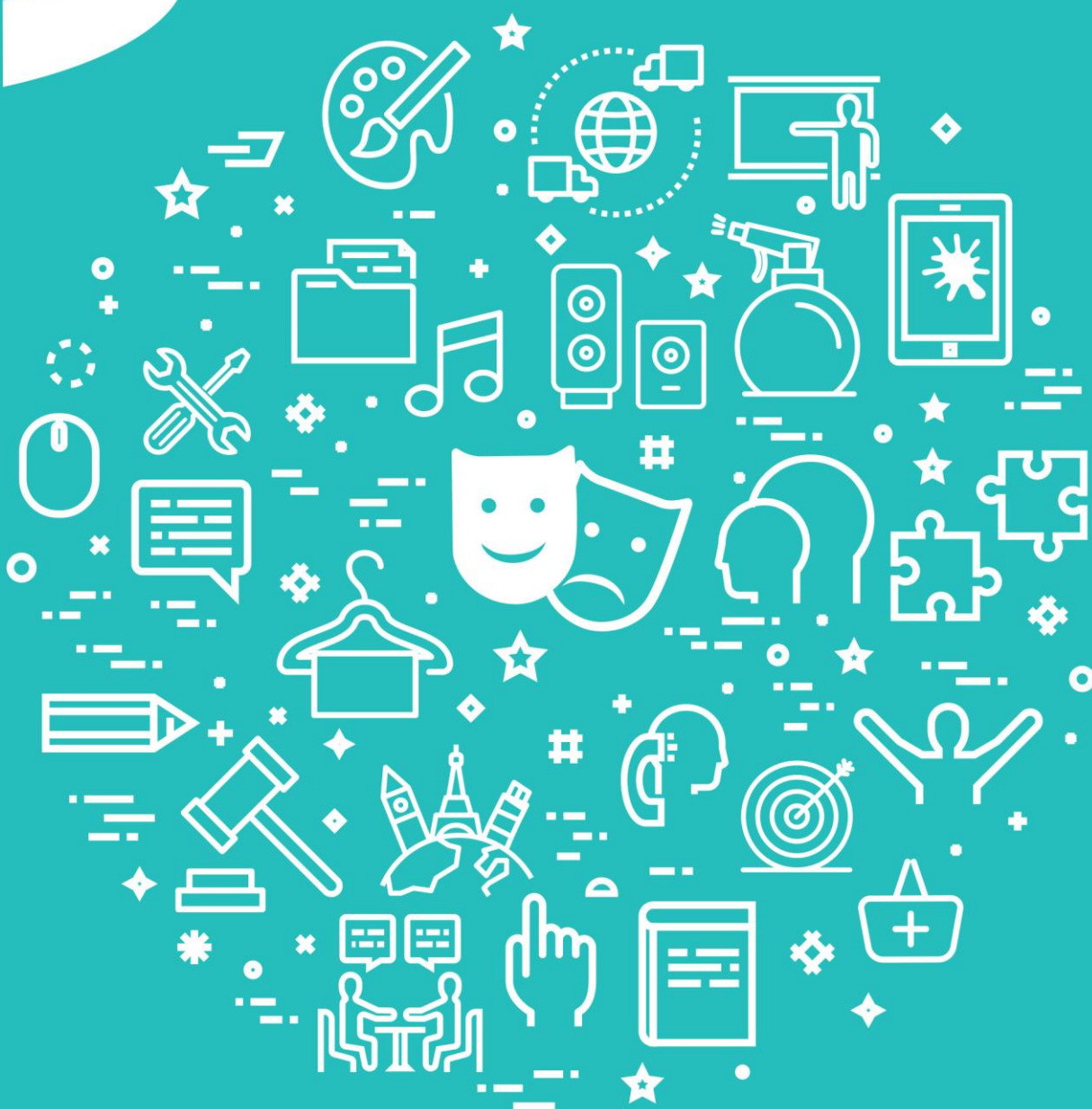


QUALIFICATION SPECIFICATION

 gateway
qualifications



Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

Business and Administration (Graded) (Level 2)

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/2397/8	Gateway Qualifications Level 2 Certificate in Business and Administration
603/2016/3	Gateway Qualifications Level 2 Diploma in Business and Administration

Version and date	Change detail	Section/Page Reference
2.1 (November 2019)	Addition of grading change statement	Pg16
2.2 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg7 and 9
2.3 (March 2023)	Removed address and changed back cover	Page 23

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualifications you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualifications

The qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed following consultation with further education colleges and adult and community learning providers who requested new level 2 qualifications that were graded. They are intended primarily for learners post 16 who are interested in Business and Administration but have not studied Business and Administration at key stage 4 or who have not achieved level 2 in this subject.

The qualifications may be used within a 16-19 study programme and are intended to give learners the knowledge, understanding and skills that will enable them to progress to further study in a business or related area at a higher level.

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Business and Administration. The level 2 units in the qualifications have the same content and pass criteria as some of the units in the Suite of Skills qualifications in Business and Administration but also include merit and distinction criteria.

The qualifications include an optional unit in Improving own Employability Skills. This could be used with learners who are on a programme that encompasses a work placement.

Learners also have the option of completing a substantial project in an area of Business. This will support the development of independent learning and research skills that are essential for further study.

1.2. Objective

The objective of the Gateway Qualifications Level 2 Business and Administration qualifications is to give learners the knowledge, understanding and skills that will enable them to progress to qualifications at a higher level, to an apprenticeship or to employment in a business-related area.

1.3. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.4. Geographical coverage

The qualifications have been approved by Ofqual to be offered in England.

If a centre based outside England (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

The qualifications support learners to progress to qualifications in Business and Administration and related areas at a higher level, to apprenticeships and to employment in the sector.

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The qualifications have been approved for learners aged 16-18 and 19+.
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking the qualifications.
Prior skills/knowledge/understanding	There is no requirement for learners to have prior skills, knowledge or understanding. However, to access the qualifications learners should ideally have achieved maths and English at level 1 and be working towards level 2.
Restrictions	There are no restrictions to entry.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualifications

3.1 Achievement methodology

A qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Certificate in Business and Administration	230	183	23
Gateway Qualifications Level 2 Diploma in Business and Administration	450	360	45

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

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place 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.

3.3 Qualification Structure

The knowledge, skills and understanding that will be assessed as part of the qualifications are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning please see section **3.5 Recognition of Prior Learning (RPL)**.

Gateway Qualifications Level 2 Certificate in Business and Administration

Learners must achieve a total of 23 credits including the completion of 2 mandatory units from Group M and the remaining credits from optional units in Group O.

Mandatory Group

Learners must achieve the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/615/7618	Understanding Business Organisations	2	24	3
A/615/7622	Effective Communication for the Workplace	2	24	3

Optional Group

Learners must achieve 17 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/615/7625	Business Project	2	48	6
R/615/7626	Promoting Products and Services	2	24	3
M/615/7634	Supporting Sustainability in an Office Environment	2	16	2
J/615/7705	Understanding Finance in a Business Context	2	24	3
H/615/7615	Budgeting and Managing Money	2	24	3
L/615/7706	Understanding Business Meeting Techniques	2	24	3
D/615/7712	Working with People in Organisations	2	24	3
A/615/7717	Working with Office Equipment and Systems	2	24	3
R/615/7724	ICT for the Workplace	2	24	3
J/615/7736	Understanding Online Business Activities	2	32	4
L/615/7740	Creating Business Web-pages	2	48	6
H/615/7744	Exploring and Presenting Enterprise Ideas	2	25	3
T/615/7747	Running an Enterprise Activity	2	40	5
A/615/7751	Exploring Entrepreneurship	2	15	2
J/615/7753	The Role of an Administrator	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/615/7754	Business Documentation	2	24	3
K/615/7759	Working in Business Teams	2	24	3
K/615/7762	Running an Event	2	32	4
A/615/8446	Working with Customers	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3
J/615/7767	Improving own Employability Skills	2	24	3
J/615/8546	Introduction to Self-Employment	2	24	3
L/615/8547	Exploring solutions to business problems	2	16	2

Gateway Qualifications Level 2 Diploma in Business and Administration

Learners must achieve a total of 45 credits including 6 credits from the Mandatory Group and 39 credits from the Optional Group.

Mandatory Group

Learners must achieve the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/615/7618	Understanding Business Organisations	2	24	3
A/615/7622	Effective Communication for the Workplace	2	24	3

Optional Group

Learners must achieve 39 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/615/7625	Business Project	2	48	6
R/615/7626	Promoting Products and Services	2	24	3
M/615/7634	Supporting Sustainability in an Office Environment	2	16	2
J/615/7705	Understanding Finance in a Business Context	2	24	3
H/615/7615	Budgeting and Managing Money	2	24	3
L/615/7706	Understanding Business Meeting Techniques	2	24	3
D/615/7712	Working with People in Organisations	2	24	3
A/615/7717	Working with Office Equipment and Systems	2	24	3
R/615/7724	ICT for the Workplace	2	24	3
J/615/7736	Understanding Online Business Activities	2	32	4
L/615/7740	Creating Business Web-pages	2	48	6
H/615/7744	Exploring and Presenting Enterprise Ideas	2	25	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/615/7747	Running an Enterprise Activity	2	40	5
A/615/7751	Exploring Entrepreneurship	2	15	2
J/615/7753	The Role of an Administrator	2	24	3
L/615/7754	Business Documentation	2	24	3
K/615/7759	Working in Business Teams	2	24	3
K/615/7762	Running an Event	2	32	4
A/615/8446	Working with Customers	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3
J/615/7767	Improving own Employability Skills	2	24	3
J/615/8546	Introduction to Self-Employment	2	24	3
L/615/8547	Exploring solutions to business problems	2	16	2

3.4 Grading

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	<ul style="list-style-type: none"> learners must evidence all Pass criteria from the assessment and grading grid
To achieve a Merit	<ul style="list-style-type: none"> learners must evidence all Pass and Merit criteria from the assessment and grading grid should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria partial achievement of the Merit criteria cannot attract the Merit grade.
To achieve a Distinction	<ul style="list-style-type: none"> learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid Distinction criteria are qualitative extensions of the Merit criteria should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria

- partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The unit grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, i.e. the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

$$\frac{\text{No. of credits required} \times \text{Total No. of Points}}{\text{No. of credits achieved}} = \text{Adjusted Points Total}$$

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Certificate in Business and Administration

	Pass	Merit	Distinction
Points range	115-126	127-138	139-161

Level 2 Diploma in Business and Administration

	Pass	Merit	Distinction
Points range	225-247	248-292	293-315

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Level 2 Certificate in Business and Administration - Example 1

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Understanding Business Organisations	3	Distinction	7	21
Effective Communication for the Workplace	3	Merit	6	18
Business Project	6	Pass	5	30
Working with People in Organisations	3	Pass	5	15
Working with Office Equipment and Systems	3	Pass	5	15
Promoting Products and Services	3	Merit	6	18
Supporting Sustainability in an Office Environment	2	Merit	6	12
Totals	23			129

Level 2 Diploma in Business and Administration - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Understanding Business Organisations	3	Pass	5	15
Effective Communication for the Workplace	3	Pass	5	15
Business Project	6	Pass	5	30
Working with People in Organisations	3	Pass	5	15
Working with Office Equipment and Systems	3	Pass	5	15
Promoting Products and Services	3	Pass	5	15
Running an Event	4	Pass	5	20
Budgeting and Managing Money	3	Pass	5	15
Running an Enterprise Activity	5	Merit	6	30
Supporting Sustainability in an Office Environment	2	Merit	6	12
Understanding Online Business Activities	4	Merit	6	24
Creating Business Web-pages	6	Merit	6	36
Totals	45			242

Level 2 Diploma in Business and Administration - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Understanding Business Organisations	3	Distinction	7	21
Effective Communication for the Workplace	3	Merit	6	18
Business Project	6	Pass	5	30
Working with People in Organisations	3	Pass	5	15
Working with Office Equipment and Systems	3	Pass	5	15
Promoting Products and Services	3	Pass	5	15
Running an Event	4	Merit	6	24
Budgeting and Managing Money	3	Merit	6	18
Running an Enterprise Activity	5	Merit	6	30
Supporting Sustainability in an Office Environment	2	Merit	6	12
Understanding Online Business Activities	4	Distinction	7	28
Creating Business Web-pages	6	Distinction	7	42
Totals	45			268

3.5 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/2397/8	Gateway Qualifications Level 2 Certificate in Business and Administration*	No
603/2016/3	Gateway Qualifications Level 2 Diploma in Business and Administration*	Yes

3.6 Links to other qualifications

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Business and Administration. The level 2 units in the qualifications have the same content and pass criteria as units in the Suite of Skills qualifications in Business and Administration but also include merit and distinction criteria.

The qualifications also provide the opportunity to develop employability skills as well as English, maths and ICT skills.

4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment materials

There are no specific assessment materials provided for the qualifications. However, centres should refer to the guidance on assessment.

4.4 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualifications has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;

- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

5. Centre Recognition and Qualification Approval

5.1. Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering skills based in the vocational area.

5.3. Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the qualifications.

Tutor/assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

6. Quality Assurance

6.1 Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for the qualifications.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional requirements/guidance

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

7. Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

7.2 Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.3 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.4 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website: <https://www.gatewayqualifications.org.uk/contact-us/>

8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

10. Appendices

10.1 Appendix 1 – Unit details

Understanding Business Organisations

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	T/615/7618

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the aims and objectives of different types of business organisation.	1.1 Explain why organisations set aims and objectives. 1.2 Identify the aims and objectives of different types of business organisation.	M(i) Compare the aims and objectives of two contrasting business organisations.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know the different types of business ownership.	2.1 Describe the different types of business ownership. 2.2 Outline with examples, why different organisations have different types of ownership.		
3 Know how the structures of organisations differ.	3.1 Identify organisational functional areas and their key roles. 3.2 Describe the organisational structures of different businesses.	M(ii) Compare the organisational structure of two contrasting business organisations.	D(i) Explain the links between the ownership, aims and objectives and structures of two contrasting organisations.
4 Know the importance of administration within an organisation.	4.1 Identify different administrative skills and their role in business organisations. 4.2 Describe some commonly used administrative processes and their value to business. 4.3 Explain why efficient administration is critical to business success.	M(iii) Explain how the administrative processes within three different functional areas of one organisation contribute to its success	D(ii) Evaluate the administrative efficiency of two contrasting organisations and its impact on organisational success.

Indicative Content: Understanding Business Organisations**Learning Outcome 1:**

Reasons for setting aims and objectives may include:

- providing an overview of what the business hopes to achieve in the future
- specific tasks that will contribute to the overall aim
- motivating employees

Examples of aims and objectives may include:

- survival
- profit
- growth
- market share
- customer satisfaction
- ethical reasons
- sustainability

Learning Outcome 2:

Types of business ownership may include:

- sole proprietors
- partnerships
- corporations
- franchising
- co-operatives and joint ventures

Reasons for different types of ownership may include:

- size – e.g. window cleaning business likely to be sole proprietor. But larger businesses need more staff, skills and tend to be more complex
- profit share - e.g. sole proprietor and partners receives all profits
- risk/responsibility - sole proprietor is responsible for all losses and debts; corporations have 'limited liability'
- skills – e.g. partners can work together using shared skills and knowledge
- shareholders own and control the organisation; all organisations with staff can share skills
- growth - opportunity to enter new markets whilst having the support of a larger organisation

Learning Outcome 3:

Functional areas of organisations may include:

- sales

Indicative Content: Understanding Business Organisations

- purchasing
- manufacturing
- learning and development
- human resources
- administration
- sales
- marketing
- finance

Examples given of different organisational structures may include:

- functional organisational structure e.g. production, marketing, finance, etc
- product based structure e.g. in a pharmaceutical company the structure could be vaccines, cosmetics, sterile equipment supplies, antibiotics
- geographical structure – e.g. a road haulage company may be structured as southern region, East Anglia, midlands region, northern and Scottish region

Learning Outcome 4:

Administrative skills and their role may include:

- IT skills - internal and external communication
- general office procedures - health and safety compliance, efficiency of day-to-day work
- telecommunication skills - internal and external customer satisfaction
- stock management - efficient use of materials, financial benefits
- planning and managing travel arrangements, meetings etc. - efficiency of business

Commonly used administrative processes may include:

- annual leave and sick leave processes
- grievance procedures
- IT code of practice
- financial arrangements
- dress code
- ordering supplies

Value/importance of efficient administration:

- customer satisfaction
- speed of service
- impact of errors
- contribution to good team work and job satisfaction

Effective Communication for the Workplace

Level: Level 2
Credit Value: 3
GLH: 30
Unit Number: A/615/7622

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of effective communication in the workplace.	1.1 Explain how effective communication creates a positive impression of the organisation on the customer. 1.2 Explain how effective communication between colleagues enables work to be completed to a high standard. 1.3 Describe the possible impact of poor communication on an organisation.	M(i) Explain the key features of effective communication in a specific workplace.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how different types of communication are appropriate for different situations.	2.1 Describe the main types of communication, oral and written, used in organisations. 2.2 Explain why different types of communication are required for different circumstances and when communicating with different people.	M(ii) Compare and contrast the different approaches taken by an organisation when presenting similar information to different audiences.	D(i) Evaluate the effectiveness of a specific document or other form of communication in presenting information to its intended audience.
3 Use appropriate forms of written communication.	3.1 Select appropriate formats of written communication for different purposes. 3.2 Produce documents that are clearly and accurately presented and appropriate for the audience.	M(iii) Produce documents that combine visual and text-based information.	D(ii) Produce a document that presents complex information in a way that is accessible to the intended audience.
4 Use appropriate forms of oral communication.	4.1 Communicate clearly in speech in different workplace situations, adjusting register and tone to match the audience and purpose of the communication.		D(iii) Use oral communication to present complex information or issues, in a manner appropriate to the audience and purpose of the communication.

Indicative Content: Effective Communication for the Workplace**Learning Outcome 1:**

Ways effective communication promotes a good first impression:

- gives the customer confidence in the business
- reduces misunderstandings
- customer gains good understanding of products/services available
- customer understands benefits of organisations products/services

Ways effective communication promotes high standards:

- everyone understands the goals that they are working towards
- reduces the likelihood of mixed messages
- reduces the potential for errors
- business understands who their customer is and their needs

Possible impact of poor communication may include:

- loss of existing customers and/or failure to gain new customers
- legal action
- financial penalties
- loss of business

Learning Outcome 2:

Examples of main types of communication may include:

- oral - team meetings, telephone conversations, one-to-one meetings, conference calls, web-based media e.g. Skype, FaceTime
- written - email, social media, e.g. Twitter or Facebook, notes, minutes of meetings, reports, letters, charts, diagrams, illustrations

Reasons for using different types of communication may include:

- the complexity/amount of the information
- different audience/purpose
- cost
- speed – the need to respond quickly to a customer
- the need to meet people e.g. to gather people together who are working in different parts of the country or internationally
- to meet specific needs such as visual and auditory impairment, reading difficulties, English is not the first language

Indicative Content: Effective Communication for the Workplace**Learning Outcome 3:**

To achieve this learning outcome learners must provide appropriate evidence of using different forms of communication.

The learner could be set a selection of scenarios for which they need to select an appropriate format (for Pass) and then produce them (for Merit/Distinction).

Examples of purposes should be varied and may include may include:

- to record a conversation
- to launch a new product
- to respond to a complaint
- to present evidence of a problem to a team
- to provide sales figures to a manager

Learning Outcome 4:

To achieve this outcome learners must provide sufficient evidence to demonstrate their ability to use appropriate forms of oral communication.

Audiences should be varied and may include:

- colleagues
- customers
- senior managers

Situations should be varied and may include:

- 1:1 meetings with manager
- group meetings with colleagues
- presentations
- informal conversation

Business Project

Level:	Level 2
Credit Value:	6
GLH:	48
Unit Number:	L/615/7625

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to identify and select a business project.	1.1 Agree a suitable topic and scope for a business project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.	M(i) Explain what they hope to achieve through the project. M(ii) Give reasons why each action is required. M(iii) Describe how these skills will be deployed. M(iv) Produce a plan for the project which includes timelines, order of activities, resources and facilities needed.	D(i) Explain how this will contribute to their understanding of a particular area of Business and Administration. D(ii) Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Be able to carry out research for a business project.</p>	<p>2.1 Identify different sources of information relevant to the project.</p> <p>2.2 Select data that is relevant and reliable.</p> <p>2.3 Reference evidence and information appropriately.</p>	<p>M(v) Recognise the relative reliability and bias in different sources</p> <p>M(vi) Select and combine data from different sources.</p>	<p>D(iii) Analyse data systematically to determine its relevance and reliability</p>
<p>3 Be able to undertake activity to complete a business project.</p>	<p>3.1 Carry out the necessary actions to complete the business project.</p> <p>3.2 Apply appropriate skills and knowledge to complete the project.</p>	<p>M(vii) Make on-going adjustments where needed.</p> <p>M(viii) Apply a range of relevant skills and knowledge to complete the project.</p>	<p>D(iv) Follow contingency plan where necessary.</p> <p>D(v) Apply and extend own subject skills and knowledge to complete the project.</p>
<p>4 Be able to present a business project.</p>	<p>4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions.</p> <p>4.2 Present information in own words, avoiding plagiarism.</p> <p>4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience.</p>	<p>M(ix) Sequence information to ensure a logical flow.</p>	<p>D(vi) Summarise key points.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to evaluate business project outcomes and own performance.	5.1 Review own performance in planning, carrying out and presenting outcomes from a business project, identifying what went well and what could be improved.	M(x) Determine success criteria and use these to make suggestions for improving performance.	D(vii) Evaluate how well each success criterion was met. D(viii) Summarise knowledge and skills relating to Business and Administration gained through completing the project.

Indicative Content: Business Project**Learning Outcome 1:**

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Example projects could include:

- promoting an event, service or product
- fund raising
- planning an event
- reorganising office systems
- choosing new software
- implementing a new process
- exploring new markets

Intended outcomes may include:

- improved efficiency
- improved teamwork
- raising funds
- raising awareness
- personal development
- enabling others to achieve their goals
- new systems or processes recommended or implemented

Skills needed may include:

- communication and interpersonal skills
- organisational skills
- interpersonal skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict/difficult situations
- IT skills
- budget-planning and management.

Planning to meet deadlines could be evidenced by a chart.

Learning Outcome 2:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Sources of information may include:

Indicative Content: Business Project

- colleagues
- websites
- similar products/services
- books/journals.

Information and data needed and relevant sources will vary according to project selected but may include:

- availability of staff/customers
- demand for a product/service/event
- staff/customer attitudes

Reference using:

- author, title and date for books journals
- URLs for websites
- full names and positions for information from people

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include for example witness statements, a personal log, notes of meetings, a video diary.

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others

Learning Outcome 4:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include for examples presentation material, witness statements, a personal log, a video.

Presenting a business project

- Format and structure
- Style – formal/informal
- Best use of technology
- Audience

Indicative Content: Business Project

- Graphics
- Whether supporting handouts/documents needed
- Responding to questions at end

Learning Outcome 5:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include for examples witness statements, peer assessments, a personal log, notes of meetings, a video diary.

Evaluation of performance

- Attendance
- Reliability
- Team skills
- Communication skills
- Taking responsibility
- Meeting objectives

Promoting Products and Services

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	R/615/7626

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of promotion within the concept of the marketing mix.	1.1 Identify the components of the marketing mix. 1.2 Outline the importance and impact of promotion to businesses.		
2 Know how businesses promote their products and services.	2.1 Identify promotional methods used by businesses. 2.2 Describe on-line systems and technologies used to promote goods and services.	M(i) Compare the promotional techniques used by two contrasting organisations.	D(i) Explain why different organisations choose different promotional techniques to promote their products and services.
3 Know how promotional activities influence customers.	3.1 Give examples of how customer behaviour is influenced by promotion and public relations activities.	M(ii) Explain the different strategies used in a recent promotional campaign to influence customer behaviour.	D(ii) Compare the different approaches taken in two successful promotional campaigns.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Be able to develop a plan to promote a product or service.	4.1 Propose a plan for a promotional campaign/event to include: a) aim of the promotion b) target customer c) c) promotional techniques to be used.	M(iii) Create one piece of promotional literature for your promotional campaign/event. M(iv) Calculate the overall cost of the promotional campaign.	D(iii) Evaluate the proposed campaign in terms of appeal to target market, costs, creativity and range of techniques included.

Indicative Content: Promoting Products and Services**Learning Outcome 1:**

Learners need to identify components of the marketing mix e.g. product or service, place or distribution, price, promotion.

Examples of the importance and impact of promotion may include:

- reach the relevant market
- lets customer know what is available.

Learning Outcome 2:

Promotional methods may include:

- social media
- advertising
- personal selling
- promotional activities
- direct marketing.

On-line systems may include:

- internet shopping
- email potential customers
- web advertising.

Learning Outcome 3:

Examples of how customers behaviour is influenced may include:

- buy goods they did not intend to
- spend more than intended
- satisfaction that they 'got a deal'.

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

Aim of the promotion

- To launch a new product/service
- To improve sales

Target customers

- New customers

Indicative Content: Promoting Products and Services

- Existing customers

Promotional techniques:

- social media
- advertising
- personal selling
- promotional activities
- direct marketing.
- internet shopping
- email potential customers
- web advertising

Supporting Sustainability in an Office Environment

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	M/615/7634

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know how to support sustainability and efficiency in an office environment.	1.1 Outline why it is important to keep waste to a minimum in the office environment. 1.2 Identify the main causes of waste in an office environment. 1.3 Describe how to minimise waste in an office environment. 1.4 Describe safe and efficient ways to deal with waste in an office environment, including any hazardous waste. 1.5 Describe ways to improve work efficiency in the office, including through the use of technology.	M(i) Compare measures taken in two contrasting office environments to support sustainability and efficiency.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Be able to support sustainability in an office environment.</p>	<p>2.1 Keep waste to a minimum.</p> <p>2.2 Follow procedures for recycling.</p> <p>2.3 Follow procedures for the disposal of waste, including any hazardous materials.</p> <p>2.4 Follow procedures for the maintenance of equipment.</p> <p>2.5 Make best use of technology to work in an efficient way.</p>		<p>D(i) Make recommendations for how one office environment could improve sustainability and efficiency.</p>

Indicative Content: Supporting Sustainability in an Office Environment**Learning Outcome 1:**

Reasons for keeping waste to a minimum in an office environment may include:

- impact on the environment
- reduces cost
- more efficient
- meet business objectives.

Main causes of waste and how to minimise it may include:

- excessive use of paper - print double-sided, avoid printing, reuse where possible
- computers - standby mode
- lighting - switch off when not required, sensors to switch off after inactivity
- thermostat management - effective temperature control
- water management - low flow toilets and showers, install aerators
- transportation - walk, cycle or use public transport to work.

Safe and efficient ways to deal with waste in an office may include:

- recycling bins
- bottle banks
- safe disposal of clinical waste.

Ways to improve work efficiency may include:

- working from home or a site nearer to home
- use of web-based technology for meetings e.g. Skype, Google hangout
- send emails rather than letters, where appropriate.

Learning Outcome 2:

Learners must provide sufficient and valid evidence to achieve this outcome.

Evidence may include a log/diary, witness statements or an employer's report.

Understanding Finance in a Business Context

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/7705

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know key costs and expenditure for businesses.	1.1 Identify the key costs associated with running a business. 1.2 Identify different types of expenditure associated with running a business.		
2 Know about key records needed to manage finance in a business context.	2.1 Define key business terms, for example, income, expenditure, turnover, cash flow, gross and net profit. 2.2 Describe the financial records that a business needs to keep. 2.3 Explain why financial records are important, including legal requirements.	M(i) Outline the legal requirements regarding financial record keeping for two businesses of different ownership types, e.g. a sole trader and a limited company.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know why managing cash flow is important to businesses.</p>	<p>3.1 Explain the role and importance of cash to the operation of a business.</p> <p>3.2 Describe factors that affect cash flow in a business.</p> <p>3.3 Explain how cash flow problems can lead to business failure.</p> <p>3.4 Describe how to monitor and manage cash flow.</p>	<p>M(ii) Create a cash flow statement.</p>	
<p>4 Be able to produce and use financial documents.</p>	<p>4.1 Produce a basic spreadsheet showing income and expenditure.</p> <p>4.2 Interpret simple accounts over a specified period.</p>		<p>D(i) Interpret and compare simple accounts from two contrasting businesses.</p>

Indicative Content: Understanding Finance in a Business Context**Learning Outcome 1:**

Key costs of running a business may include:

- start-up costs
- operating costs (variable and fixed costs)
- Variable costs change in proportion to the amount of output produced or amount sold (e.g. raw materials, employee wages, energy, commission to sales staff);
- fixed costs do not change in relation how much output a business produces (e.g. Premises/rent, management salaries, insurance, marketing)

Types of expenditure may include:

- staffing
- premises e.g. rent, lighting, heating
- equipment.

Learning Outcome 2:

For 2.1 learners need to define key business terms.

Examples of financial records that may be kept include:

- invoices, receipts
- income and expenditure
- income tax

Importance of financial records may include:

- know costs, income and expenditure to make sure you are meeting objectives
- report income and expenditure to appropriate authorities e.g. Inland Revenue, shareholders, managers, owner
- helps with forecasting future plans
- required for auditing purposes

Learning Outcome 3:

The role and importance of cash may include:

- to pay for immediate expenses
- indicates net change of a business from one period to the next
- lack of cash may mean insufficient money to pay for next period
- key indicator of the financial health of a business

Factors that affect cash flow may include:

- poor or good sales

Indicative Content: Understanding Finance in a Business Context

- loans
- increased costs and overheads
- timing of payments by the business and to the business

How cash flow problems can lead to business failure:

- poor management of cash flow may mean lack of accessible funds to finance day to day expenses
- loss of key accounts
- limited or no new customers
- lack of management control
- inadequate or inappropriate financing

Ways to monitor and manage cash flow may include:

- analysis of cost, revenue and profit
- breakeven analysis
- cash flow analysis

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

Budgeting and Managing Money

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	H/615/7615

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of budgeting in a business context.	1.1 Describe the advantages of planning a budget in a business context.	M(i) explain how budget-planning for a specific project has aided/will aid successful project delivery'.	
2 Understand key financial concepts.	2.1 Explain the difference between price and cost and the concept of profit. 2.2 Describe how to improve profit, for example through cutting costs, improving revenue, increasing prices.		D(i) Use financial statements to compare the costs and profits of two business organisations.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know about income and expenditure.</p>	<p>3.1 Describe different kinds of business expenditure, for example fixed and variable costs.</p> <p>3.2 Describe different kinds of business income.</p> <p>3.3 Explain how businesses estimate income, for example forecasting sales volumes and selling prices.</p>	<p>M(ii) Use financial statements to compare the key forms of income and main expenditures of two business organisations.</p>	
<p>4 Understand how businesses manage key financial information.</p>	<p>4.1 Explain the purpose of key financial business documents for example business plan, spreadsheets of income and outgoings, bank statements, payslips, receipts, invoices.</p> <p>4.2 Explain how financial information can be checked for errors.</p>		<p>D(ii) Describe how key financial information is managed by two contrasting business organisations.</p>

Indicative Content: Budgeting and Managing Money**Learning Outcome 1:**

Reasons for budgeting may include:

- avoid getting into debt
- controlling costs
- remaining solvent
- future planning

Learning Outcome 2:

Learners need demonstrate an understanding of the terms price, cost and profit.

Ways to improve profit may include:

- improve sales (e.g. via improved) promotion/marketing.
- increase price on some products
- no discounting
- reduce overheads
- take cash discounts from suppliers
- know your stock

Learning Outcome 3:

Examples of business expenditure may include:

- variable costs change in proportion to the amount of output produced or amount sold (e.g. raw materials. employee wages, energy, commission to sales staff);
- fixed costs do not change in relation how much output a business produces (e.g. Premises/rent, management salaries, insurance, marketing, heating, lighting, business insurance)

Examples of income may include:

- sale of products or services
- government funding
- loans

Ways of estimating income may include:

- forecast sales over a specified period of time
- estimate additional income
- calculate known expenditure including tax

Learning Outcome 4:

The purpose of key financial documents may include:

Indicative Content: Budgeting and Managing Money

- use information for future financial planning
- monitor income and expenditure
- identify areas to reduce costs
- monitor irregularities
- auditing purposes/legal requirements
- record of financial transactions

Ways to check for errors may include:

- double check entry data
- balance sheets
- identify errors of omission or commission
- independent advisor
- double entries

Understanding Business Meeting Techniques

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	L/615/7706

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand business meetings.	1.1 Identify the different purposes for business meetings 1.2 Describe how meetings will differ depending on their purpose, size, the type of people involved and the culture of the organisation. 1.3 Outline the importance to an organisation of effective business meetings.		
2 Know about meeting techniques.	2.1 Identify different techniques used in meetings. 2.2 Give reasons why specific techniques are suited to some kinds of meetings but not others.		D(i) Evaluate two business meetings in terms of meeting planning, techniques used, the chair, delegate behaviours and how they were addressed.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know how to plan a meeting.</p>	<p>3.1 Describe how the purpose, objectives and planned outcomes for a meeting influence the way in which it is planned.</p> <p>3.2 Identify other factors to be considered when planning the content of the meeting.</p> <p>3.3 Describe key items on a typical agenda.</p> <p>3.4 Outline the factors to be considered when planning the format of the meeting.</p> <p>3.5 Outline the administrative tasks to be carried out in advance of a meeting (e.g. sending invites, booking a venue, copying papers).</p>	<p>M(i) Plan for two meetings using techniques appropriate to the aim of the meeting</p>	<p>This covers L/O 2-7.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Know how to run a meeting.	4.1 Describe the key functions of a chair person. 4.2 Outline ways to start and close a meeting effectively. 4.3 Identify the benefits of taking meeting minutes.	M(ii) Explain the contribution of the chairperson to the success of a meeting. M(iii) Using two different set of 'minutes' as exemplification, describe key features of good minute taking.	
5 Know how delegates should behave in meetings.	5.1 Identify delegate behaviour which enables meeting aims, objectives and outcomes to be achieved.		
6 Know how to deal with difficult issues in meetings.	6.1 Identify how different people may behave in a meeting, for example shy, domineering. 6.2 Identify techniques to enable the effective participation of different delegates in a meeting. 6.3 Identify ways to deal with conflict in a meeting.	M(iv) Explain 'best practice' to manage delegate behaviour at meetings.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
7 Know how to evaluate a meeting.	7.1 Identify ways of obtaining feedback on a meeting. 7.2 Describe ways of recording own views on a meeting.		

Indicative Content: Understanding Business Meeting Techniques**Learning Outcome 1:**

Purposes of business meetings may include:

- to discuss a specific item or to solve a problem
- Board meetings to discuss strategic issues
- 'Kick-off' meetings for a new project and discuss roles
- team meetings and management meetings

Ways meetings differ may include:

- use of web-based media if attendees are not based in one place or working on different time zones
- daily 'scrums' to provide updates from different departments on a specific project with tight timescales
- attendance at meetings may include all levels of responsibility or just one level
- purpose of meeting e.g. a disciplinary meeting with just two people, a board meeting to decide strategy or a staff meeting to provide information about a future change
- culture of an organisation may determine whether meetings are formal or informal

Importance of effective meetings may include:

- time saving
- cost benefits
- effective decision making
- clear actions to be implemented

Learning Outcome 2:

Techniques used in meetings and reasons may include:

- setting agenda, taking minutes, action planning - provide formal record of outcomes
- informal meetings with notes of meeting shared with relevant colleagues - ensure attendees know their own actions and decisions made
- stand-up meetings to make quick decisions or provide information
- prepared papers circulated to attendees prior to the meeting - provide time to read papers and discuss with others
- use of presentations – to ensure information provided is easy to understand
- remote attendance- to save time and travel costs

Learning Outcome 3:

Factors to consider when planning a meeting may include:

Indicative Content: Understanding Business Meeting Techniques

- sharing the purpose, objectives, planned outcomes - ensures everyone knows and understand their role at the meeting and can allow time for preparation
- administrative duties - arranging room and refreshments, sending invitations and relevant information, organising equipment e.g. teleconferencing facilities, accessing previous papers or minutes of previous papers

Key items on a typical agenda may include:

- list of those invited to attend
- apologies
- purpose and objectives for the meeting
- minutes of the previous meeting
- discussion items
- date and time of next meeting

Factors to consider when planning a meeting may include:

- time available and number of agenda items
- attendees e.g. decision makers, those with vested interest in subject
- availability of key people
- whether a face to face meeting is required or remote access will suffice

Administrative tasks may include:

- sending invites to attendees
- booking rooms, hospitality, resources, equipment
- travel arrangements
- copying and collating papers

Learning Outcome 4:

Key functions of a chairperson include:

- timekeeping – starting and finishing on time
- ensuring meeting objectives are met
- establishing ground rules
- following the agenda and ensure the meeting stays focused on the agenda items
- ensuring people are accountable – those given actions must complete them
- summarising key decisions
- making sure records are kept (minutes) and actions taken

Ways to start and close a meeting effectively

- Offer coffee/refreshments prior to start time
- Ensure all technology working (for those attending remotely)

Indicative Content: Understanding Business Meeting Techniques

- Make sure everyone knows objectives of the meeting
- Be positive
- Allow time for 'any other business'
- Ensure everyone knows date and time of next meeting

Learning Outcome 5:

Delegate behaviour may include:

- listening and respecting other opinions
- not interrupting
- asking and responding to appropriate questions
- appropriate use of digital equipment during meetings
- ensuring they complete the tasks given to them at each meeting

Learning Outcome 6:

Types of behaviour during meetings may include:

- interrupting while others are talking
- not participating
- dominating the conversation
- inappropriate responses that are not relevant to the discussion point

Techniques to enable participation may include:

- inviting all delegates to contribute in order
- asking a specific delegate to share their ideas and opinions
- inviting presentations with time for questions at the end

Ways to deal with conflict may include:

- stopping the discussion, summarising the key points and actions
- giving time for each person to share their opinions
- agreeing to continue the discussion later, if appropriate

Learning Outcome 7:

Ways to obtain feedback may include:

- verbal comments
- evaluation forms

Ways of recording own views of a meeting may include:

Indicative Content: Understanding Business Meeting Techniques

- email to colleagues
- discussion with line manager

Working with People in Organisations

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: D/615/7712

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the practices that enhance good working relationships.	1.1 Explain the need for organisational rules, procedures and etiquettes 1.2 Describe key legal requirements in relation to discrimination legislation. 1.3 Explain the benefits to an organisation of positive working relationships. 1.4 Explain the benefits of effective communication.	M(i) Explain measures taken by two organisations to ensure good working relationships.	D(i) Explain the impact on the organisation of two different situations where good working relationships have broken down.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know how to maintain security and confidentiality.</p>	<p>2.1 Explain the importance of confidentiality of information and security in the workplace.</p> <p>2.2 Explain own responsibilities in terms of confidentiality and security.</p> <p>2.3 Follow procedures and protocols in relation to confidentiality of information and security.</p>	<p>M(ii) Explain measures taken by organisations to ensure security and confidentiality.</p>	<p>D(ii) Explain the impact of two situations where security or confidentiality requirements have not been met.</p>
<p>3 Be able to work with others in the workplace.</p>	<p>3.1 Work with others in the workplace showing respect for different abilities, backgrounds, customs, values and beliefs.</p> <p>3.2 Give clear instructions for straightforward tasks to familiar and unfamiliar people.</p> <p>3.3 Request support from appropriate people.</p> <p>3.4 Evaluate feedback from others to improve working practice.</p>	<p>M(ii) Provide constructive feedback to others to support their skills development of working with others.</p>	<p>D(iii) Assess strengths and weaknesses of self and others when working together, using examples for justification.</p>

Indicative Content: Working with People in Organisations**Learning Outcome 1:**

Reasons for organisational rules, procedures and etiquettes may include:

- everyone works to the same goals /standards
- new employees know what is expected of them
- ensures consistency in practice
- provides clear instructions to follow
- ensures a positive working environment
- promotes a positive culture to internal and external customers

Key legal requirements:

- no discrimination against anyone on grounds of age, disability, gender reassignment, religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity

Benefits of positive working relationships may include:

- efficient and effective workforce
- positive working environment
- loyalty amongst workers
- job satisfaction

Benefits of effective communication may include:

- everyone working to the same goal
- avoidance of mix messages and work not being completed
- prevents power struggles

Learning Outcome 2:

The importance of security and confidentiality may include:

- personal safety
- information is not shared with others who could use the data inappropriately
- legal requirement

Examples of own responsibilities in terms of confidentiality and security may include:

- legal requirement concerning health and safety at work
- know and follow organisational policies and procedures e.g. inappropriate sharing of IT password; not sharing customer information

Indicative Content: Working with People in Organisations

Learners must provide sufficient and valid evidence to achieve assessment criterion 2.3.

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Clear instructions:

- methods
- tone
- level of formality
- checking/feedback

Familiar people, for example:

- colleagues
- supervisors and managers

Unfamiliar people, for example:

- customers
- suppliers

Improvements to working practice, for example:

- communication skills
- team work
- attendance
- reliability

Working with Office Equipment and Systems

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/615/7717

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the functions of office equipment and systems.	1.1 Describe the purposes of key office equipment. 1.2 Outline key systems within an office environment and their benefits.	M(i) Explain how key systems are used within offices to meet the organisations objectives.	
2 Be able to use office equipment.	2.1 Carry out different complex photocopying tasks. 2.2 Operate an electronic diary for business purposes. 2.3 Use ICT equipment for administrative and communication purposes. 2.4 Use telephone systems to communicate with others for business purposes.	M(ii) Use recently developed technology to perform an office task (e.g. set up a web-based meeting).	D(i) Select and use different types of office equipment to complete a multi-stepped office task.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to process, retrieve and archive information</p>	<p>3.1 Use paper based/electronic systems to retrieve and process business information.</p> <p>3.2 Archive information using paper-based systems/electronic systems as appropriate.</p>	<p>M(iii) Compare the benefits of technology vs paper based systems to process, retrieve and archive information.</p>	<p>D(ii) Evaluate own skills in the use of technology to process, receive and archive information and make plans for personal development.</p>

Indicative Content: Working with Office Equipment and Systems**Learning Outcome 1:**

Learners need to demonstrate a knowledge of the functions of office equipment and systems.

This may include photocopiers, computers, servers, projectors, video conferencing systems, electronic diaries etc.

Examples of functions may include:

- communicating to internal and external customers
- sharing information
- storing and retrieving information

Key systems within an office environment and their benefits may include:

- customer relationship management systems - history of customer enquiries, marketing information
- financial systems - auditing purposes, tax systems
- archiving - retrieval of information
- electronic diaries –all staff know where people are and their availability
- holiday booking systems – key staff not on holiday at same time

Learning Outcome 2:

Learners must provide sufficient and valid evidence to achieve this outcome. Complex photocopying tasks for example:

- double sided
- collated
- stapled

Electronic diary for business purposes:

- to arrange meetings
- to check availability
- to plan holidays

Administrative and communication purposes:

- emails
- letters
- organising data

Telephone system for business purposes:

- to speak to a customer

Indicative Content: Working with Office Equipment and Systems

- to make an arrangement with a colleague
- to pass on information

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome.

Business information, for example:

- sales figures
- holiday/sickness dates
- applications for jobs

ICT for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/7724

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of making effective use of ICT in the workplace.	1.1 Explain how effective use of ICT can contribute to the overall effectiveness of an organisation. 1.2 Describe the possible impact of poor use of ICT on an organisation.		
2 Be able to identify the ICT requirements of workplace tasks.	2.1 Describe the ICT requirements for different complex workplace tasks.	M(i) Compare and contrast two given software applications capable of meeting the requirements of a specific task.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to make safe use of an ICT system to undertake workplace tasks</p>	<p>3.1 Use ICT to complete different complex workplace tasks efficiently.</p> <p>3.2 Develop and use storage systems to enable efficient retrieval of information.</p> <p>3.3 Follow workplace guidelines for safe and secure use of ICT.</p>	<p>M(ii) Use a combination of different ICT methods to complete a single complex task.</p>	<p>D(i) Recommend improvements to a given set of guidelines for safe and secure use of ICT, based on own experience of their use.</p>
<p>4 Be able to use ICT to find and select information for workplace tasks.</p>	<p>4.1 Use ICT to locate and select relevant and reliable information from different sources to meet the requirements of a complex workplace task.</p>		<p>D(ii) State ways of checking the reliability of online sources.</p>
<p>5 Be able to use ICT to present and share work-related information.</p>	<p>5.1 Be able to use ICT to present and share work-related information.</p> <p>5.2 Use appropriate software to present conclusions including:</p> <ul style="list-style-type: none"> • text • images • graphs/charts <p>in a format, suitable for the purpose and for the audience.</p>	<p>M(iii) Use ICT to present and share information on a complex topic.</p>	<p>D(iii) Use appropriate software to present information on a complex topic including edited audio and video clips.</p>

Indicative Content: ICT for the Workplace**Learning Outcome 1:**

Examples of how ICT can contribute to the effectiveness of an organisation may include:

- information is easily accessible
- information can be stored and retrieved efficiently
- data can be used for a range of purposes including marketing and developing new products and services
- widen the market place e.g. international, other parts of the country

Inefficient use of ICT can result in:

- financial losses
- time wasting
- errors

Learning Outcome 2:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Complex tasks:

- targeting customers
- analysing data
- selecting customers from data bases
- using CRM system effectively

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Storage systems, for example:

- databases
- archives

Workplace guidelines may include:

- regularity of eye checks
- posture/ergonomics
- breaks
- safe storage of power leads
- close own procedure

Indicative Content: ICT for the Workplace

- use of screen saver

Learning Outcome 4:

Sources may include:

- databases
- spreadsheets
- CRM systems

Use of ICT to research information from different sources to meet the requirements of complex work could include:

- reading and retrieving information from files stored on ICT
- receiving, reading, sending and recording information received by email with attachments
- safe and effective online web search for information – e.g. search engines
- recognising currency, relevance and bias when selecting and using information

Learning Outcome 5:

Use of ICT to present and share information using appropriate software could include:

- text
- tables
- graphics
- records
- numbers
- charts and graphs
- audio and video clips

These must be presented in a format suitable for the audience so may be printed or for viewing on screen.

Understanding Online Business Activities

Level:	Level 2
Credit Value:	4
GLH:	32
Unit Number:	J/615/7736

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about online business activities.	1.1 Describe how different business organisations operate online.	M(i) Use examples to show the different ways in which contrasting organisations operate online.	
2 Understand issues related to online business.	2.1 Explain the issues related to setting up online businesses 2.2 Explain the operational risks to a business organisation operating online. 2.3 Outline the basic principles of legislation, directives and regulations related to online business.	M(ii) Explain why organisations may choose to only operate online or not offer an online service.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know the impact of an online business presence.</p>	<p>3.1 Describe the benefits of marketing a product or service online</p> <p>3.2 Describe any disadvantages of an online business presence.</p> <p>3.3 Explain how the success of an online business presence can be measured.</p> <p>3.4 Outline the impact of online businesses on society in general.</p>	<p>M(iii) Evaluate the impact of online business on the shopping habits of two different demographic groups.</p>	<p>D(i) Evaluate the impact of an online business presence on success for two business organisations</p> <p>D(ii) Evaluate the positive and negative effects of the online business on people and business world.</p>

Indicative Content: Understanding Online Business Activities**Learning Outcome 1:**

Examples of online business may include:

- online transactions
- interactive customisation
- marketing products and services through passive brochure ware
- complement other services offered by business

Learning Outcome 2:

Set up issues may include:

- sufficient financial support
- knowing the market
- access to appropriate resources and equipment
- domain names
- technical skills

Examples of operational risk include:

- ensuring payment security
- viruses
- out of date information
- failure of hardware and software
- hackers

Examples of the basic principles of legislation, directives and regulations may include:

- ensuring security of customer personal information
- maintain financial security
- monitor inappropriate use of software

Learning Outcome 3:

Marketing benefits may include:

- costs
- ease of gathering information
- ability to respond quickly to customer requests
- access to national and international markets
- ability to access new markets more easily

Indicative Content: Understanding Online Business Activities

Disadvantages/challenges of an on-line presence may include:

- information needed in different languages
- speedy response required to customers
- hackers/viruses
- technical skills needed
- need to keep up to date

Success of on-line businesses may be measured through:

- sales figures
- number of 'hits' on the website
- follow-up business as a result of 'hits'

Impact of online business on society may include:

- isolation
- job losses in areas where on-line business is successful e.g. food shopping online in rural areas
- breakdown of communities
- effects on work-life balance

Creating Business Web-pages

Level:	Level 2
Credit Value:	6
GLH:	48
Unit Number:	L/615/7740

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know key considerations when creating a website.	1.1 Describe the key information needed before creating a website. 1.2 Outline the issues that will affect the type of website to be developed.	M(i) Describe the role of web architecture in website communication. M(ii) Explain the factors that limit or enhance website performance.	
2 Understand terminology relating to website development.	2.1 Explain basic terminology in relation to website development.	M(iii) Explain complex terminology in relation to website development.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to create web pages or a website.</p>	<p>3.1 Identify the kind of website or pages required to meet stated business need.</p> <p>3.2 Plan the content of the pages.</p> <p>3.3 Create web-pages to meet business need.</p>	<p>M(iv) Use a range of tools and techniques to create a website.</p>	<p>D(i) Explain how other tools and techniques could be used to improve website design and/or functionality.</p>
<p>4 Be able to evaluate the process and the outcome.</p>	<p>4.1 Evaluate the process of creating the web-pages.</p> <p>4.2 Evaluate the web pages suggesting ways they could be improved.</p>	<p>M(v) Improve the website based on own evaluation and that of others.</p>	<p>D(ii) Demonstrate how website meets the purpose for which it was intended, evaluating any potential improvements.</p>

Indicative Content: Creating Business Web-pages**Learning Outcome 1:**

Key information needed before creating a website may include:

- purpose of the website
- who are the potential customers and will they access the site
- what is the market e.g. local, national, international
- what services and information will be on the site
- technical capability
- money available to spend on website

Issues that will affect the type of website may include:

- needs of the customer
- customer services e.g. will customers register to use the site
- simple or complex e.g. visual appeal versus speed, personalisation versus speed

Learning Outcome 2:

Learners need to understand terminology. The following examples are not a definitive list. Examples may include domain, ISP hosting, cookies, web authoring tools, tags, navigation tools etc.

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome. Learners need to understand:

- page types, for example: home, contact details, products and services,
- content – words vs pictures; font style and size, use of colour

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

Evaluation of process may include:

- cost
- time

Evaluation of webpages may include

- hits
- customer feedback
- technical capability

Exploring and Presenting Enterprise Ideas

Level: Level 2
Credit Value: 3
GLH: 25
Unit Number: H/615/7744

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to explore ideas for an enterprise activity.	1.1 Identify ideas that could be developed for an enterprise activity. 1.2 Select ideas with most potential for further exploration.	M(i) Compare and contrast ideas using selected criteria.	D(i) Justify selection of particular ideas.
2 Be able to test out ideas with potential customers.	2.1 Gather feedback from potential customers on proposed activities. 2.2 Use feedback to determine the focus of the enterprise activity.	M(ii) Use two different methods to gather feedback from different customers.	D(ii) Use the feedback gathered to evaluate the potential success of ideas selected.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand the risks involved in implementing the enterprise activity	3.1 Identify the risks of selected activity 3.2 Describe ways to mitigate the risks	M(iii) Create a detailed risk register.	
4 Be able to present an idea for an enterprise activity to an audience.	4.1 Pitch selected idea in a format suitable to the targeted audience.	M(iv) Use appropriate media to present enterprise idea (e.g. video, PowerPoint presentation, storyboard). M(v) Demonstrate knowledge of enterprise activity through appropriate responses to audience questions.	D(iii) Interact effectively with audience.

Indicative Content: Exploring and Presenting Enterprise Ideas**Learning Outcome 1:**

Ideas for enterprise activities (AC1) can cover many activities (both realistic and unrealistic) as the focus of AC2 is to select two or more activities which can be achieved within the timescale and other restrictions that may exist. Selection criteria could be based on time, cost, risk, interest, knowledge, expertise required, etc.

Learning Outcome 2:

Feedback could be obtained either formally or informally by:

- chatting to potential customers
- interviews
- using a questionnaire
- focus group to discuss ideas
- survey (paper or electronic)

Learning Outcome 3:

Examples of potential risks may include:

- idea is unrealistic e.g. too costly, no market, too complex
- unable to deliver the activity within budget, on time, to required standards
- insufficient resources or people to support the activity

Ways to mitigate risk may include:

- effective pre-planning and research
- risk assessment
- contingency plans
- anticipate potential problems
- apply for funding

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

Format may include for example video, PowerPoint presentation, storyboard

Audience may be customers, colleagues, managers, investors.

Running an Enterprise Activity

Level:	Level 2
Credit Value:	5
GLH:	40
Unit Number:	T/615/7747

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to decide on an enterprise activity.	1.1 Generate ideas for a product or Service. 1.2 Compare ideas for a product or service. 1.3 Select and develop an idea for a viable product or service	M(i) Use specific criteria (such as costs, time constraints, viability, resource requirement) to compare the ideas generated and relative viability.	D(i) Justify the idea selected for an enterprise activity.
2 Be able to work as a team to plan an enterprise activity.	2.1 Draw up a business plan. 2.2 Set aims and objectives 2.3 Identify resources needed. 2.4 Allocate team roles. 2.5 Plan for contingencies.	M(ii) Demonstrate an understanding of team members' strengths and weaknesses when allocating team roles.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to implement plan to run an enterprise activity.	3.1 Carry out own responsibilities. 3.2 Support colleagues in their roles, providing constructive feedback as appropriate.	M(iii) Work proactively to carry out own responsibilities to a high standard within the timescale required.	
4 Evaluate enterprise activity.	4.1 Evaluate the success of the enterprise activity. 4.2 Evaluate own contribution to enterprise activity.		D(ii) Evaluate the business plan its contribution to project success. D(ii) Evaluate own learning that could be used to benefit future enterprise activities.

Indicative Content: Running an Enterprise Activity

Ideas could be generated through a brainstorming activity, encouraging both realistic and unrealistic ideas for a product or service (AC1). The focus of AC2 is to compare the ideas generated using appropriate criteria, e.g. time available, cost, risk, interest, knowledge, expertise required, etc. An outcome of AC2 will be one product or service which can be outlined in AC3.

Learning Outcome 2:

Working as a team, students must develop their enterprise idea. The business plan should include:

- business name
- business contact details
- summary of the business
- aims and objectives
- roles and responsibilities
- resources required
- a description of the product/ service
- how it will be sold
- who will be the customers
- costs
- a plan for contingencies

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome. Evidence may include witness statements, peer assessments, written feedback, transcript of oral feedback.

To give constructive feedback learners need to understand the need to:

- use the sandwich approach
- be positive
- be specific give examples
- the need to focus on the action not the person

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

Success of the enterprise should be measured against aims and objectives.

Own contributions should include own and others' reflections.

Exploring Entrepreneurship

Level: Level 2
Credit Value: 2
GLH: 15
Unit Number: A/615/7751

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the characteristics of a successful entrepreneur.	1.1 Explain what is meant by the term entrepreneur. 1.2 Identify the skills that are needed to be a successful entrepreneur. 1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur.	M(i) Using examples of successful entrepreneurs, explain the significance of their characteristics to their success.	
2 Understand own strengths as an enterprising person.	2.1 Describe own strengths in terms of enterprise skills, attitudes and qualities. 2.2 Evaluate self in terms of ability to set up a successful business/enterprise.	M(ii) Explain how own skills, attitudes and qualities could contribute to own success as an entrepreneur.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Understand ways to develop enterprise skills and knowledge.</p>	<p>3.1 Agree activities to develop or strengthen own enterprise skills.</p> <p>3.2 Identify changes in own attitude and behaviour that will help to make the most of enterprise opportunities.</p> <p>3.3 Agree ways to bring about changes in own enterprising attitudes and behaviours.</p>		<p>D(i) Explain how identified development activity will increase own potential as an entrepreneur.</p>

Indicative Content: Exploring Entrepreneurship**Learning Outcome 1:**

Learners must define the term entrepreneur.

Examples of skills, qualities and attitudes required may include:

- creativity
- vision
- confident in taking calculated risks
- intuitive
- able to inspire others

Learning Outcome 2:

Criteria to consider may include those above as well as:

time management skills
organisational skills
interpersonal and communication skills
enthusiasm
attitude to risk
confidence

Learning Outcome 3:

Learners must be able to provide sufficient and valid evidence to achieve this outcome. This may be a Personal Learning Plan or a summary of a discussion/coaching session.

The Role of Administrator

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/615/7753

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the role of an administrator in an office.	1.1 Explain the different activities carried out by an administrator in an office. 1.2 Describe how an administrator can support team activities. 1.3 Explain why it is important for an administrator to provide a positive image of self and own organisation to colleague.	M(i) Describe the skills and personal qualities required to enable an administrator to support others.	D(i) Evaluate the contribution of an administrator to the success of the wider team.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Be able to carry out administrative tasks.</p>	<p>2.1 Follow organisational procedures for making and receiving telephone calls.</p> <p>2.2 Follow organisational procedures for dealing with office mail.</p> <p>2.3 Use different types of office equipment for a variety of tasks.</p>	<p>M(ii) Compare the procedures used for making and receiving calls and dealing with office mail in two contrasting business organisations.</p> <p>M(iii) Use initiative, combine actions and use different equipment to complete a multi-step task.</p>	
<p>3 Know about key administrative duties.</p>	<p>3.1 Describe how to arrange meetings.</p> <p>3.2 Explain the purpose of a diary system to plan organisational activities.</p> <p>3.3 Identify the information needed to maintain an office diary system.</p> <p>3.4 Explain the process for ensuring that there are sufficient office supplies</p> <p>3.5 Explain how to monitor equipment usage including reporting faults.</p>	<p>M(iv) Compare how administrators provide support in two contrasting business organisations.</p> <p>M(v) Produce accurate documentation for meetings including agenda and minutes (prepared from notes taken during meeting).</p>	<p>D(ii) Explain why administrators may work in different ways to support their respective teams.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>4 Understand the importance of confidentiality of information.</p>	<p>4.1 Explain why some information must be kept confidential.</p> <p>4.2 Explain the organisational and legal procedures for keeping information secure and confidential.</p>	<p>M(vi) Compare the approach taken by two contrasting organisations to keeping information secure and confidential.</p>	<p>D(iii) Use examples of poor confidentiality or security to explain the impact on an organisation's reputation.</p>

Indicative Content: The Role of Administrator**Learning Outcome 1:**

Examples of the role of the administrator may include:

- managing meetings
- communicate with internal and external customers
- managing office diaries
- stock control
- maintenance of office equipment

Ways in which administrators can support team activities may include:

- arranging meetings e.g. sending out agenda, collating and distributing papers, hospitality
- available to support additional requirements
- dealing with telephone enquiries

Reasons for providing a positive image may include:

- it is part of the organisations culture
- can demonstrate confidence and excellent organisation skills

Learning Outcome 2:

Learners must provide sufficient and valid evidence to achieve this outcome.

- making and receiving telephone calls may require the learner to pick up within a specific time, answer in a specific manner, transfer calls
- dealing with office mail may require the learned to open, collect, distribute mail; deal with confidential mail

different types of office equipment may include desktops; laptops; tablets; photocopiers and scanners; presentation equipment

Learning Outcome 3:

Ways to arrange meetings may include:

- booking rooms, hospitality, equipment, transport for external delegates
- liaising with the chairperson and other delegates to distribute agenda and minutes of the previous meeting, relevant papers
- take minutes, if appropriate
- record actions, if appropriate
- distribute minutes of the meeting to delegates

Indicative Content: The Role of Administrator

- arrange next meeting

The purpose of a diary system may include:

- know staff movements
- enable colleagues to arrange meetings with others
- recording annual leave
- recording regular meetings to avoid clashes

Examples of information needed to maintain an office system may include:

- access to all staff calendars
- details of staff working hours
- contact details

Process for ensuring sufficient office supplies may include:

- regular checks of supplies
- asking users to indicate low stock
- regular repeat orders

Ways to monitor equipment usage may include:

- maintaining a diary of who and when equipment is used
- completion and filing forms designed for the purpose
- ask users to report faults
- annual check by a specialist technician
- check equipment on return

Learning Outcome 4:

Reasons for maintaining confidentiality may include:

- legal requirement
- personal information
- sensitive information to the business

Organisational and legal procedures may include:

- Data protection
- Human Rights Act
- Freedom of Information
- IT code of practice
- compulsory training for staff

Business Documentation

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	L/615/7754

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about types of business documentation.	1.1 Explain the uses of various kinds of business documentation. 1.2 Explain the advantages of using templates for written business communication.	M(i) For a range of contrasting business documents, explain the different purpose and intended audience.	
2 Understand why businesses develop a “house” style.	2.1 Explain why some businesses use a “house” style. 2.2 Explain the purpose of visuals and images in business documentation, for example in logos, newsletters, publicity. 2.3 Compare the house style of two different organisations.		D(i) Compare the ‘house’ style of two contrasting organisations, stating how each uses house style in the documents examined to project a specific image.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to produce business documentation.</p>	<p>3.1 Describe how register, tone and style will change according to audience and purpose of written business communication.</p> <p>3.2 Produce a range of routine business documentation for different purposes</p> <p>3.3 Use appropriate ICT packages to produce documentation for different purposes.</p> <p>3.4 Check documentation for appropriate layout, accurate spelling and grammar.</p>	<p>M(ii) Create four different business documents using appropriate ICT, ensuring they are error-free and fit for purpose and audience.</p>	

Indicative Content: Business Documentation**Learning Outcome 1:**

The use of business documentation may include:

- policies and procedures - ensure consistency across the company, everyone works to the same goals
- forms - method of recording different types of actions e.g. use of equipment, annual leave
- financial records - auditing purposes, invoices for customers
- personnel records - contact details, performance reviews

The advantages of using templates may include:

- providing a professional image of the organisation to the customer
- ensuring all information required is included or gathered
- gathering the same information over a period that may be used for marketing purposes, financial forecasting

Learning Outcome 2:

Reasons for using house styles may include:

- a uniform approach
- consistency
- customer recognition

Examples of the purpose of using visuals and images in business documentation may include:

- allowing all readers to access information
- easier to read information
- being a more powerful way to share information
- branding

Learners need to provide evidence of comparing two different house styles to achieve assessment criterion 2.3.

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome.

Audience, examples may include colleagues, customers, managers, the board, investors

Routine documents may include emails, letters and reports.

Indicative Content: Business Documentation

Purposes may include to advise of sales data, invite to an interview, to launch a new product, to advise of change in price, to arrange a meeting, to invite to a conference.

Working in Business Teams

Level:	Level 2
Credit Value:	3
GLH:	24

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the benefits of effective team work to business organisations.	1.1 Explain the benefits of effective team work to businesses, their customers and employees.		D(i) Explain with examples, the place of teamwork in the service profit chain.
2 Know what makes a team effective.	2.1 Describe the factors that make teams successful. 2.2 Identify the different skills needed for a range of team roles in a business organisation and why they are important.	M(i) Describe the skills of diverse team members.	D(ii) Evaluate the extent to which the skills of diverse team members match their role requirements. D(iii) Evaluate the effectiveness of two teams within different organisations.
3 Be able to assess own skills in relation to team work.	3.1 Assess own strengths in relation to teamwork 3.2 Assess areas of difficulty in relation to teamwork.	M(ii) Plan personal development activities to develop own teamwork skills.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>4 Be able to work effectively in a team.</p>	<p>4.1 Demonstrate effective team working skills.</p> <p>4.2 Give and receive constructive feedback.</p> <p>4.3 Deal with conflict within a team in a positive manner.</p>	<p>M(iii) Respond to feedback in a positive manner.</p>	
<p>5 Be able to evaluate a team activity.</p>	<p>5.1 Evaluate overall success of a team activity.</p> <p>Evaluate own contribution to a team activity.</p>		<p>D(iv) Explain which factors had a critical impact on the success (or otherwise) of the team activity, making recommendations for future team activities.</p>

Indicative Content: Working in Business Teams**Learning Outcome 1:**

Examples of benefits of effective team working may include:

- more efficient and effective organisation
- support each other to achieve goals and targets
- learn from more experienced colleagues
- share ideas and opinions to improve working practices
- financial benefits
- service profit chain (how teamwork contributes to employee satisfaction which links to excellent customer service, creates and improved profits/reputation)
- job satisfaction

Learning Outcome 2:

Factors that make successful teams may include:

- respect for each other's skills, knowledge, opinions, ideas
- effective communication
- an understanding of distinct roles and responsibilities within the team
- honesty, trust
- a clear understanding of the task

Different skills may include:

- communication skills
- creative thinking
- project planning
- practical skills
- problem solving
- organisational skills

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome. Assessment of own skills should be made using those explored in LO2.

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

Learners need to understand:

Indicative Content: Working in Business Teams

- constructive feedback
- jam sandwich approach
- be positive
- be specific give examples
- the need to focus on the action not the person

How to deal with conflict by:

- managing own emotions
- respecting differences
- supporting others
- being assertive

Learning Outcome 5:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Evidence may include for example witness statements, peer assessments, a personal log, notes of meetings, a video diary.

Evaluation of team activity could be made against the following criteria:

- meeting objectives
- attendance
- team skills, everyone taking responsibility, carrying out roles
- communication skills

Evaluation of own contribution:

- carrying out own role
- relationships with others
- attendance and reliability
- team skills
- communication skills

Running an Event

Level:	Level 2
Credit Value:	4
GLH:	32
Unit Number:	K/615/7762

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to develop a plan to run a specified event.	1.1 Work with others to set individual and team objectives for an event. 1.1 Use project planning techniques to plan the event, including resource costing, risk assessment and contingency planning.	M(i) Work with others to reach a consensus decision about the team event. M(ii) Develop a project plan using an appropriate tool.	D(i) Identify aims and success criteria for the event.
2 Be able to present a plan.	2.2 Present the plan for approval by others. 2.3 Amend the plan in line with recommendations and feedback from others.	M(iii) Respond to questions from others about the project plan. M(iv) Agree any revisions or amendments to the plan with the team.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to work with others to implement the proposed plan.</p>	<p>3.1 Contribute positively to the event in a specified role.</p> <p>3.2 Communicate and collaborate with colleagues to meet objectives for the event.</p>	<p>M(v) Demonstrate clear communication skills.</p>	<p>D(ii) Work with others to ensure the project timeline is adhered to.</p> <p>D(iii) Work proactively and positively with others to ensure the success of the event.</p>
<p>4 Be able to evaluate the event.</p>	<p>4.1 Assess the success of the event and own contribution.</p> <p>4.2 Give and receive constructive feedback.</p> <p>4.3 Make recommendations for future events</p>	<p>M(vi) Use constructive feedback provided to assess propose improvements to the planning and running of future events.</p>	<p>D(iv) Evaluate the success of the event.</p> <p>D(v) Evaluate your own contribution to the event and skills demonstrated.</p>

Indicative Content: Running an Event**Learning Outcome 1:**

Learners must provide sufficient and valid evidence to achieve this outcome.

Project planning techniques could include:

- brainstorming
- meetings
- Gantt charts
- Excel

Learning Outcome 2:

The project plan may include:

- project name
- key contact details
- summary of the project
- aims and objectives
- people involved and their roles and responsibilities
- resources required
- a description of product/service/outcomes
- how it will be sold, if appropriate
- who will be the customers
- costs
- a plan for contingencies

Feedback can be obtained from peers, tutors/teachers, customers.

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome.

Evidence may be provided by witness statements, personal logs, recorded materials (e.g. video).

Contributing positively may include attending as required, carry out tasks, communicating clearly, supporting others.

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome.

The event should be assessed against the aims and objectives set in LO1.

To give constructive feedback learners need to understand the need to

- use the sandwich approach

Indicative Content: Running an Event

- be positive
- use specific examples
- focus on the action not the person
- manage own emotions
- be assertive

Working with Customers

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: A/615/8446

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of customer service.	1.1 Explain the benefits to an organisation of building positive relations with its customers, both internal and external. 1.2 Explain how interactions with employees influence a customer's opinion of the organisation.		D(i) Explain, with examples, the place of customer service in the service profit chain.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how organisations ensure effective customer service.	2.1 Outline how organisations use policies and procedures to quality assure their customer service. 2.2 Outline the requirements of equalities legislation when dealing with customers.	M(i) Explain methods used by two organisations to ensure all staff provide consistently good customer service. M(ii) Explain how two organisations with different target customer groups meet their specific needs.	
3 Know about effective customer service.	3.1 Describe typical customer service tasks and activities in a chosen sector. 3.2 Outline how to provide effective customer service in a chosen sector.		D(ii) Evaluate the customer service provided by two organisations in a chosen sector.
4 Be able to interact positively with customers.	4.1 Respond positively to customer queries and requests. 4.2 Communicate appropriately with customers. 4.3 Offer help, advice or guidance to customers. 4.4 Follow given protocols for referring customers to colleagues, where appropriate.	M(iii) Use different communication skills in responding to two diverse customer queries.	D(iii) Evaluate own customer service skills, identifying strengths and areas for improvement.

Indicative Content: Working with Customers**Learning Outcome 1:**

Benefits of building positive relationships with customers may include:

- customer loyalty
- customer recommendations to new customers
- impact on profit
- effective communication ensures effective and efficient business
- job satisfaction

Ways interactions with employees can influence customer opinions:

- respect for each other and their opinions
- evokes the culture of the organisation
- good interactions mean customer more likely to return

Learning Outcome 2:

Ways to use policies and procedures may include:

- ensure all staff understand how to implement policies and procedures through training and supervision
- setting targets and measuring success
- use of different methods of customer feedback

Equalities legislation means that it is illegal to discriminate against anyone on grounds of age, disability, gender reassignment, religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity. Examples of these requirements when dealing with customers may include:

- ensuring appropriate access for all customers e.g. ramps, rails
- provision of information in different formats to meet the needs of all customers
- access within the building e.g. lower counters, signs in braille, hearing loops
- prayer rooms
- seating for elderly or pregnant women

Learning Outcome 3:

Typical tasks may include:

- answering enquiries
- finding information or products
- responding to complaints

Indicative Content: Working with Customers

- carrying out tasks for the customer (service industries)
- problem solving

Ways to provide customer service may include:

- effective communication skills e.g. answering questions, listening to requests
- providing information using formats to meet the needs of customers
- effective body language and non-verbal communication
- positive and motivated attitude
- personal appearance

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome. Through this learning outcome learners will apply the knowledge and understanding gained in LOs 1 – 3.

Numeracy Skills for the Workplace

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	F/615/7766

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to recognise when to use numeracy skills in a work-related context.	1.1 Outline how numeracy skills can be used to find solutions in different work-related situations.	M(i) Give examples of situations which call for a range of different numeracy skills.	
2 Be able to select appropriate mathematical approach to solving work-related problems.	2.1 Identify possible mathematical methods that could be used to solve specific work-related problems. 2.2 Select the most appropriate mathematical approach for each situation.	M(ii) Select the most appropriate mathematical approach to solve a specific work-related problem, requiring multiple mathematical steps or processes.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to apply appropriate numeracy skills in a work-related context.</p>	<p>3.1 Collect and collate supporting information needed to apply numeracy skills in work situations.</p> <p>3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to work-related problems or situations.</p> <p>3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.</p>	<p>M(iii) Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific work-related problem or situation requiring multiple mathematical steps or processes.</p>	<p>D(i) Link different numerical skill sets in addressing a specific work-related problem or situation, demonstrating appropriate levels of precision and accuracy.</p>
<p>4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work-related context</p>	<p>4.1 Analyse findings from the mathematical approaches applied to work situations.</p> <p>4.2 Identify solutions to work-related problems or tasks based on their findings.</p> <p>4.3 Use mathematical justifications to explain their conclusions or recommendations to others.</p>		<p>D(ii) Communicate results relating to a specific work-related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose.</p>

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 1:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Learning Outcome 2:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Improving own Employability Skills

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/7767

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the responsibilities and working patterns associated with a specific role in a work environment.	1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment.	M(i) Explain how a specific job role fits within the staff structure in a chosen work environment.	D(i) Explain the inter-relationship between different roles in a specific work environment.
2 Be able to work with due regard for health and safety in the work environment.	2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment.	M(ii) Contribute to the minimising of risks and hazards through own conduct in the work environment.	D(ii) Explain the legal responsibilities of employers and employees for health and safety in the work environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to meet the professional standards expected in a chosen work environment.</p>	<p>3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed.</p> <p>3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick).</p>	<p>M(iii) Apply understanding gained from completing one task to other related tasks.</p>	<p>D(iii) Demonstrate use of initiative in completing tasks.</p>
<p>4 Be able to review own learning gained in a work environment.</p>	<p>4.1 Describe skills and knowledge gained in a work environment.</p> <p>4.2 Outline areas where further development is still needed.</p>	<p>M(iv) Describe the relevance of the skills and knowledge gained to their future career plans.</p> <p>M(v) Outline key actions to be taken to increase own work-related knowledge and skills.</p>	<p>D(iv) Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours.</p>

Indicative Content: Improving own Employability Skills**Learning Outcome 1:**

Learners need to provide sufficient and valid evidence to achieve this outcome.

Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role.

Difference between responsibilities and tasks

Examples of working patterns include:

- working hours (regular or irregular)
- Shift patterns
- number of breaks provided

Learning Outcome 2:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, certificates or a personal log. Examples may include:

- attending Induction/work based training
- following procedures during a fire practice
- personal presentation
- wearing Personal Protective Equipment (PPE)
- adjusting desk and chair to ensure good posture
- knowledge of location of First Aid Kit and how to reach First Aiders

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, peer assessment or a personal log.

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Skills and knowledge developed/needed may include:

- product/service knowledge
- understanding of an industry/workplace
- customer service skills
- personal organisation
- personal presentation

Indicative Content: Improving own Employability Skills

- communication skills
- understanding of health and safety
- ICT skills

Introduction to Self-Employment

Level:	Level 2
Credit Value:	3
GLH:	22
Unit Number:	J/615/8546

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about self-employment in a given sector.	1.1 Describe the contribution of self-employed people to a given sector. 1.2 Explain why in a given sector certain products and services are provided by self-employed people. 1.3 Identify the advantages and disadvantages of being self-employed.	M(i) Explain the products and services provided by one self-employed person and the benefits s/he derives from being self-employed.	
2 Know the characteristics of successful self-employed people.	2.1 Explain what skills, qualities, attitudes and behaviours are characteristic of successful self-employed people in a given sector.	M(ii) Compare the characteristics of two successful self-employed people	D(i) Explain why certain identified characteristics are critical to the success of self-employed people.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know about income and expenditure as a self-employed person.</p>	<p>3.1 Explain how they would generate income as a self-employed person within a given sector.</p> <p>3.2 Identify typical levels of payment for particular products or services.</p> <p>3.3 Describe the expenses likely to be incurred in setting up as a self-employed person and in maintaining a business within a particular sector.</p>	<p>M(iii) Plan a start-up enterprise and outline relevant costs.</p>	<p>D(ii) Predict turn-over, and profit for your start up enterprise during an initial period (e.g. six months/one year).</p>
<p>4 Know the responsibilities of a self-employed person.</p>	<p>4.1 Describe how to register as self-employed.</p> <p>4.2 Describe the business records that need to be kept.</p>	<p>M(iv) Describe the professional guidance / services that a self-employed person may require in order to meet legal requirements.</p>	<p>D(iii) Explain why it is important to meet responsibilities and the consequences of not doing so.</p>
<p>5 Know about planning for self-employment.</p>	<p>5.1 Explain what needs to be considered when planning for self-employment.</p> <p>5.2 Explain the importance of planning for self-employment in terms of:</p> <ul style="list-style-type: none"> • contributing to own success • gaining the support of others. 	<p>M(v) For a specific venture, outline key actions to be taken when planning and the reasons for these actions.</p>	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
6 Understand the support available to people considering self-employment.	6.1 Explain how the different sources of support available can be used to contribute to own success as a self-employed person.		

Indicative Content: Introduction to Self-Employment**Learning Outcome 1:**

Examples of the contribution made by self-employed may include:

- specialist skills and knowledge
- offer range of products and services independently
- niche markets

Reasons for self-employed people in a given sector may include:

- short term contracts
- need for specialist skills
- only required for specific periods in the year

Advantages and disadvantages of being self-employed may include:

- own boss or several bosses
- choose work you are interested in doing
- no work available or too much at any one time
- limited financial stability
- choosing when/how to work

Learning Outcome 2:

Characteristics of successful self-employed people may include:

- self-starter
- disciplined
- good organisational and planning skills
- excellent communication skills
- entrepreneur
- multi-tasking
- willing to work on own

Learning Outcome 3:

Ways to get income may include:

- local or national funding
- tenders
- short or long-term contracts
- consultancy fees

Typical levels of payment may depend on:

- skills and knowledge required

Indicative Content: Introduction to Self-Employment

- complexity of the job
- skills and experience of the person carrying out the work

Expenses may include:

- depreciation of equipment and materials
- person's time
- hiring and use of tools
- insurance

To predict costs, turnover and profit, certain headline assumptions will need to be made.

Learning Outcome 4:

Examples of registering as a self-employed person will include notification to the Inland Revenue and Social Security if previously unemployed.

Business records may include:

- invoices and receipts
- VAT returns
- tax returns including evidence of income and expenditure
- reports

Learning Outcome 5:

Considerations to be taken when planning for self-employment may include:

- potential income and expenditure
- are there sufficient business opportunities to sustain a viable income?
- is there a market for the product or services?
- facilities, equipment, materials required to set up the business

Learning Outcome 6:

Examples of support available may include:

- financial institutions e.g. bank or building society may provide a loan
- local authority business start-ups e.g. provide advice and possible funding
- government initiatives e.g. provide advice and possible funding

Exploring solutions to business problems

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	L/615/8547

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the type of problems business organisations face.	1.1 Describe the type of problems business organisations face.		D(i) Explain the impact of two business problems on staff, organisation, and/or customers.
2 Be able to explore solutions to some organisations' business problems.	2.1 Work with others to explore the possible reasons for a specific, business problem. 2.2 Select a possible solution from the options presented. 2.3 Present ideas.	M(i) Evaluate the benefits of different solutions to a specific business problem.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to work with others to help solve business problems.</p>	<p>3.1 Implement an agreed solution to a specific business problem.</p> <p>3.2 Use checking procedures to confirm that the business problem has been solved.</p>	<p>M(ii) Work effectively with others to implement a business solution.</p>	<p>D(ii) Assess the extent to which the business problem has been resolved.</p>

Indicative Content: Exploring solutions to business problems**Learning Outcome 1:**

Examples of workplace problems could include:

- insufficient resources – staff, finances
- poor management
- outdated equipment
- poor or outdated product or service
- insufficient customers
- changes in technology or impact of hackers and viruses

Learning Outcome 2:

This is a practical learning outcome where the learner must demonstrate their ability to explore solutions to business problems. Learners may be given different scenarios of workplace situations that they are familiar with. For example:

- large numbers of products are being returned due to faults
- customers are not returning due to poor service
- staff keep leaving

Learning Outcome 3:

Ideally learning outcome 3 should continue on from learning outcome 2 to make it more meaningful for the learner. They need to implement an agreed solution and use checks to confirm if the problem has been solved.



Charity Registration No. 114282
Registered in England Company No. 5502449

enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk
Tel: 01206 911 211