understanding of communication techniques, including verbal and non-verbal elements, and how these impact business interactions. The learner will develop their knowledge of networking principles and practices, including how to build and maintain professional relationships. They will understand how cultural and personality differences affect business relationships and learn where to find support for developing their networking skills. This unit provides essential knowledge and understanding for learners looking to build successful business relationships in any entrepreneurial and business context.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand the role of communication in building effective business relationships Learners should examine the key components of effective business communication, including how verbal and non-verbal elements work together, the importance of tone and clarity, and how communication styles affect relationship building. Learners should analyse the principles of building rapport in business situations, including appropriate body language, professional demeanour, and initial greeting techniques. Learners should explore how different elements of body language can impact communication, including facial expressions, posture, gestures, and personal space in business contexts.				
Learning Outcome 2: Understand how to develop and maintain effective business relationships Learners should examine techniques for creating positive first impressions, including professional presentation, appropriate conversation topics, and methods for demonstrating interest in others. Learners should explore active listening techniques, including maintaining appropriate eye contact, using clarifying questions, and demonstrating understanding through appropriate responses. Learners should analyse the role of trust and integrity in business relationships, including keeping commitments, maintaining confidentiality, and being consistent in business dealings.				

Learners should investigate methods for maintaining professional relationships over time, including regular communication, following up on commitments, and managing expectations.

Learning Outcome 3: Understand how business networking works and its benefits

Learners should examine different types of business networks, including professional associations, industry groups, local business communities, and online networking platforms.

Learners should analyse the benefits of networking, including business development opportunities, knowledge sharing, and resource access.

Learners should explore effective networking techniques, including how to introduce themselves, maintain conversations, and follow up after networking events.

Learners should investigate how to identify and act on business opportunities that arise through networking.

Learning Outcome 4: Understand how culture and personality impact on business relationships

Learners should examine how cultural differences affect business relationships, including communication styles, business practices, and social norms.

Learners should analyse how different personality types approach business relationships and how to adapt communication styles accordingly.

Learners should explore strategies for working effectively with people from different cultural backgrounds and with different personality types.

Learning Outcome 5: Know where to find support for developing networking skills

Learners should examine available resources for developing networking skills, including professional development courses, mentoring opportunities, and online learning platforms. Learners should explore how to access and utilise networking development opportunities within their local business community and professional sector.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of communication in building effective business relationships	1.1 Explain the importance of verbal and non-verbal communication in business relationships
	1.2 Describe methods for building rapport in business situations
	1.3 Explain how body language affects business communication
2. Understand how to develop and maintain effective business relationships	2.1 Explain how to create positive first impressions in business situations
	2.2 Describe techniques for active listening and engagement
	2.3 Explain the importance of trust and integrity in business relationships
	2.4 Describe methods for maintaining professional business relationships
3. Understand how business networking works and its benefits	3.1 Describe different types of business networks and their purposes
	3.2 Explain the benefits of business networking
	3.3 Describe effective networking techniques
	3.4 Explain how to identify business opportunities through networking
4. Understand how culture and personality impact on business relationships	4.1 Describe how cultural differences can affect business relationships
	4.2 Explain the impact of different personality types on business communication
	4.3 Describe ways to adapt communication styles for different situations

5. Know where to find support for developing networking skills	5.1 Identify sources of support for developing networking skills
	5.2 Describe how to access networking development opportunities

Optional Unit		GLH	Credits	Unit Reference
3	Business Advertising	20	3	J/618/3494
In this unit, the learner will develop their understanding of advertising methods and their effective use in business. They will develop their knowledge of different advertising channels, including traditional and digital media, and how to select appropriate methods for different business contexts. The learner will develop their understanding of creating effective advertising content, measuring advertising success, and ensuring compliance with legal and ethical requirements. This knowledge will enable learners to make informed decisions about advertising strategies for small businesses.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand different advertising methods and their uses Learners should explore different types of advertising media, including print media (newspapers, magazines, flyers), broadcast media (TV, radio), outdoor advertising (billboards, posters), and digital channels (social media, websites, email marketing). Learners should examine factors that influence choice of advertising methods, including budget constraints, target audience characteristics, geographical reach, and business objectives. Learners should analyse the costs and potential returns associated with different advertising methods, including both financial and time investments. Learners should investigate the role of digital marketing, including website design, social media presence, and online advertising platforms.				
Learning Outcome 2: Understand how to create effective advertising content Learners should examine techniques for identifying and understanding target audiences, including demographic analysis and customer profiling. Learners should explore key design elements in advertising, including use of colour, images, typography, and layout principles. Learners should analyse how to create compelling advertising messages, including developing unique selling propositions, writing effective headlines, and crafting clear calls to action. Learners should investigate essential components of advertisements, including business information, contact details, pricing, and promotional offers.				

Learning Outcome 3: Know how to measure advertising success

Learners should examine different methods for tracking advertising responses, including coupon codes, dedicated phone numbers, and website analytics.

Learners should explore techniques for measuring advertising effectiveness, including sales tracking, customer inquiries, and return on investment calculations.

Learners should analyse methods for gathering customer feedback about advertising, including surveys, social media monitoring, and direct customer interactions.

Learners should investigate how to use performance data to improve future advertising campaigns.

Learning Outcome 4: Understand legal and ethical requirements in advertising

Learners should examine key advertising regulations, including the Advertising Standards Authority requirements and sector-specific regulations.

Learners should explore legal requirements in advertising, including truthfulness in claims, data protection, and consumer rights.

Learners should analyse ethical considerations in advertising, including honesty, transparency, and social responsibility.

Learners should investigate the consequences of non-compliance with advertising standards and regulations, including financial penalties and reputational damage.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand different advertising methods and their uses	1.1 Describe different types of advertising media
	1.2 Explain factors to consider when choosing advertising methods
	1.3 Compare costs and benefits of different advertising methods

	1.4 Describe the role of digital marketing in business advertising
2. Understand how to create effective advertising content	2.1 Explain how to match advertising content to target audiences
	2.2 Describe key elements of effective advertising design
	2.3 Explain how to create compelling advertising messages
	2.4 Describe essential information to include in advertisements
3. Know how to measure advertising success	3.1 Describe methods for tracking advertising responses
	3.2 Explain how to measure advertising effectiveness
	3.3 Describe ways to collect customer feedback on advertising
	3.4 Explain how to use feedback to improve advertising
4. Understand legal and ethical requirements in advertising	4.1 Describe key advertising regulations and standards
	4.2 Explain legal requirements for business advertising
	4.3 Explain ethical considerations in advertising
	4.4 Describe consequences of non-compliance with advertising standards

Optional Unit		GLH	Credits	Unit Reference
4	Business Banking	15	3	Y/618/3497
In this unit, the learner will develop their understanding and skills in managing business banking effectively. They will develop their knowledge of different banking services and account types, and understand how to select appropriate banking solutions for business needs. The learner will develop their understanding of managing day-to-day banking activities, including processing transactions and maintaining records. They will also learn about essential banking security measures and how to protect business financial information. This knowledge will enable learners to manage business banking activities professionally and securely.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand different types of business banking services Learners should examine different banking services available for businesses, including current accounts, savings accounts, deposit accounts, and lending facilities. Learners should analyse the features and benefits of different banking channels, including online banking, mobile banking, telephone banking, and branch services. Learners should explore different payment and transaction methods, including cash handling, cheques, debit cards, electronic transfers, and direct debits. Learners should investigate banking fees and charges associated with different services and account types.				
Learning Outcome 2: Know how to select and set up appropriate business bank accounts Learners should examine the requirements for opening business bank accounts, including identification documents, business registration details, and proof of address. Learners should explore factors to consider when choosing a bank, including location, services offered, fees, and customer support. Learners should analyse the process of setting up business accounts, including completing application forms, providing required documentation, and meeting with bank representatives.				

Learners should investigate the roles and responsibilities of account signatories and authorised users.

Learning Outcome 3: Understand how to manage business banking activities

Learners should examine procedures for processing business payments and receipts, including recording transactions, maintaining payment records, and managing cash deposits.

Learners should explore methods for monitoring account activity, including checking balances, reviewing transactions, and reconciling bank statements.

Learners should analyse procedures for managing cash flow through banking activities, including timing of payments and maintaining appropriate balances.

Learners should investigate how to handle banking queries and resolve discrepancies in accounts.

Learning Outcome 4: Know how to maintain banking security

Learners should examine banking security measures, including PIN protection, secure online access, and card security.

Learners should explore procedures for managing account access and authorisation levels for different users.

Learners should analyse methods for protecting sensitive banking information and preventing unauthorised access.

Learners should investigate procedures for reporting security concerns and responding to potential fraud.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand different types of business banking services	1.1 Describe different types of business banking services available
	1.2 Compare online, telephone and branch banking services

	1.3 Explain the features of different types of business bank accounts
	1.4 Describe the costs and benefits of different banking services
2. Know how to select and set up appropriate business bank accounts	2.1 Describe the process of opening a business bank account
	2.2 Explain documentation requirements for business bank accounts
	2.3 Describe how to choose appropriate business banking services
	2.4 Explain factors to consider when selecting a business bank
3. Understand how to manage business banking activities	3.1 Describe methods for processing business payments and receipts
	3.2 Explain how to maintain accurate banking records
	3.3 Describe how to reconcile bank statements
	3.4 Explain procedures for managing cash flow through banking
4. Know how to maintain banking security	4.1 Describe banking security measures
	4.2 Explain how to protect business banking information
	4.3 Describe procedures for managing account access
	4.4 Explain how to respond to security concerns

Optional Unit		GLH	Credits	Unit Reference
5	Business Legislation	25	4	H/618/3499
In this unit, the learner will develop their understanding of the legal and regulatory requirements for operating a business. They will develop their knowledge of business contracts and agreements, intellectual property protection, and health and safety regulations. The learner will understand how to access professional legal support and guidance, and maintain compliance with relevant laws and regulations. This knowledge will enable learners to operate their business legally and protect their business interests effectively.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand key business legal requirements Learners should examine fundamental business legal requirements, including business registration, licenses, permits, and basic compliance obligations. Learners should explore key regulations affecting small businesses, including trading standards, consumer protection, and record-keeping requirements. Learners should analyse legal thresholds that affect businesses, including VAT registration, employment law requirements, and reporting obligations. Learners should investigate enforcement procedures and potential consequences of non-compliance.				
Learning Outcome 2: Understand contracts and agreements in business Learners should examine the purpose and importance of business terms and conditions, including protection of business interests and clarification of obligations. Learners should explore essential elements of business contracts, including payment terms, delivery conditions, and service specifications. Learners should analyse methods for managing contract disputes, including communication procedures and dispute resolution options. Learners should investigate when and how to engage professional legal support for contract matters.				

Learning Outcome 3: Understand intellectual property protection

Learners should examine different types of intellectual property protection available to businesses, including copyrights, trademarks, and patents.

Learners should explore when and how to apply for intellectual property protection, including registration procedures and costs.

Learners should analyse methods for protecting business assets, including trading names, product designs, and creative works.

Learners should investigate procedures for maintaining and enforcing intellectual property rights.

Learning Outcome 4: Know about health, safety and environmental regulations

Learners should examine key health and safety requirements that apply to businesses, including risk assessments and safety policies.

Learners should explore employer responsibilities under health and safety legislation, including training, equipment, and workplace conditions.

Learners should analyse environmental regulations affecting businesses, including waste management and pollution control.

Learners should investigate methods for maintaining compliance with health, safety, and environmental regulations.

Learning Outcome 5: Know how to access legal and regulatory guidance

Learners should examine sources of legal and regulatory information, including government websites, trade associations, and professional bodies.

Learners should explore different types of professional legal support available to businesses, including solicitors, accountants, and business advisors.

Learners should analyse situations requiring professional legal advice, including contract review, dispute resolution, and compliance matters.

Learners should investigate methods for staying updated with legal and regulatory changes affecting their business.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand key business legal requirements	1.1 Describe the main legal requirements for operating a business
	1.2 Explain the importance of regulatory compliance in business
	1.3 Describe the consequences of non-compliance with business laws
	1.4 Outline key business registration requirements
2. Understand contracts and agreements in business	2.1 Describe the purpose of terms and conditions in business
	2.2 Explain key elements of business contracts
	2.3 Describe ways to handle contract disputes
	2.4 Outline when to seek professional legal advice
3. Understand intellectual property protection	3.1 Describe different types of intellectual property protection
	3.2 Explain when to use copyright protection
	3.3 Explain when to use trademark protection
	3.4 Outline the process of protecting business assets
4. Know about health, safety and environmental regulations	4.1 Describe key health and safety requirements for business
	4.2 Explain employer responsibilities for workplace safety

	4.3 Describe environmental regulations affecting business
	4.4 Explain how to maintain regulatory compliance
5. Know how to access legal and regulatory guidance	5.1 Identify sources of legal and regulatory information
	5.2 Describe types of professional legal support available
	5.3 Explain when to seek professional advice
	5.4 Outline methods for staying updated with legal changes

Optional Unit		GLH	Credits	Unit Reference
6	Carrying out a Business Review	30	4	L/618/3500
In this unit, the learner will develop their understanding of how to review business performance effectively. They will develop their knowledge of analysing market position, evaluating products and services, and assessing financial health. The learner will understand how to identify improvement needs and access professional support for business development. This knowledge will enable learners to conduct thorough business reviews and plan effective improvements.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to conduct business performance analysis Learners should examine external factors affecting business performance, including market conditions, competition, economic factors, and regulatory changes. Learners should explore internal operational factors, including organisational structure, staff performance, work environment, and business processes. Learners should analyse methods for measuring business performance, including key performance indicators, target setting, and performance tracking. Learners should investigate techniques for identifying opportunities and threats, including market analysis, competitor monitoring, and trend analysis.				
Learning Outcome 2: Understand market position and business image Learners should examine methods for analysing market position, including market research, competitor analysis, and customer feedback. Learners should explore factors affecting business image, including customer service, premises appearance, and staff behaviour. Learners should analyse stakeholder perceptions, including customer satisfaction, supplier relationships, and staff feedback. Learners should investigate ways to improve and maintain positive business image.				

Learning Outcome 3: Understand product and service performance

Learners should examine methods for evaluating product and service performance, including customer feedback, sales data, and quality assessments.

Learners should explore factors affecting product/service quality, including production processes, service delivery, and customer expectations.

Learners should analyse unique selling points (USPs) and competitive advantages.

Learners should investigate opportunities for product and service improvements.

Learning Outcome 4: Understand business financial performance

Learners should examine key financial indicators, including profit margins, cash flow, and break-even analysis.

Learners should explore methods for monitoring financial health, including basic financial statements and forecasts.

Learners should analyse financial risks and challenges, including cash flow management and cost control.

Learners should investigate ways to improve financial performance.

Learning Outcome 5: Know how to assess business improvement needs

Learners should examine methods for identifying business improvements, including performance analysis, feedback review, and benchmarking.

Learners should explore approaches to assessing staff skills and training needs.

Learners should analyse sources of professional advice and support, including business advisors, consultants, and industry experts.

Learners should investigate how to plan and implement business improvements effectively.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to conduct business performance analysis	1.1 Explain the importance of external factors affecting business performance
	1.2 Describe internal factors affecting business operations
	1.3 Explain methods for measuring business performance
	1.4 Describe how to identify business opportunities and threats
2. Understand market position and business image	2.1 Describe methods for analysing market position
	2.2 Explain how to assess business image
	2.3 Describe factors affecting customer perception
	2.4 Explain the importance of stakeholder feedback
3. Understand product and service performance	3.1 Describe methods for evaluating products and services
	3.2 Explain how to assess product/service quality
	3.3 Describe ways to identify product/service improvements
	3.4 Explain the importance of unique selling points (USPs)
4. Understand business financial performance	4.1 Describe key financial performance indicators
	4.2 Explain how to assess business profitability

	4.3 Describe methods for monitoring cash flow
	4.4 Explain how to evaluate financial risks
5. Know how to assess business improvement needs	5.1 Describe methods for identifying business improvements
	5.2 Explain how to assess staff skills and training needs
	5.3 Describe sources of business advice and support
	5.4 Explain how to plan business improvements

Optional Unit		GLH	Credits	Unit Reference
7	Checking the Likely Success of a Business Idea	25	4	R/618/3501
In this unit, the learner will develop their understanding of how to evaluate potential business ideas and assess their likelihood of success. They will develop their knowledge of market research, competitor analysis, and understanding market trends. The learner will understand legal requirements, resource planning, and basic financial forecasting. This knowledge will enable learners to make informed decisions about business opportunities.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Learners should examine methods for identifying and evaluating unique selling points, including market differentiation and customer value proposition. Learners should explore criteria for assessing business ideas, including market potential, resource requirements, and financial viability. Learners should analyse techniques for business idea development and refinement. Learning Outcome 2: Learners should examine different market research methods, including primary and secondary research techniques. Learners should explore ways to gather customer insights, including surveys, interviews, and observation. Learners should analyse methods for interpreting market research data. Learning Outcome 3: Learners should examine techniques for competitor identification and analysis. Learners should explore methods for assessing competitor strengths and weaknesses. Learners should analyse ways to develop competitive advantages.				

Learning Outcome 4:

Learners should examine factors influencing market trends, including economic, social, and technological changes.

Learners should explore impacts of local, national, and international events on business opportunities.

Learners should analyse methods for monitoring and responding to market changes.

Learning Outcome 5:

Learners should examine relevant legal requirements for their business idea.

Learners should explore regulatory obligations and compliance requirements.

Learners should analyse implications of legal requirements for business operations.

Learning Outcome 6:

Learners should examine required business resources, including physical, human, and financial resources.

Learners should explore methods for assessing skills and capabilities.

Learners should analyse resource planning and cost estimation.

Learning Outcome 7:

Learners should examine basic financial forecasting methods, including cash flow and profit projections.

Learners should explore pricing strategies and cost calculations.

Learners should analyse methods for creating basic financial projections.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to evaluate a business idea	1.1 Explain how to identify unique selling points
	1.2 Describe methods for evaluating business ideas
	1.3 Explain criteria for assessing business viability
2. Know how to conduct market research	2.1 Describe different market research methods
	2.2 Explain how to gather customer insights
	2.3 Describe ways to analyse market research data
3. Understand competitor analysis	3.1 Describe methods for identifying competitors
	3.2 Explain how to assess competitor impact
	3.3 Describe ways to analyse competitive advantage
4. Understand market trends and external influences	4.1 Describe factors affecting market trends
	4.2 Explain how external events impact business
	4.3 Describe methods for monitoring market changes
5. Know relevant legal requirements	5.1 Identify key legal requirements for the business
	5.2 Explain relevant regulatory obligations

	5.3 Describe compliance requirements
6. Understand resource requirements	6.1 Identify required business resources
	6.2 Explain how to assess skill requirements
	6.3 Describe methods for resource planning
7. Understand business financial planning	7.1 Explain basic financial forecasting
	7.2 Describe methods for pricing products/services
	7.3 Explain how to create basic financial projections

Optional Unit		GLH	Credits	Unit Reference
8	Choosing a Legal Format for a Business	15	3	Y/618/3502
In this unit, the learner will develop their understanding of different legal structures available for businesses and their implications. They will develop their knowledge of legal and regulatory requirements associated with each business format. The learner will understand how to access professional guidance when choosing and implementing a business structure.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Learners should examine different business structures, including sole traders, partnerships, limited companies, and social enterprises. Learners should explore characteristics of each structure, including ownership, control, and financial implications. Learners should analyse factors influencing choice of structure, including size, risk, and growth plans. Learning Outcome 2: Learners should examine legal obligations associated with different structures, including registration, reporting, and record-keeping. Learners should explore tax implications, including income tax, corporation tax, and VAT requirements. Learners should analyse liability issues and protections offered by different structures. Learning Outcome 3: Learners should examine sources of professional support, including solicitors, accountants, and business advisors. Learners should explore types of guidance available, including legal advice, financial planning, and business support. Learners should analyse criteria for selecting and working with professional advisors.				

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand different business legal structures	1.1 Describe different types of business legal structures
	1.2 Explain advantages and disadvantages of each structure
	1.3 Explain factors affecting choice of legal structure
	1.4 Describe registration requirements for different structures
2. Understand legal and regulatory requirements for business structures	2.1 Describe legal obligations for different business structures
	2.2 Explain tax implications of different structures
	2.3 Describe liability considerations for each structure
	2.4 Explain regulatory requirements for different formats
3. Know where to access guidance on business legal formats	3.1 Identify sources of professional advice
	3.2 Describe types of legal guidance available
	3.3 Explain when to seek professional support

	3.4 Describe methods for selecting professional advisors
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Optional Unit		GLH	Credits	Unit Reference
9	Conduct a Workplace Risk Assessment	20	3	D/618/3503
In this unit, the learner will develop their understanding of workplace risk assessment processes. They will develop their knowledge of hazard identification, roles and responsibilities, and relevant legislation. The learner will also develop their understanding how to conduct and review risk assessments effectively.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Learners should examine methods for identifying workplace hazards, including observation, inspection, and accident data analysis. Learners should explore different types of hazards, including physical, chemical, biological, and psychological. Learners should analyse systems for recording and monitoring hazards. Learning Outcome 2: Learners should examine roles in risk assessment, including assessors, managers, and employees. Learners should explore responsibilities and limitations within risk assessment processes. Learners should analyse communication and reporting requirements. Learning Outcome 3: Learners should examine relevant health and safety legislation. Learners should explore legal requirements for workplace risk assessments. Learners should analyse compliance requirements and enforcement. Learning Outcome 4: Learners should examine risk assessment methodology. Learners should explore risk evaluation techniques and control measures.				

Learners should analyse procedures for reviewing and updating assessments.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand hazard identification in the workplace	1.1 Describe methods for identifying workplace hazards
	1.2 Explain different types of workplace hazards
	1.3 Describe how to record hazard information
	1.4 Explain importance of hazard monitoring
2. Understand roles and responsibilities in risk assessment	2.1 Describe risk assessment responsibilities
	2.2 Explain role boundaries in risk assessment
	2.3 Describe reporting procedures
	2.4 Explain importance of communication in risk assessment
3. Know relevant health and safety legislation	3.1 Identify key health and safety legislation
	3.2 Explain legal requirements for risk assessment

	3.3 Describe employer and employee duties
	3.4 Explain consequences of non-compliance
4. Understand risk assessment processes	4.1 Describe risk assessment processes
	4.2 Explain how to evaluate risks
	4.3 Describe control measures
	4.4 Explain risk assessment review procedures

Optional Unit		GLH	Credits	Unit Reference
10	Creating a Business Plan	20	3	H/618/3504
In this unit, the learner will develop their understanding of creating effective business plans. They will develop their knowledge of business positioning, planning processes, and legal requirements. The learner will understand how to communicate plans and motivate others in implementation.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand business positioning and objectives Learners should examine methods for defining business position, including market analysis and competitive positioning. Learners should explore goal-setting and objective development. Learners should analyse business focus and strategic direction. Learning Outcome 2: Know how to develop a business plan Learners should examine essential business plan components, including executive summary, market analysis, and financial projections. Learners should explore financial planning methods and forecasting. Learners should analyse market research and competitive analysis techniques. Learning Outcome 3: Understand legal and regulatory requirements Learners should examine relevant legal and regulatory requirements. Learners should explore compliance obligations and documentation needs. Learners should analyse record-keeping and reporting requirements. Learning Outcome 4: Know how to access business planning support Learners should examine sources of professional support and guidance. Learners should explore criteria for selecting advisors.				

Learners should analyse available resources and support services.

Learning Outcome 5: Understand plan implementation and communication

Learners should examine communication strategies for plan implementation.

Learners should explore motivation techniques and team engagement.

Learners should analyse implementation planning and monitoring.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand business positioning and objectives	1.1 Explain methods for defining business position
	1.2 Describe how to set business objectives
	1.3 Explain importance of business focus
2. Know how to develop a business plan	2.1 Describe key components of a business plan
	2.2 Explain how to develop financial projections
	2.3 Describe methods for market analysis
3. Understand legal and regulatory requirements	3.1 Identify relevant legal requirements
	3.2 Explain regulatory compliance needs

	3.3 Describe record-keeping requirements
4. Know how to access business planning support	4.1 Identify sources of business planning support
	4.2 Explain how to select professional advisors
	4.3 Describe available guidance resources
5. Understand plan implementation and communication	5.1 Explain methods for communicating plans
	5.2 Describe techniques for motivating teams
	5.3 Explain implementation strategies

Optional Unit		GLH	Credits	Unit Reference
11	Developing a Business Website	30	4	A/618/3508
In this unit, the learner will develop their understanding of website development for business purposes. They will develop their knowledge of planning, specifications, design principles, and marketing integration. The learner will develop their understanding of how websites impact business operations and how to access professional support for development and maintenance.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Learners should examine website development processes, including planning, design, and implementation stages. Learners should explore development requirements, including resources, skills, and timeframes. Learners should analyse project management methods for website development. Learning Outcome 2: Learners should examine website specifications, including functionality, features, and technical requirements. Learners should explore content requirements and information architecture. Learners should analyse user experience considerations. Learning Outcome 3: Learners should examine website structure and navigation principles. Learners should explore design elements, including layout, colours, and typography. Learners should analyse content management and updating processes. Learning Outcome 4: Learners should examine website marketing functions, including SEO and online presence.				

Learners should explore digital marketing strategies and tools.

Learners should analyse website promotion and traffic generation.

Learning Outcome 5:

Learners should examine business process integration requirements.

Learners should explore operational impacts of website implementation.

Learners should analyse maintenance and update procedures.

Learning Outcome 6:

Learners should examine sources of website development support.

Learners should explore available guidance and resources.

Learners should analyse criteria for selecting professional services.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand website development planning	1.1 Describe website development stages
	1.2 Explain development requirements
	1.3 Outline project planning methods
2. Understand website specifications	2.1 Describe key website specifications
	2.2 Explain technical requirements

	2.3 Outline content planning needs
3. Understand website design principles	3.1 Describe website structure principles
	3.2 Explain design considerations
	3.3 Outline content management approaches
4. Understand website marketing function	4.1 Explain website marketing roles
	4.2 Describe online marketing methods
	4.3 Outline website promotion strategies
5. Understand website business integration	5.1 Describe business integration needs
	5.2 Explain operational impacts
	5.3 Outline maintenance requirements
6. Know sources of website development support	6.1 Identify development support sources
	6.2 Describe available guidance resources
	6.3 Explain when to seek professional help

Optional Unit		GLH	Credits	Unit Reference
12	Developing Health and Safety Procedures	25	4	F/618/3509
In this unit, learners will develop their understanding of workplace health and safety procedures. They will also learn about legal requirements, practical implementation, monitoring, and review processes for safety procedures.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand health and safety legislation Learners should examine relevant health and safety laws and regulations. Learners should explore legal duties of employers and employees. Learners should analyse compliance requirements. Learning Outcome 2: Understand workplace health and safety procedures Learners should examine core safety procedures and policies. Learners should explore risk control implementation. Learners should analyse emergency response procedures. Learning Outcome 3: Know workplace safety requirements Learners should examine workplace hazard identification. Learners should explore safety equipment and training needs. Learners should analyse workplace safety requirements. Learning Outcome 4: Understand health and safety monitoring Learners should examine safety monitoring systems. Learners should explore incident reporting processes. Learners should analyse effectiveness measures.				

Learning Outcome 5: Know how to review health and safety practices

Learners should examine review methodology.

Learners should explore improvement processes.

Learners should analyse documentation requirements.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand health and safety legislation	1.1 Describe key health and safety legislation
	1.2 Explain employer responsibilities relating to health and safety
	1.3 Outline employee duties relating to health and safety
2. Understand workplace health and safety procedures	2.1 Describe essential health and safety procedures
	2.2 Explain risk control measures relating to health and safety
	2.3 Outline emergency procedures in the workplace
3. Know workplace safety requirements	3.1 Identify workplace hazards
	3.2 Describe safety equipment requirements
	3.3 Explain health and safety training needs

4. Understand health and safety monitoring	4.1 Describe health and safety monitoring methods
	4.2 Explain incident reporting
	4.3 Outline health and safety compliance checks
5. Know how to review health and safety practices	5.1 Describe health and safety review processes
	5.2 Explain health and safety improvement methods
	5.3 Outline documentation requirements for health and safety

Optional Unit		GLH	Credits	Unit Reference
13	Ensuring Customers Pay on Time	20	3	F/618/3512
In this unit, the learner will develop their understanding of credit control and payment management in business. They will develop their knowledge of implementing effective credit procedures, monitoring payment performance, and managing late payments. The learner will understand how to access professional support for credit management and debt recovery.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand business credit control principles Learners should examine how debt affects business operations, including impact on supplier payments, investment capability, staff wages, growth potential, and overall business stability. Learners should explore fundamental credit control principles including customer vetting, clear payment terms, prompt invoicing, regular statements, early intervention on late payments, and consistent follow-up procedures. Learners should analyse factors influencing payment behaviour, including customer cash flow, internal payment processes, disputed invoices, seasonal business patterns, and economic conditions.				
Learning Outcome 2: Know how to implement credit control procedures Learners should examine credit control procedures including credit application forms, credit checks, reference requirements, credit limits, payment terms, early payment incentives, and late payment penalties. Learners should explore payment terms development including standard payment periods, staged payments, deposits, payment methods (direct debit, bank transfer, card payments), and special terms for different customer types. Learners should analyse invoice management processes including invoice timing, delivery methods, content requirements, filing systems, statement production, and reconciliation procedures.				
Learning Outcome 3: Understand credit monitoring processes				

Learners should examine payment monitoring systems including aged debtor reports, payment tracking spreadsheets, accounting software tools, diary systems, and automated reminders.

Learners should explore risk identification methods including payment history analysis, credit rating checks, industry knowledge sharing, market intelligence, and early warning signs of payment problems.

Learners should analyse late payment handling techniques including reminder letters, phone calls, payment plans, escalation procedures, mediation services, and legal action thresholds.

Learning Outcome 4: Know how to access credit management support

Learners should examine sources of credit management support including credit management associations, debt collection agencies, commercial solicitors, accountants, business advisors, and online resources.

Learners should explore professional services including credit insurance, factoring, invoice discounting, debt collection, legal services, and credit rating agencies.

Learners should analyse legal recovery options including statutory payment terms, late payment legislation, court procedures (small claims, county court), insolvency processes, and enforcement methods (bailiffs, charging orders).

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand business credit control principles	1.1 Explain the impact of debt on business operations
	1.2 Describe the importance of cash flow management
	1.3 Explain basic credit control principles
	1.4 Describe factors affecting payment behaviour

2. Know how to implement credit control procedures	2.1 Describe credit control procedures
	2.2 Explain payment terms and conditions
	2.3 Describe invoice management
	processes 2.4 Explain debt collection procedures
3. Understand credit monitoring processes	3.1 Describe methods for monitoring payments
	3.2 Explain how to identify late payment risks
	3.3 Describe payment tracking systems
	3.4 Explain ways to handle payment issues
4. Know how to access credit management support	4.1 Identify sources of credit management advice
	4.2 Describe available support services
	4.3 Explain when to seek professional help
	4.4 Describe legal options for debt recovery

Optional Unit		GLH	Credits	Unit Reference
14	Environmental Awareness in a Business	20	3	L/618/3514
In this unit, the learner will develop their understanding of environmental management in business operations. They will explore key legislation affecting business environmental practices, including waste management, energy efficiency, and pollution control. The learner will understand how to implement practical environmental measures that benefit both the business and the environment, such as resource conservation, recycling programs, and energy management systems. They will also learn how environmental practices can create competitive advantages through cost savings, enhanced reputation, and improved stakeholder relationships, while understanding where to access professional support for environmental initiatives.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand environmental legislation in business Learners should examine key environmental legislation including waste management regulations, carbon reduction requirements, packaging regulations, water conservation laws, and pollution control measures. Learners should explore compliance requirements including environmental permits, waste transfer notes, emissions reporting, energy certificates, and environmental impact assessments. Learners should analyse enforcement processes including inspections, audits, improvement notices, fines, and prosecution procedures. Learning Outcome 2: Know how to implement environmental practices Learners should examine environmental practices including recycling systems, energy management programs, water conservation measures, sustainable purchasing policies, and transport efficiency initiatives. Learners should explore waste management approaches including waste segregation, recycling procedures, hazardous waste handling, packaging reduction, and supplier take-back schemes. Learners should analyse resource efficiency measures including energy-efficient equipment, renewable energy options, water-saving devices, paperless systems, and sustainable materials.				

Learning Outcome 3: Understand benefits of environmental management

Learners should examine business benefits including reduced utility costs, lower waste disposal fees, improved resource efficiency, enhanced brand value, increased customer loyalty, and competitive advantages.

Learners should explore marketing opportunities including environmental certifications, green credentials, sustainability reporting, customer communications, and stakeholder engagement.

Learners should analyse long-term advantages including future-proofing, regulatory compliance, supply chain preferences, investment attractiveness, and staff engagement.

Learning Outcome 4: Know how to access environmental guidance

Learners should examine support sources including environmental consultants, trade associations, government agencies, environmental charities, and certification bodies.

Learners should explore available resources including guidance documents, online tools, training programs, environmental audits, and best practice case studies.

Learners should examine funding options including government grants, energy efficiency loans, environmental improvement funds, tax incentives, and carbon reduction schemes.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand environmental legislation in business	1.1 Describe key environmental legislation
	1.2 Explain business compliance requirements relating to the environment
	1.3 Outline environmental reporting obligations relating to the environment
	1.4 Describe consequences of non-compliance with environmental legislation

2. Know how to implement environmental practices	2.1 Describe environmental management practices
	2.2 Explain waste reduction methods
	2.3 Outline energy efficiency measures
	2.4 Describe resource conservation approaches
3. Understand benefits of environmental management	3.1 Explain cost benefits of environmental practices
	3.2 Describe reputation enhancement opportunities of environmental practices
	3.3 Outline competitive advantages of environmental practices
	3.4 Explain stakeholder benefits of environmental practices
4. Know how to access environmental guidance	4.1 Identify environmental support sources
	4.2 Describe available guidance resources
	4.3 Explain when to seek specialist advice on environmental practices
	4.4 Outline funding opportunities

Optional Unit		GLH	Credits	Unit Reference
15	Exploring Own Business Motives	15	3	Y/618/3516
In this unit, the learner will explore their personal motivations for starting and running a business. They will assess their existing skills, attributes, and experiences relevant to business ownership, while identifying areas for personal development. The unit encourages deep reflection on work-life balance considerations, personal commitments, and available support networks. Through this exploration, learners will develop a clearer understanding of their entrepreneurial potential and development needs.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand personal business motivations Learners should examine personal motivations including financial independence, creative freedom, work flexibility, personal achievement, legacy building, community impact, and professional autonomy. Learners should explore business aspirations including growth targets, market position, social impact goals, innovation aims, employment creation, and exit strategies. Learners should analyse potential challenges including financial risk, work-life balance, responsibility levels, stress management, decision-making pressure, and personal sacrifice.				
Learning Outcome 2: Understand entrepreneurial skills and attributes Learners should examine entrepreneurial attributes including risk tolerance, initiative, resilience, creativity, leadership ability, communication skills, and problem-solving capability. Learners should explore current skills including financial management, marketing knowledge, operational experience, people management, technical expertise, and digital literacy. Learners should analyse relevant experiences including previous employment, volunteer work, project management, team leadership, customer service, and personal projects.				
Learning Outcome 3: Know personal development needs Learners should examine development needs including business planning skills, financial management, marketing expertise, legal knowledge, digital capabilities, and leadership skills.				

Learners should explore learning opportunities including formal education, professional courses, mentoring relationships, networking events, online resources, and practical experience.

Learners should analyse development approaches including structured learning, self-study, peer learning, practical application, shadowing, and professional guidance.

Learning Outcome 4: Understand work-life considerations

Learners should examine work-life considerations including family commitments, personal relationships, health management, leisure time, social life, and personal interests.

Learners should explore support networks including family support, professional networks, business mentors, peer groups, advisory services, and community resources.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand personal business motivations	1.1 Explain personal reasons for starting a business
	1.2 Describe business goals and aspirations
	1.3 Analyse potential challenges and rewards
	1.4 Explain lifestyle expectations
2. Understand entrepreneurial skills and attributes	2.1 Assess current business-related skills
	2.2 Describe entrepreneurial attributes
	2.3 Explain relevant experience

	2.4 Identify transferable skills
3. Know personal development needs	3.1 Identify skills gaps
	3.2 Describe development opportunities
	3.3 Explain learning preferences
	3.4 Outline development timeline
4. Understand work-life considerations	4.1 Describe work-life balance considerations
	4.2 Explain personal commitments
	4.3 Analyse support networks

Optional Unit		GLH	Credits	Unit Reference
16	Financial Records for a Business	20	3	H/618/3518
In this unit, the learner will develop their understanding of business financial record keeping requirements and practices. They will explore different types of financial records needed for business operations and legal compliance, including sales, purchases, expenses, and banking records. The learner will understand systems for maintaining accurate financial documentation, meeting reporting obligations, and ensuring data security. They will also learn how to access professional support for financial record keeping and reporting requirements.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand business financial record keeping Learners should examine types of financial records including sales invoices, purchase invoices, receipts, bank statements, petty cash records, expense claims, asset registers, and payroll records. Learners should explore record keeping requirements including tax documentation, VAT records, PAYE records, business expenses, banking records, and year-end accounts. Learners should analyse legal obligations including statutory accounting requirements, HMRC regulations, Companies House filing, data protection rules, and record retention periods.				
Learning Outcome 2: Know how to maintain financial documentation Learners should examine documentation systems including manual records, spreadsheets, accounting software, receipt management apps, cloud storage solutions, and filing systems. Learners should explore recording methods including double-entry bookkeeping, cash books, sales ledgers, purchase ledgers, bank reconciliations, and expense tracking. Learners should analyse security measures including data backup, access controls, encryption, physical security, disaster recovery, and confidentiality procedures.				
Learning Outcome 3: Understand financial reporting requirements Learners should examine reporting requirements including annual accounts, tax returns, VAT returns, payroll submissions, Companies House filings, and management accounts.				

Learners should explore compliance needs including reporting deadlines, submission formats, supporting documentation, record retention, and audit trails.

Learners should analyse financial periods including accounting year-end, tax year, VAT quarters, payroll periods, and reporting cycles.

Learning Outcome 4: Know how to access financial guidance

Learners should examine support sources including accountants, bookkeepers, tax advisors, business advisors, software providers, and online resources.

Learners should explore available services including bookkeeping services, tax return preparation, payroll processing, accounting software training, and financial advice.

Learners should analyse selection criteria including qualifications, experience, fees, services offered, availability, and professional accreditations.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand business financial record keeping	1.1 Describe types of financial records
	1.2 Explain importance of record keeping
	1.3 Outline legal requirements
	1.4 Describe record retention periods
2. Know how to maintain financial documentation	2.1 Describe financial documentation systems
	2.2 Explain transaction recording methods

	2.3 Outline filing procedures
	2.4 Explain data security requirements
3. Understand financial reporting requirements	3.1 Describe financial reporting needs
	3.2 Explain tax reporting requirements
	3.3 Outline accounting periods
	3.4 Describe compliance obligations
4. Know how to access financial guidance	4.1 Identify sources of financial advice
	4.2 Describe available support services
	4.3 Explain when to seek professional help
	4.4 Outline selection criteria for advisors

Optional Unit		GLH	Credits	Unit Reference
17	Financing a Business	30	4	D/618/3520
In this unit, the learner will develop their understanding of business financing needs and options. They will explore how to assess financial requirements, evaluate different funding sources, and understand the role of financial providers. The learner will develop knowledge of business financial performance measures and learn how to access professional financial advice. This understanding will enable them to make informed decisions about business financing and maintain effective financial management.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand business financial requirements Learners should examine financial requirements including equipment costs, premises costs, stock requirements, marketing expenses, staff costs, professional fees, and contingency funds. Learners should explore working capital needs including cash flow forecasting, seasonal variations, credit terms, stock holding, overheads management, and growth funding. Learners should analyse financial planning methods including budgeting, cost analysis, break-even calculations, profit projections, and investment planning.				
Learning Outcome 2: Understand business funding options Learners should examine funding options including bank loans, overdrafts, credit cards, asset finance, invoice finance, crowdfunding, angel investment, and government grants. Learners should explore borrowing considerations including interest rates, repayment terms, early repayment options, arrangement fees, security requirements, and personal guarantees. Learners should analyse financing costs including interest calculations, arrangement fees, ongoing charges, early repayment penalties, and total cost of borrowing.				
Learning Outcome 3: Understand financing providers and services Learners should examine finance providers including high street banks, alternative lenders, peer-to-peer platforms, venture capitalists, angel investors, and government schemes.				

Learners should explore provider requirements including business plans, financial projections, security arrangements, credit checks, trading history, and personal guarantees.

Learners should analyse application processes including documentation requirements, credit assessment, due diligence, negotiation, and approval procedures.

Learning Outcome 4: Understand business financial performance

Learners should examine profit concepts including revenue calculation, cost analysis, gross profit, net profit, profit margins, and profitability ratios.

Learners should explore performance monitoring including management accounts, key performance indicators, variance analysis, trend analysis, and benchmarking.

Learners should analyse cashflow management including payment terms, credit control, supplier management, stock control, and cash forecasting.

Learning Outcome 5: Know how to access financial advice

Learners should examine advice sources including accountants, financial advisors, business mentors, bank managers, and business support organisations.

Learners should explore available services including financial planning, funding advice, business planning support, cash flow management, and investment guidance.

Learners should analyse selection criteria including qualifications, experience, sector knowledge, fee structures, and service levels.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand business financial requirements	1.1 Describe financial needs assessment
	1.2 Explain startup costs requirements
	1.3 Outline working capital needs

	1.4 Describe growth financing requirements
2. Understand business funding options	2.1 Describe types of business finance
	2.2 Explain borrowing considerations
	2.3 Outline financing costs
	2.4 Describe security requirements
3. Understand financing providers and services	3.1 Identify types of finance providers
	3.2 Explain provider requirements
	3.3 Outline application processes
	3.4 Describe lending criteria
4. Understand business financial performance	4.1 Describe profit and loss concepts
	4.2 Explain financial planning methods
	4.3 Outline performance monitoring
	4.4 Describe cashflow management
5. Know how to access financial advice	5.1 Identify sources of financial advice
	5.2 Describe advisory services available

	5.3 Explain when to seek guidance
	5.4 Outline advisor selection criteria

Optional Unit		GLH	Credits	Unit Reference
18	Identifying Needs and Suppliers for a Business	20	3	M/618/3523
In this unit, the learner will develop their understanding of how to identify and manage business supplies and suppliers effectively. They will learn about different types of business supplies, how to select and evaluate suppliers, and implement appropriate stock control methods. The learner will also develop their knowledge of legal and regulatory requirements related to business supplies and supplier relationships. This knowledge will enable learners to make informed decisions about supply chain management for small businesses.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to identify business supply needs Learners should explore different categories of business supplies, including raw materials, finished goods, office supplies, equipment, and consumables. Learners should examine factors that influence supply needs, including business size, industry type, seasonal variations, customer demand, and storage capacity. Learners should analyse cost considerations in supply management, including purchase prices, bulk discounts, delivery costs, storage costs, and minimum order quantities. Learners should investigate supply chain management principles, including demand forecasting, lead times, reorder points, and supply chain risks. Learning Outcome 2: Understand how to select and manage suppliers Learners should examine key criteria for supplier selection, including price, quality, reliability, delivery times, payment terms, and customer service. Learners should explore methods for evaluating suppliers, including performance metrics, quality checks, delivery accuracy, and response times to issues. Learners should analyse techniques for building and maintaining supplier relationships, including clear communication, regular reviews, negotiation strategies, and conflict resolution. Learners should investigate approaches to managing multiple suppliers, including supplier diversification, preferred supplier lists, and backup supplier arrangements.				

Learning Outcome 3: Know how to implement effective stock control

Learners should examine different stock control methods, including manual systems, computerised inventory management, Just-in-Time (JIT), and perpetual inventory systems.

Learners should explore techniques for monitoring stock levels, including stock takes, digital tracking systems, reorder level calculations, and stock movement records.

Learners should analyse common stock problems and prevention strategies, including stockouts, overstocking, obsolescence, damage, and theft.

Learners should investigate ways to optimise stock management, including stock rotation, storage organisation, stock forecasting, and inventory analysis.

Learning Outcome 4: Understand legal and regulatory requirements for business supplies

Learners should examine relevant regulations affecting business supplies, including consumer protection laws, product safety standards, and industry-specific regulations.

Learners should explore legal aspects of supplier contracts, including terms and conditions, payment terms, delivery agreements, and contract termination.

Learners should analyse health and safety requirements in stock management, including storage regulations, handling procedures, and hazardous materials management.

Learners should investigate consequences of regulatory non-compliance, including legal penalties, business disruption, and reputational damage.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to identify business supply needs	1.1 Describe different types of business supplies needed
	1.2 Explain factors to consider when identifying supply needs
	1.3 Compare costs and benefits of different supply options

	1.4 Describe the importance of supply chain management
2. Understand how to select and manage suppliers	2.1 Explain criteria for selecting suitable suppliers
	2.2 Describe methods for evaluating supplier performance
	2.3 Explain how to maintain effective supplier relationships
	2.4 Describe strategies for managing multiple suppliers
3. Know how to implement effective stock control	3.1 Describe different stock control methods
	3.2 Explain how to monitor and track inventory levels
	3.3 Describe ways to prevent stock problems
	3.4 Explain how to optimise stock management
4. Understand legal and regulatory requirements for business supplies	4.1 Describe key regulations affecting business supplies
	4.2 Explain legal requirements for supplier contracts
	4.3 Explain health and safety considerations in stock management
	4.4 Describe consequences of non-compliance with supply regulations

Optional Unit		GLH	Credits	Unit Reference
19	Making a Business Presentation	20	3	F/618/3543
In this unit, the learner will develop their understanding of how to plan, create, and deliver effective business presentations. They will learn essential presentation planning techniques and methods for creating engaging content. The learner will then apply this knowledge by preparing and delivering their own business presentation. This practical experience will enable learners to develop confidence in presenting business information professionally while receiving feedback on their performance.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to plan an effective business presentation Learners should explore the essential elements of presentation planning, including setting clear objectives, understanding the venue and available resources, and establishing time constraints. Learners should examine methods for analysing audience needs and expectations, including consideration of technical knowledge levels, cultural factors, and business interests. Learners should investigate different presentation structures and formats, including informative, persuasive, and demonstration presentations. Learners should explore time management in planning, including creating schedules, rehearsal time, and contingency planning. Learning Outcome 2: Know how to create engaging presentation content Learners should examine techniques for developing visual materials, including slide design principles, use of graphics and charts, and brand consistency. They should explore methods for presenting products and services effectively, including feature-benefit analysis, unique selling propositions, and competitive advantages. Learners should investigate ways to incorporate data and evidence, including statistics, case studies, and testimonials. They should examine the creation of supporting materials, including handouts, technical specifications, and follow-up documentation.				

Learning Outcome 3: Be able to prepare a business presentation

Learners should demonstrate their ability to plan a structured presentation, including developing clear objectives and organising content logically.

They should create appropriate visual aids that enhance their message, ensuring these are professional and support their key points effectively.

Learners should prepare comprehensive presentation notes that enable smooth delivery while maintaining engagement with the audience.

They should practice their presentation, focusing on timing, pace, and delivery techniques, making adjustments based on feedback during rehearsals.

Learning Outcome 4: Be able to deliver and evaluate a business presentation

Learners should demonstrate their ability to deliver a professional presentation, including appropriate use of voice, body language, and visual aids.

Learners should show confidence in their delivery while maintaining audience engagement through effective communication techniques.

Learners should handle questions professionally, demonstrating active listening and clear response strategies.

Learners should evaluate their own performance through reflection and feedback, identifying strengths and areas for improvement in their presentation skills.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to plan an effective business presentation	1.1 Describe key elements of presentation planning
	1.2 Explain how to identify presentation objectives
	1.3 Describe methods for analysing the target audience

	1.4 Explain how to structure presentation content effectively
2. Know how to create engaging presentation content	2.1 Describe techniques for creating visual presentation materials
	2.2 Explain how to present business products and services effectively
	2.3 Describe methods for incorporating data and evidence
	2.4 Explain how to create supporting materials
3. Be able to prepare a business presentation	3.1 Plan the structure and content of a business presentation
	3.2 Create appropriate visual aids and supporting materials
	3.3 Prepare presentation notes and prompts
	3.4 Rehearse timing and delivery of the presentation
4. Be able to deliver and evaluate a business presentation	4.1 Deliver a business presentation using appropriate techniques
	4.2 Demonstrate professional communication skills
	4.3 Handle audience questions effectively
	4.4 Review own presentation performance

Optional Unit		GLH	Credits	Unit Reference
20	Making Changes to Improve a Business	20	3	J/618/3527
In this unit, the learner will develop their understanding of how to make effective improvements to a business. They will learn how to identify areas requiring change, plan improvements systematically, and implement changes while maintaining stakeholder engagement. The learner will also develop their knowledge of monitoring and evaluating business improvements to ensure their effectiveness. This knowledge will enable learners to contribute to positive business development through managed change.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to identify areas for business improvement Learners should explore different methods for identifying improvement needs, including performance analysis, customer feedback, staff suggestions, and market research. They should examine techniques for analysing current business performance, including financial measures, operational efficiency, customer satisfaction levels, and competitor comparison. Learners should investigate ways to gather information about potential improvements, including researching industry best practices, consulting with stakeholders, and analysing trends. They should explore methods for prioritising changes based on business impact, resource requirements, urgency, and feasibility.				
Learning Outcome 2: Know how to plan changes in a business Learners should examine the key elements of change planning, including setting objectives, identifying stakeholders, and assessing risks. They should explore techniques for setting improvement targets that are specific, measurable, achievable, relevant, and time-bound. Learners should investigate resource requirements for change implementation, including financial resources, time, people, and equipment.				

They should examine the components of effective action plans, including timelines, responsibilities, milestones, and contingency measures.

Learning Outcome 3: Understand how to implement business changes effectively

Learners should explore communication strategies for change management, including regular updates, clear explanations of benefits, and addressing concerns.

They should examine motivation techniques during change processes, including involvement in planning, recognition of contributions, and support mechanisms.

Learners should investigate methods for managing resistance to change, including addressing fears, providing training, and maintaining open dialogue.

They should explore strategies for maintaining business operations during change implementation, including phased implementation, backup systems, and risk management.

Learning Outcome 4: Know how to monitor and evaluate business improvements

Learners should examine methods for measuring the impact of changes, including key performance indicators, financial metrics, and operational measures.

They should explore techniques for tracking progress against improvement targets, including regular reviews, milestone assessments, and performance monitoring.

Learners should investigate ways to gather feedback on improvements from various stakeholders, including staff surveys, customer feedback, and operational data.

They should examine approaches to making adjustments based on evaluation findings, including fine-tuning processes, addressing unexpected issues, and implementing additional improvements.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to identify areas for business improvement	1.1 Describe methods for identifying business improvement needs
	1.2 Explain how to analyse current business performance

	1.3 Describe ways to gather information about potential improvements
	1.4 Explain how to prioritise areas for change
2. Know how to plan changes in a business	2.1 Describe key elements of change planning
	2.2 Explain how to set realistic improvement targets
	2.3 Describe resources needed for implementing changes
	2.4 Explain how to create an action plan for change
3. Understand how to implement business changes effectively	3.1 Describe methods for communicating change to stakeholders
	3.2 Explain techniques for motivating staff during change
	3.3 Describe ways to manage resistance to change
	3.4 Explain how to maintain business operations during change
4. Know how to monitor and evaluate business improvements	4.1 Describe methods for measuring the impact of changes
	4.2 Explain how to track progress against targets
	4.3 Describe ways to gather feedback on improvements
	4.4 Explain how to make adjustments based on evaluation

Optional Unit		GLH	Credits	Unit Reference
21	Managing Cash Flow	20	3	R/618/3546
In this unit, the learner will develop their understanding of cash flow management in business operations. They will learn about the principles of cash flow, methods for managing income and expenditure, and techniques for monitoring and controlling cash flow effectively. The learner will also develop their knowledge of professional sources of financial advice and support. This knowledge will enable learners to manage business finances more effectively and make informed decisions about cash flow management.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand the principles of cash flow in business Learners should explore the concept of cash flow including the difference between cash flow and profit, the cash flow cycle, and the relationship between cash flow and business survival. They should examine why cash flow management is crucial for business success, including maintaining operations, planning for growth, and managing unexpected expenses. Learners should investigate factors affecting cash flow including payment terms, seasonal variations, economic conditions, and business growth. They should explore common cash flow problems including late payments, overtrading, poor planning, and unexpected expenses. Learning Outcome 2: Know how to manage business income and expenditure Learners should examine methods for managing income including invoice timing, credit control procedures, and payment collection strategies. They should explore techniques for controlling expenditure including payment scheduling, supplier negotiations, and cost reduction strategies. Learners should investigate ways to manage payment terms including setting appropriate credit terms, early payment incentives, and late payment penalties. They should explore approaches to seasonal cash flow management including building cash reserves, flexible payment arrangements, and alternative revenue streams.				

Learning Outcome 3: Understand how to monitor and control cash flow

Learners should examine methods for recording cash flow including manual systems, digital tools, and accounting software.

They should explore techniques for creating cash flow forecasts including estimating future income, planning expenditure, and considering timing differences.

Learners should investigate ways to identify potential cash flow problems including monitoring key indicators, reviewing payment patterns, and analysing trends.

They should explore strategies for improving cash flow including reducing costs, increasing sales, managing stock levels, and negotiating better terms.

Learning Outcome 4: Know how to access professional advice for cash flow management

Learners should examine professional sources of cash flow advice including accountants, business advisors, and financial institutions.

They should explore situations when professional guidance might be needed including business planning, financial difficulties, and growth opportunities.

Learners should investigate types of financial support including business loans, overdrafts, invoice financing, and government support schemes.

They should explore methods for evaluating financial advice including assessing credentials, comparing options, and considering costs and benefits.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the principles of cash flow in business	1.1 Describe what cash flow means in business
	1.2 Explain the importance of cash flow management
	1.3 Describe factors that affect business cash flow

	1.4 Explain common cash flow problems and their
2. Know how to manage business income and expenditure	2.1 Describe methods for managing business income
	2.2 Explain techniques for controlling business expenditure
	2.3 Describe ways to manage payment terms effectively
	2.4 Explain how to plan for seasonal variations in cash flow
3. Understand how to monitor and control cash flow	3.1 Describe methods for recording cash flow
	3.2 Explain how to create cash flow forecasts
	3.3 Describe ways to identify potential cash flow problems
	3.4 Explain techniques for improving cash flow
4. Know how to access professional advice for cash flow management	4.1 Describe professional sources of cash flow advice
	4.2 Explain when to seek professional guidance
	4.3 Describe types of financial support available to businesses
	4.4 Explain how to evaluate financial advice

Optional Unit		GLH	Credits	Unit Reference
22	Planning Sales of Business Products and Services	20	3	M/618/3554
In this unit, the learner will develop their understanding of how to plan and manage sales of business products and services effectively. They will learn about market research techniques, setting appropriate sales targets, developing comprehensive sales plans, and monitoring sales performance. This knowledge will enable learners to contribute to successful sales planning and implementation in a business context.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to research market opportunities Learners should explore different market research methods including primary research techniques such as surveys, interviews, and observation, and secondary research sources such as industry reports and online data. They should examine approaches to identifying target customers including demographic analysis, buyer behaviour patterns, and customer needs assessment. Learners should investigate competitor analysis techniques including product comparison, pricing strategies, and market positioning. They should explore ways to analyse and interpret research findings to inform sales planning decisions and identify market opportunities.				
Learning Outcome 2: Know how to set effective sales targets Learners should examine factors influencing sales targets including market size, business capacity, historical performance, and economic conditions. They should explore the process of setting realistic sales objectives including consideration of resources, timeframes, and market potential. Learners should investigate different types of sales targets including revenue goals, unit sales, market share, and customer acquisition targets. They should explore methods for breaking down overall targets into periodic and individual goals including daily, weekly, and monthly targets.				

Learning Outcome 3: Understand how to develop sales plans

Learners should examine the essential components of sales plans including target market definition, sales strategies, resource allocation, and timeline planning.

They should explore different sales strategies including pricing approaches, promotional activities, and distribution channels.

Learners should investigate resource requirements including staffing, training, marketing materials, and technology needs.

They should explore the development of detailed action plans including specific activities, responsibilities, deadlines, and budget allocation.

Learning Outcome 4: Know how to monitor sales performance

Learners should examine methods for tracking sales performance including sales records, customer feedback, and performance metrics.

They should explore techniques for measuring progress including comparison with targets, trend analysis, and performance reporting.

Learners should investigate ways to identify sales problems including analysing sales patterns, reviewing customer feedback, and monitoring market changes.

They should explore approaches to adjusting sales plans including revising targets, modifying strategies, and implementing corrective actions based on performance analysis.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to research market opportunities	1.1 Describe different methods of market research
	1.2 Explain how to identify target customers
	1.3 Describe ways to analyse competitors

	1.4 Explain how to use research findings to inform sales planning
2. Know how to set effective sales targets	2.1 Describe factors to consider when setting sales targets
	2.2 Explain how to set realistic sales objectives
	2.3 Describe different types of sales targets
	2.4 Explain how to break down targets into manageable goals
3. Understand how to develop sales plans	3.1 Describe key elements of a sales plan
	3.2 Explain how to develop sales strategies
	3.3 Describe resource requirements for sales activities
	3.4 Explain how to create sales action plans
4. Know how to monitor sales performance	4.1 Describe methods for tracking sales performance
	4.2 Explain how to measure progress against targets
	4.3 Describe ways to identify sales problems
	4.4 Explain how to adjust sales plans based on performance

Optional Unit		GLH	Credits	Unit Reference
23	Putting a Business Plan into Action	30	4	F/618/3557
In this unit, the learner will develop their understanding of how to implement a business plan effectively. They will learn about preparation for implementation, resource management, stakeholder engagement, and progress monitoring, whilst remaining focussed on the business' objectives. This knowledge will enable learners to contribute to successful business plan implementation.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to prepare for business plan implementation Learners should explore key preparation steps including breaking down the plan into actionable tasks, establishing priorities, and creating detailed schedules. They should examine techniques for timeline development including identifying critical paths, setting milestones, and allowing for dependencies between activities. Learners should investigate methods for risk identification including internal and external risk factors, potential obstacles, and market challenges. They should explore contingency planning approaches including alternative strategies, resource backup plans, and emergency response procedures. Learning Outcome 2: Know how to secure and manage business resources Learners should examine types of resources needed including financial, human, physical, and technological resources. They should explore methods for securing resources including funding options, recruitment strategies, and supplier relationships. Learners should investigate resource management techniques including budgeting, scheduling, inventory control, and staff allocation. They should explore approaches to resource control including monitoring usage, managing costs, and optimising efficiency.				

Learning Outcome 3: Understand how to engage stakeholders in plan implementation

Learners should examine communication techniques including presentation methods, progress updates, and feedback channels.

They should explore approaches to gaining stakeholder support including demonstrating benefits, addressing concerns, and building confidence in the plan.

Learners should investigate motivation techniques including goal setting, recognition systems, and involvement strategies.

They should explore methods for maintaining engagement including regular communication, celebrating achievements, and managing expectations.

Learning Outcome 4: Know how to monitor and review business progress

Learners should examine progress tracking methods including performance metrics, milestone achievement, and financial indicators.

They should explore techniques for measuring success including comparison with objectives, analysing key performance indicators, and gathering stakeholder feedback.

Learners should investigate problem identification methods including early warning signs, performance gaps, and deviation from plans.

They should explore approaches to plan adaptation including review processes, adjustment strategies, and continuous improvement methods.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to prepare for business plan implementation	1.1 Describe key steps in preparing for plan implementation
	1.2 Explain how to create implementation timelines
	1.3 Describe methods for identifying implementation risks

	1.4 Explain how to develop contingency plans
2. Know how to secure and manage business resources	2.1 Describe resources needed for plan implementation
	2.2 Explain how to secure required resources
	2.3 Describe methods for managing resources effectively
	2.4 Explain how to control resource allocation
3. Understand how to engage stakeholders in plan implementation	3.1 Describe techniques for communicating the business plan
	3.2 Explain methods for gaining stakeholder support
	3.3 Describe ways to motivate team members
	3.4 Explain how to maintain stakeholder engagement
4. Know how to monitor and review business progress	4.1 Describe methods for tracking business progress
	4.2 Explain how to measure success against planned objectives
	4.3 Describe ways to identify and address problems
	4.4 Explain how to adapt plans based on review findings

Optional Unit		GLH	Credits	Unit Reference
24	Reviewing the Skills a Business Needs	25	4	L/618/3562
In this unit, the learner will develop their understanding of how to review and manage the skills needed in a business. They will learn about identifying required skills, assessing current capabilities, and addressing skills gaps through recruitment and training. The learner will also develop their knowledge of staff development approaches. This knowledge will enable learners to contribute to effective skills management within a business context.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to identify business skill requirements Learners should explore methods for identifying required skills including job analysis, task mapping, and business needs assessment. They should examine how business goals and objectives influence skill requirements including growth plans, technological changes, and market demands. Learners should investigate techniques for forecasting future skill needs including industry trends analysis, business development plans, and technological advancement considerations. They should explore approaches to prioritising skill requirements including critical roles, business impact, and resource constraints. Learning Outcome 2: Know how to assess current business skills Learners should examine methods for skills assessment including performance reviews, skills audits, and competency frameworks. They should explore techniques for identifying skills gaps including comparison with required skills, performance analysis, and capability reviews. Learners should investigate ways to document and analyse assessment findings including skills matrices, capability maps, and development needs analysis. They should explore approaches to evaluating team capabilities including assessing collective strengths, identifying areas for improvement, and analysing team dynamics.				

Learning Outcome 3: Understand how to address skills gaps through recruitment and redeployment

Learners should examine recruitment strategies including job descriptions, person specifications, and selection methods.

They should explore approaches to staff redeployment including skills matching, role redesign, and transition support.

Learners should investigate selection processes including interviewing techniques, skills testing, and reference checking.

They should explore methods for integrating new team members including induction programs, mentoring arrangements, and performance monitoring.

Learning Outcome 4: Know how to develop staff skills through training

Learners should examine methods for identifying training needs including individual development plans, team requirements, and business objectives.

They should explore different training approaches including on-the-job training, external courses, mentoring, and e-learning.

Learners should investigate ways to evaluate training effectiveness including feedback collection, performance improvement measurement, and return on investment analysis.

They should explore approaches to ongoing skills development including career planning, succession management, and continuous professional development.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to identify business skill requirements	1.1 Describe methods for identifying required business skills
	1.2 Explain how business objectives influence skill needs
	1.3 Describe ways to analyse future skill requirements

	1.4 Explain how to prioritise skill needs
2. Know how to assess current business skills	2.1 Describe methods for assessing current staff skills
	2.2 Explain how to identify skills gaps
	2.3 Describe ways to document skills assessment findings
	2.4 Explain how to evaluate team capabilities
3. Understand how to address skills gaps through recruitment and redeployment	3.1 Describe recruitment strategies for addressing skills gaps
	3.2 Explain methods for staff redeployment
	3.3 Describe processes for selecting new staff
	3.4 Explain how to integrate new team members
4. Know how to develop staff skills through training	4.1 Describe methods for identifying training needs
	4.2 Explain different approaches to staff development
	4.3 Describe ways to evaluate training effectiveness
	4.4 Explain how to plan ongoing skills development

Optional Unit		GLH	Credits	Unit Reference
25	Running a Business from Home	30	4	R/618/3563
In this unit, the learner will develop their understanding of how to establish and run a successful business from home. They will learn about creating an effective workspace, managing business operations, maintaining professional networks, and ensuring compliance with relevant regulations. This knowledge will enable learners to set up and manage a home-based business effectively, whilst focussing on maintaining professional standards.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to set up a home-based business workspace Learners should explore essential requirements for a home office including adequate space, equipment needs, storage solutions, and technology infrastructure. They should examine factors in creating an effective work environment including lighting, ventilation, ergonomics, and noise management. Learners should investigate methods for maintaining work-life boundaries including designated work areas, scheduled hours, and family agreements. They should explore approaches to establishing productive routines including time management, work scheduling, and professional habits. Learning Outcome 2: Know how to manage business operations from home Learners should examine time management strategies including daily planning, priority setting, and avoiding home distractions. They should explore business organisation methods including digital systems, file management, and record keeping. Learners should investigate ways to maintain professional standards including business image, customer service, and quality control. They should explore communication management including professional phone systems, virtual meetings, and client interactions.				

Learning Outcome 3: Understand networking and professional relationships in home-based business

Learners should examine networking opportunities including online platforms, professional associations, and local business groups.

They should explore methods for building remote relationships including social media presence, virtual networking events, and online communities.

Learners should investigate techniques for maintaining business visibility including digital marketing, local promotion, and professional partnerships.

They should explore collaboration approaches including virtual teams, business partnerships, and professional affiliations.

Learning Outcome 4: Know how to comply with regulations for home-based businesses

Learners should examine legal requirements including business registration, planning permission, and data protection.

They should explore insurance needs including professional liability, business equipment, and home business coverage.

Learners should investigate health and safety considerations including workspace safety, equipment use, and risk assessment.

They should explore sources of professional support including business advisors, legal services, and government resources.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to set up a home-based business workspace	1.1 Describe requirements for a home business workspace
	1.2 Explain how to create an effective work environment
	1.3 Describe methods for separating home and business life

	1.4 Explain how to establish productive work routines
2. Know how to manage business operations from home	2.1 Describe strategies for managing business time effectively
	2.2 Explain methods for organising business operations
	2.3 Describe ways to maintain professional standards
	2.4 Explain how to handle business communications from home
3. Understand networking and professional relationships in home-based business	3.1 Describe networking opportunities for home-based businesses
	3.2 Explain how to build professional relationships remotely
	3.3 Describe ways to maintain business visibility
	3.4 Explain how to collaborate with other businesses
4. Know how to comply with regulations for home-based businesses	4.1 Describe legal requirements for home-based businesses
	4.2 Explain insurance needs for home businesses
	4.3 Describe health and safety considerations
	4.4 Explain where to find professional advice and support

Optional Unit		GLH	Credits	Unit Reference
26	Securing Business Premises	20	3	Y/618/3564
In this unit, the learner will develop their understanding of how to secure appropriate business premises. They will learn about assessing premises requirements, evaluating potential properties, understanding agreements, and managing financial obligations. The learner will also develop their knowledge of professional support available for property decisions.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand how to assess business premises requirements Learners should explore factors affecting premises choice including business type, customer access, staff needs, and growth plans. They should examine location considerations including target market proximity, transport links, parking, and local competition. Learners should investigate space requirements including operational needs, storage, staff facilities, and future expansion. They should explore essential features including utilities, security, accessibility, and technical infrastructure. Learning Outcome 2: Know how to evaluate potential business premises Learners should examine methods for finding premises including property agents, online searches, and local networks. They should explore techniques for assessing property condition including building surveys, facilities inspection, and maintenance records. Learners should investigate evaluation criteria including size, layout, accessibility, and compliance with regulations. They should explore comparison methods including cost analysis, location benefits, and property features. Learning Outcome 3: Understand lease and purchase agreements Learners should examine different types of property agreements including leases, licenses, and purchase contracts.				

They should explore key contract terms including duration, costs, maintenance responsibilities, and break clauses.

Learners should investigate negotiation strategies including price negotiation, term flexibility, and improvement allowances.

They should explore legal requirements including property law, planning permissions, and business regulations.

Learning Outcome 4: Know how to manage premises-related financial obligations

Learners should examine costs associated with premises including rent, rates, utilities, and maintenance. They should explore financial planning including budgeting, cash flow forecasting, and cost control. Learners should investigate methods for managing property costs including utility efficiency, maintenance planning, and cost sharing. They should explore professional support including property advisors, surveyors, and legal experts.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to assess business premises requirements	1.1 Describe factors to consider when identifying premises needs
	1.2 Explain how to assess location requirements
	1.3 Describe methods for evaluating space requirements
	1.4 Explain how to identify essential facilities and features
2. Know how to evaluate potential business premises	2.1 Describe methods for finding suitable premises
	2.2 Explain how to assess premises condition

	2.3 Describe ways to evaluate premises suitability
	2.4 Explain how to compare different premises options
3. Understand lease and purchase agreements	3.1 Describe types of property agreements
	3.2 Explain key terms and conditions in property contracts
	3.3 Describe negotiation strategies for securing premises
	3.4 Explain legal requirements in property agreements
4. Know how to manage premises-related financial obligations	4.1 Describe costs associated with business premises
	4.2 Explain how to plan for premises-related expenses
	4.3 Describe methods for managing property costs
	4.4 Explain where to find professional property advice

Optional Unit		GLH	Credits	Unit Reference
27	Selling Online	30	4	D/618/3565
In this unit, the learner will develop their understanding of how to establish and manage online sales operations. They will learn about different online selling platforms, planning strategies, technical requirements, and regulatory compliance. The learner will also develop their knowledge of managing online customer relationships and transactions effectively, preparing learners to be able to set up and operate successful online sales channels.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand online selling opportunities and options Learners should explore different online selling platforms including marketplace platforms, e-commerce websites, and social media selling. They should examine advantages and challenges of online selling including market reach, competition, and operational considerations. Learners should investigate online business models including drop shipping, direct selling, and hybrid approaches. They should explore methods for evaluating market opportunities including competitor analysis, demand assessment, and target market research. Learning Outcome 2: Know how to plan an online sales presence Learners should examine methods for developing online sales strategies including platform selection, pricing strategies, and marketing approaches. They should explore techniques for identifying and reaching target customers including digital marketing, social media promotion, and search engine optimisation. Learners should investigate pricing strategies including market positioning, competition analysis, and profit margin calculation. They should explore product listing optimisation including photography, descriptions, and search terms.				

Learning Outcome 3: Understand technical requirements for online selling

Learners should examine technical infrastructure including website platforms, hosting requirements, and security systems.

They should explore payment processing options including payment gateways, merchant accounts, and transaction security.

Learners should investigate order fulfilment methods including inventory management, shipping options, and delivery tracking.

They should explore customer service management including communication systems, returns processing, and feedback handling.

Learning Outcome 4: Know how to comply with online selling regulations

Learners should examine legal requirements including terms of service, privacy policies, and consumer protection regulations.

They should explore data protection responsibilities including customer data handling, storage security, and privacy compliance.

Learners should investigate consumer rights including return policies, warranty obligations, and complaint handling procedures.

They should explore security requirements including payment security, data encryption, and fraud prevention measures.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand online selling opportunities and options	1.1 Describe different types of online selling platforms
	1.2 Explain benefits and challenges of selling online
	1.3 Describe different online business models

	1.4 Explain how to evaluate online market opportunities
2. Know how to plan an online sales presence	2.1 Describe methods for planning online sales strategy
	2.2 Explain how to identify target online customers
	2.3 Describe ways to price products for online sales
	2.4 Explain how to create effective product listings
3. Understand technical requirements for online selling	3.1 Describe technical requirements for online selling
	3.2 Explain payment processing options
	3.3 Describe order fulfilment methods
	3.4 Explain how to manage online customer service
4. Know how to comply with online selling regulations	4.1 Describe legal requirements for online selling
	4.2 Explain data protection responsibilities
	4.3 Describe consumer rights in online sales
	4.4 Explain security requirements for online transactions

Optional Unit		GLH	Credits	Unit Reference
28	Winning and Keeping Customers	20	3	M/618/3568
In this unit, the learner will develop their understanding of how to attract and retain customers effectively. They will learn about market analysis, marketing strategies, customer service excellence, and relationship management. The learner will also develop their knowledge of using customer feedback for continuous improvement. This knowledge will prepare learners to contribute to building strong customer relationships and business growth.				
Assessment Guidance & Indicative Content				
Learning Outcome 1: Understand market analysis and customer needs Learners should explore methods for market analysis including customer research, market trends, and competitive analysis. They should examine techniques for identifying customer needs including surveys, feedback analysis, and customer behaviour patterns. Learners should investigate customer segmentation approaches including demographic, behavioural, and psychographic profiling. They should explore competitor analysis methods including service comparison, pricing strategies, and market positioning. Learning Outcome 2: Know how to develop marketing strategies Learners should examine different marketing strategies including digital marketing, traditional advertising, and relationship marketing. They should explore marketing channel selection including social media, email marketing, and direct marketing. Learners should investigate promotional methods including advertising, sales promotions, and public relations. They should explore ways to measure marketing success including response rates, conversion tracking, and return on investment analysis.				

Learning Outcome 3: Understand how to deliver excellent customer service

Learners should examine elements of customer service including communication skills, problem-solving abilities, and service attitude.

They should explore methods for meeting customer expectations including service standards, response times, and quality assurance.

Learners should investigate customer inquiry handling including complaint resolution, service recovery, and problem prevention.

They should explore approaches to maintaining service quality including staff training, performance monitoring, and service policies.

Learning Outcome 4: Know how to maintain customer relationships

Learners should examine methods for collecting customer feedback including surveys, reviews, and direct communication.

They should explore loyalty building strategies including reward programs, personalised service, and regular communication.

Learners should investigate satisfaction improvement techniques including service enhancement, product development, and customer experience optimisation.

They should explore feedback utilisation including analysis methods, action planning, and implementation of improvements.

Throughout this unit:

Simulation is permitted.

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand market analysis and customer needs	1.1 Describe methods for analysing the business market
	1.2 Explain how to identify customer needs and preferences
	1.3 Describe ways to segment customer groups

	1.4 Explain how to analyse competitor activities
2. Know how to develop marketing strategies	2.1 Describe different marketing strategies
	2.2 Explain how to select appropriate marketing channels
	2.3 Describe methods for promoting products and services
	2.4 Explain how to evaluate marketing effectiveness
3. Understand how to deliver excellent customer service	3.1 Describe elements of good customer service
	3.2 Explain how to meet customer expectations
	3.3 Describe ways to handle customer inquiries and problems
	3.4 Explain how to maintain service standards
4. Know how to maintain customer relationships	4.1 Describe methods for gathering customer feedback
	4.2 Explain how to build customer loyalty
	4.3 Describe ways to improve customer satisfaction
	4.4 Explain how to use feedback for business improvement

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

1.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

1.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

1.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

1.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

1.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment

- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

1.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

1.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

1.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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